Counseling Ph.D. Program
2016
(Admit Term Summer Session - June, 2016)
Deadline: January 29, 2016

Program Application Packet
Graduate Student Services
College of Education
104 Furman Hall
Oregon State University
Corvallis OR 97331-3502
Overview

OSU has engaged in counselor preparation since 1916 (only 5 years after Harvard University offered the first counseling course in the nation). By 1930, a complete curriculum was in place at OSU. The first OSU doctorate with a Major in Counseling was awarded in 1953. The Ph.D with a Major in Counseling Program has possessed CACREP accreditation since 1986.

This program is 150 quarter hours. Of those hours, 56 quarter credits can be transferred in from a counseling master’s degree. Students complete the program on a part-time basis. Specifically, students take two classes per quarter for 8 consecutive quarters and then complete internship and dissertation work in a more flexible format over the course of one or more years. Most of these courses take place twice during a quarter on a weekend (i.e., Friday and Saturday from 9 am to 5 pm) and are based in the Portland metropolitan area. Most courses contain both in-person and online components. Occasionally, a course may take place entirely via the web. Web portions of classes may be synchronous (real time interaction taking place at scheduled times during the week) or asynchronous (done at the students’ leisure within a specified time range). With the exception of TCE 603 Dissertation, all courses will be offered solely through OSU’s Extended Campus (http://ecampus.oregonstate.edu/). This degree and major possesses the prestigious Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation.

Mission

The mission of OSU Counseling Doctoral program is to prepare exemplary advanced counseling practitioners, leaders and scholars to generate, use and disseminate knowledge to solve critical human problems in a diverse global community.

General Curricular Themes

In order to accomplish its mission and implement its goals, the doctoral program in counseling is defined by five curricular themes: advanced clinical practice, clinical supervision, university-level instruction, excellence in research, and leadership/advocacy.

Advanced Clinical Practice

Doctoral students in counseling demonstrate advanced clinical practice skills which promote greater social justice and respect for diversity. These advanced skills represent current, cutting-edge, evidence-based and ethical practice and are grounded in foundational philosophies and theories of the counseling profession.

Clinical Supervision

Doctoral students in counseling demonstrate levels of clinical supervision proficiency which meet or exceed the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In order to meet these standards and to demonstrate high levels of supervisory proficiency, students engage in varied curricular experiences. Faculty members assist students to develop increased competence in supervision through instruction, modeling and supervision of supervision.
University-Level Instruction
Doctoral students in counseling demonstrate advanced knowledge and skills for instruction of both pre-service and in-service counselors. At their core, the knowledge and skills should promote empowerment, greater social justice, and respect for diversity.

Excellence in Research
Doctoral students in counseling are committed to excellence in research and demonstrate advanced research knowledge and skills. Students understand the connection between ethical research and counseling, supervision, instructional, and leadership/advocacy practices that promote greater counseling efficacy, social justice, and respect for diversity. They demonstrate this understanding through engagement in coursework, collaborative projects with faculty, and completion of quality dissertation research that contributes to the counseling profession.

Leadership and Advocacy
Doctoral students in counseling are knowledgeable of the systems that affect clients, supervisees, students, organizations, and the profession. Students understand theories related to leadership, consultation, and advocacy and demonstrate skills to intervene in systems to improve functioning and promote empowerment, greater social justice, and respect for diversity.

Principles of Admission, Policies and Procedures

Oregon State University does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, age or disability or veteran's status in any of its policies, procedures, or practices.

The State System of Higher Education has adopted the following statement: Academic performance is not the sole criterion for admission to and continuation in certain courses and programs at the University, such as practicum courses and internships. The University may find it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct that are necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the particular course or program.

The Counseling Program subscribes to the above statement and has adopted the following specific principles and conditions for admission and retention in the program:

A. Applicants are sought from a variety of groups and cultures within society. Admissions policies and procedures are designed to foster the identification and selection of all prospective students who possess the potential for Ph.D level work in counseling - to the extent of looking beyond the more traditional criteria when advisable and possible.

B. Applicants are sought who have demonstrated a commitment to the profession of counseling through interest, preparation, experience, and professional leadership.

C. The staffs of cooperating professional agencies and appropriate professional credentialing bodies are consulted relative to admission policies and procedures.
D. The Counseling faculty has the sole responsibility for the selection of Ph.D candidates to recommend to the Dean for admission. The established admission criteria are both consistent with and in excess of those required of the OSU Graduate School.

Admissions Requirements

To guarantee consideration, the completed application packet must be received no later than the January deadline (see online application for specific date each year). Applications received after the deadline will not be considered for admission. Please refer to the "Application Checklist for Graduate Programs" for the steps to take in applying to the counseling program. To be considered for acceptance, the applicant must meet the following criteria:

(1) Advanced Practice, Supervision and Counselor Education Career Goals
The primary goal of the Counseling Ph.D. Program is to prepare counseling professionals who can promote greater social justice and respect for diversity through (1) advanced clinical practice, (2) supervision, and (3) instruction. The stated career goals of applicants are reviewed to determine appropriate match.

(2) Experience
Applicants will have sufficient post-master's experience as a professional counselor in order to be prepared for the demands of doctoral study. Preference will be given to National Certified Counselors (NCCs), state Licensed Professional Counselors (LPCs), or licensed school counselors. It is also expected that applicants will have participated in personal counseling as a client prior to admission to the program.

(3) Competence in Clinical Skill
Students are assumed to have achieved master’s level competence in counseling as appropriate for their area of practice. As part of the three required references, applicants must provide one professional reference from their current or recent (within 5 years) clinical supervisor that attests to the applicants’ counseling skills.

(4) Grade Point Average
The Oregon State University Graduate School requires a minimum GPA of 3.0 on work completed toward the masters degree.

(5) Academic Background
Individuals entering the program have completed a master's degree in counseling or closely related field that includes the areas of concentration required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Those areas not covered in the student's master's program or through continuing education must be taken as part of doctoral study. Doctoral candidates are also expected to enter the program with competency in the use of technology. (Please submit online “Pre-Requisite Technology Competencies” form).

(6) Demonstrated Potential to Write at a Scholarly Level
Doctoral candidates are expected to have the potential to write at a scholarly level. Each applicant submits a writing sample. Instructions for preparing the writing sample can be found in the
online application materials. Students may be required to seek developmental writing support during doctoral study.

(7) Commitment to Diversity
Oregon State University’s Counseling doctoral program strives toward an inclusive and supportive learning community. Applicants to the program must demonstrate a commitment to and capacity to work with individuals with multiple ways of being. The program and program faculty adhere to the American Counseling Association Code of Ethics with respect to issues of diversity.

Program Sequence

This section provides you with an overview of the doctoral sequence. More detail is provided in the Graduate Student Survival Guide which can be found on the Graduate School website. Traditionally, the Counseling Program assigns an advisor to the Ph.D student upon admission. Students should meet with their advisor regularly to discuss program and area of research interest, and seek guidance for committee formation. Through mutual agreement, the advisor may become a student’s major professor (dissertation chairperson) or the student may change major professors due to such factors as research orientation, research area, or mentoring needs.

Committee Composition and Program Meeting

During the first year, students should begin to consider the membership of their committees. Criteria for selection would include areas of interest or expertise, compatibility of members with the student, and compatibility of members with each other. Committees consist of 5 members. The major professor is the chair of the committee, one member is the Graduate Representative, and the other three members are chosen from the community of scholars. Non-university experts are acceptable as committee members if they qualify for status as an adjunct to the faculty for the purpose of sitting on a Ph.D committee.

The program of study meeting finalizes the student’s coursework for the Ph.D and assures that University, Graduate School, and Counseling Program requirements are met by the student’s doctoral coursework. This meeting typically occurs in a group format during the 4th term of the program (spring of 1st year). Program of Study forms should be completed by the student in consultation with the major professor before the 4th term of the program.

Preliminary Examinations

Written preliminary examinations take place near the end of students’ coursework, typically the spring of their second year or fall of their third year. The purpose of the preliminary examination is to determine students’ understanding of their field of study. Following a successful preliminary written exam, an oral preliminary examination is conducted and evaluated by the student’s committee. Both of these exams may only be attempted twice.

Research Proposal Defense

Research proposals generally follow completion of a successful oral preliminary exam. The research
proposal is the culmination of the student’s research coursework, extensive literature review by the student, and collaboration with and approval by the major professor. The research proposal - which includes chapters 1 - 3 of the dissertation – is presented in a formal research proposal meeting with the Ph.D committee. When the committee approves the research proposal and the proposal receives approval by the OSU Human Subjects Board, students are free to undertake their research and write up the results of the study.

Defense of Dissertation

Once the dissertation is written and receives approval from the major professor, the student submits the dissertation to the committee. Students then defend the dissertation at a final meeting of the committee. When the committee is satisfied that the two manuscripts contained in the dissertation are acceptable for publication and that the student has shown proficiency in research, the dissertation is accepted by the committee. Minimal final editing of the paper may take place after the defense, prior to the dissertation being submitted to the Dean of the College and then the Graduate School for approval.

Time Limit

For the doctoral degree, the final oral examination must be taken within five years after the preliminary oral examination. If more than five years elapse, the candidate will be required to take another preliminary oral examination.

Residency Requirement

The residence requirement for the doctoral degree is a minimum of 36 OSU graduate credits which must appear on your doctoral program. Students must have enrolled for at least three terms of graduate academic work (a minimum of 9 credits per term) on campus or at an off-campus site approved by the OSU Graduate School. Residency refers to those graduate credits taken at OSU, students admitted as a regular degree-seeking graduate student by the Graduate School. It does NOT include: credits reserved as an undergraduate or post-baccalaureate student, credits taken as a non-degree or post-baccalaureate student, or transfer credits.

Evaluation and Retention of Students

In agreement with the ethical guidelines of the American Counseling Association, the OSU Counseling Program has developed the following student evaluation and retention procedures. Respecting these guidelines, the program considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, sensitivity to others, and self-awareness.

Faculty members meet regularly in order to evaluate each student's progress in academic work, teaching, supervision, counseling skills, and intrapersonal/interpersonal effectiveness. Those students assessed as having difficulty will receive written and oral feedback concerning their progress from their advisor. All written feedback is placed in the student's central file, including
any student responses to feedback received.

Students who are identified as having deficiencies are provided assistance in order to improve their performance:

1. **Problem Identification Meeting**

The advisor meets with the student to offer specific examples of the difficulties that have been identified by faculty members. Student and advisor then discuss minimal change expectations and procedures. A decision is made at this time as to the seriousness of the problem and if it is recurring. Steps for resolution are recommended and a time frame for remediation is agreed upon by both parties. A written contract is designed at this time and is signed by the student and advisor, with the understanding that student progress will be regularly reviewed by counseling faculty until the contractual agreements have been fulfilled.

2. **Recurring or Critical Problems**

When problems are recurrent or severe, a team of staff members is appointed to meet with the student. The concerns are delineated in writing and given to the student prior to this meeting. During this meeting, the student is given specific information about the problems, the steps needed for resolution, and the time frame for resolution. A written contract clearly stating the areas which need to be improved, and the methods and time frame needed for improvement, is designed and signed by the student and the involved faculty members. A copy of this agreement is given to the student and the original is placed in the student's central file.

3. **Insufficient Progress, Withdrawal, Counseling**

If the student does not make satisfactory progress toward resolving the identified problems, and if the staff agrees that the student will not be able to successfully achieve the academic, teaching, supervision and counseling skills or interpersonal/intrapersonal effectiveness objectives of the program, then recommendation for withdrawal of the student from the program is considered. If this decision is made, it is then passed to the next administrative channel. Academic, vocational, and personal counseling may be suggested to students and may include the transfer of earned credits to a new program if one is selected.

4. **Due Process Procedures**

Unless the problem involves a major disciplinary action, all of the preceding steps are handled within the Counseling Program. The university and the program assure each student that their rights are respected and that due process is followed. If a student wishes to challenge a decision of the program regarding retention in the program, the student has the right to an appeal process, as detailed in the OSU Student Handbook.

The OSU Counseling Program believes that the stated procedures are in accord with accepted educational practices and the following guidelines of the American Counseling Association Ethical
Standards:

Members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. The instructor must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.

**Ph.D Student Roles:**

Doctoral students experience many different roles during the course of their studies. The four roles which are critical to the development of doctoral students are practicum student, internship student, classroom student, and emerging professional and scholar. Exploration of each may help Ph.D students approach these roles with greater understanding.

**Classroom Student**

A common student role is that of the *classroom student.* In-class coursework assures exposure to, discussion of, and practice with concepts, theories, and knowledge base in major areas of preparation for doctoral-level careers. Students are in the classroom to cover content areas required for their training. Classroom students are expected to be prepared, engage in classroom discussions and activities, and complete the assignments of the course in a timely manner.

**Practicum Student**

Practicum in Counseling (TCE 618) is an advanced course in supervised counseling. In TCE 618 student gain advanced knowledge of evidence-based counseling theory, apply it during counseling sessions (100 hours total, 40 direct contact), and receive group and individual supervision on these sessions. The *practicum student role* requires preparation for and active engagement in practicum counseling experiences, group supervision and individual supervision. Doctoral practicum students are expected to have master’s level professional counselor knowledge and skills at the outset and to be ethical in all their practicum activities.

**Internship Student**

CACREP doctoral standards require 600 total hours for doctoral internship. This internship should include advanced practice in professional leadership and advocacy, counseling, supervision, and university-level teaching. Students are expected to seek out knowledge in these areas, intentionally apply this knowledge during internship activities, actively engage in group and individual supervision, utilize feedback to improve performance, and engage in assessment of their learning. Doctoral internship students are expected to be proactive and intentional in the selection of activities to develop their professional knowledge, skills, and identity and to be ethical in all their internship activities.

**Emerging Professional and Scholar**

Ph.D level study in academic and professional programs has the intent of producing increasingly
independent and skilled researchers and practitioners. Doctoral students in the role of emerging professional and scholar are expected to take increasing initiative in identifying academic and professional goals, locating curricular and extracurricular activities that will forward these goals, engaging in the scholarly literature, and forming relationships with mentors, professionals, experts, and organizations to benefit clients, supervisees, students, the profession, and themselves.

Course Requirements for the Counseling Doctoral Program

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-Counseling PhD Application Page 9-
# Counseling Ph.D.
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n.b.,
1. X = 3 credits.
2. All courses taken through OSU Extended campus except for TCE 603 Dissertation.
3. * = registration will vary according to student opportunities, needs and pacing. Completion of the program in three years is not guaranteed. Students typically take from three to five years to complete.
Below is the Memorandum of Agreement that applicants are required to sign upon the admission to the Ph.D program:

Memorandum of Agreement

The Oregon State University College of Education has admitted you to the Ph.D program in Counseling. If you accept this offer of admission and plan to enroll in the Ph.D program in Counseling at Oregon State University starting Summer Term of the year of admission, please return this signed Memorandum of Agreement no later than two weeks after the mail date.

Return to: Counselor Ph.D. Program
104 Furman Hall
Oregon State University
Corvallis, OR 97331-3502

As a student selected for admission to the Ph.D program, you are asked to sign below that you agree to:

1. adhere to the ethical standards of the American Counseling Association;
2. inform faculty of pertinent ethical, legal or mental health issues that arise during your enrollment in the program;
3. attend classes including all weekend residential, synchronous online, and asynchronous online course components scheduled during the academic year;
4. adhere to the Counseling Program’s hardware and software recommendations and clinical recording protocol in preparation for and during classes;
5. purchase and maintain a Taskstream account throughout the program;
6. obtain professional liability insurance before the beginning of the TCE 618 Practicum;
7. join the Western Association for Counselor Education and Supervision or Association for Counselor Education and Supervision;
8. attend at least one professional conference each year;
9. live the DRIVE - Dignity, Respect, Integrity, Value, Equality - philosophy in your relationships with your fellow students and the faculty and staff;
10. consult with your assigned advisor before making any changes in your schedule of classes;
11. complete your program of study and your oral defenses within seven years;
12. resolve all course incompletes within one calendar year from the end of the term in which the incomplete was given;
13. comply with the Oregon State University Continuous Enrollment Policy;
14. be prepared to engage in the personal reflection and disclosure that is the norm in counselor education and advance practice counseling classes;
15. be prepared to have faculty regularly critique and review your clinical practice, academic performance, and your personal fit for the profession.

Name: ___________________________ Date: ___________________________

NOTE: Should you change your mind about enrolling in our program after returning this form, please contact the College of Education as quickly as possible: 541-737-4317.
# College of Education
## Oregon State University
### Doctoral Counseling Faculty

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<th>Name</th>
<th>Program Role</th>
<th>Phone/Email</th>
<th>Research Expertise</th>
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<tr>
<td>Beckett, Catherine (Dr.)</td>
<td>Corvallis Campus, Doctoral Coordinator</td>
<td>503-319-8998</td>
<td><a href="mailto:beckettl@onid.orst.edu">beckettl@onid.orst.edu</a></td>
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<tr>
<td>Blackman, Lorie (Dr.)</td>
<td>Corvallis Campus, Instructor/ Courtesy Faculty</td>
<td>541-737-4661</td>
<td><a href="mailto:blackmal@onid.orst.edu">blackmal@onid.orst.edu</a></td>
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<td>Dykeman, Cass (Dr.)</td>
<td>Corvallis Campus, Assessment Lead</td>
<td>541-737-8204</td>
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<td>Eakin, Gene (Dr.)</td>
<td>Corvallis Campus, School Counseling Coordinator</td>
<td>541-737-8551</td>
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<td>Ng, Kok Mun (Dr.)</td>
<td>Corvallis Campus, Interim Clinical Coordinator</td>
<td>541-737-3741</td>
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