



Oregon State University

Ph.D Program with a Major in Counseling

*Student Handbook
Policies and Procedures Manual
Cohort 71
Entering June 2020*

Counseling Academic Unit
College of Education
204 Furman Hall
Oregon State University
Corvallis, OR 97331-3502

**OREGON STATE UNIVERSITY
Ph.D PROGRAM WITH A MAJOR IN COUNSELING
Student Handbook & Policies and Procedures Manual**

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**OREGON STATE UNIVERSITY
PH.D WITH A MAJOR IN COUNSELING PROGRAM**

SECTION I. BACKGROUND

A. CACREP Statement on Goals of Doctoral Programs

Doctoral degree programs in Counselor Education and Supervision are intended to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings. Doctoral programs accept as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry. Doctoral programs prepare students to generate new knowledge for the counseling profession through research that results in dissertations that are appropriate to the fields of counselor education, supervision, or advanced counseling practice. This extension of knowledge should take into account the societal changes of the 21st century and prepare graduates to be leaders and advocates for change.

B. Background of the Ph.D Program with a Major in Counseling

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 Program with a Major in Counseling has possessed CACREP accreditation since 1986.

C. Mission of OSU Ph.D with a Major in Counseling

The Ph.D. with a Major in Counseling Program serves Oregon State University's Land Grant Mission, supports the CAU Mission, and promotes sociocultural equity. Using current professional training standards, the Ph.D. Program prepares exemplary counselor educators, supervisors, advanced counseling practitioners, leaders, advocates, and scholars to generate, use, and disseminate knowledge to solve critical human problems in a diverse international community.

D. Associated Mission Statements

Oregon State University:

As a land grant institution committed to teaching, research and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.

This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems, Improving Human Health and Wellness, and Promoting Economic Growth and Social Progress.

College of Education:

The College of Education develops change agents in the form of researchers, scholars, learning leaders, teachers, and counselors. Change agents make a difference by promoting innovation, social justice, and lifelong learning. They prepare citizens who are socially empowered, reflective, innovative, and caring members of our increasingly diverse communities and the world.

Counseling Academic Unit (CAU):

Using current professional standards, the Counseling Academic Unit at Oregon State University prepares professional counselors and counselor educators who promote the holistic wellness of individuals, families, communities, and organizations. These counselors and counselor educators are prepared to be change agents who are competent, ethical, and proactive in the face of injustice. They are lifelong learners whose work is informed by lifespan development, theory- and evidence-based practices, and a local and global perspective. Their work as counselors, supervisors, educators, researchers, and advocates demonstrates multicultural and diversity competence and a commitment to social justice.

CAU Values Statement:

The program, faculty, students, and staff honor the lived experiences of all individuals. We are a learning community that embraces the concepts of social justice, innovation, the intersection of practice and research, reflection, and integrity. We hold to the ethical principles established by the American Counseling Association, the American School Counselor Association, and the Association for Counselor Educators and Supervisors.

We uphold the following values explicated by the College of Education at Oregon State University:

- Social Justice

We value social justice in all aspects of our work. The disciplines of counseling and counselor education must be situated in a sociopolitical context and actively work to correct injustice.

- Innovation

We value innovation in the practice of counseling and counselor education. Counselors and counselor educators should seek new ways of viewing and addressing human problems and of promoting lifelong learning, holistic wellness, and social justice.

- Intersection of Practice and Research

We value the use of current research to inform the practices of counseling and counselor

education. In addition, we are committed to engaging in research that is informed by the practice of counseling and counselor education in the field.

- Reflection

We build reflective practices into our work and the work of our students as counselors and counselor educators. We actively consider and evaluate our effectiveness and our culture, social positions, life experiences and knowledge, and are actively open to other perspectives.

- Integrity

We consider and adhere to our values in all decision making. We evaluate our impact on the college, programs, students, client populations, community, and society and work to align our actions with our values.

SECTION II. PROGRAM INFORMATION

A. Ph.D. with a Major in Counseling General Curricular Themes

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

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.

B. Learning Outcomes for the Ph.D with a Major in Counseling

Graduate School Learning Outcomes:

1. Produce and defend an original significant contribution to knowledge
2. Demonstrate mastery of subject material
3. Conduct scholarly or professional activities in an ethical manner

Global Program Goals:

1. Academic and Professional

Students will develop an area of professional counseling expertise and demonstrate appropriate academic and professional goals through intentional creation and completion of a program of study, dissertation research focus, and internship experiences that are congruent with an identity as an advanced counseling practitioner, counselor supervisor, counselor educator, and/or counselor leader.

2. Academic Mastery

Students will demonstrate academic mastery by developing and successfully completing an approved program of study that meets the academic standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for doctoral program in counselor education. Academic mastery will also be demonstrated through successful completion of written comprehensive, preliminary oral comprehensive and final oral comprehensive exams.

3. Professional Competence

Students will demonstrate professional skills beyond the master's level and ethical behavior as an advanced counseling practitioner, counselor supervisor, counselor educator, and counselor leader during clinical coursework such as practicum and internship.

4. Democratic Perspectives

Students will demonstrate the necessary awareness, knowledge, and skills of cultural competence as an ethical counselor, supervisor, educator, and leader through satisfactory completion of content coursework and application of content to practice during practicum and internships.

5. Research Mastery

Students will demonstrate advanced level knowledge of research foundations, methods, and responsible conduct of research through successful completion of research coursework. Students will also demonstrate an ability to apply this knowledge through producing an original contribution to knowledge in the field of counseling during the dissertation process.

6. Personal Development

Students will demonstrate self-awareness, awareness of impact on others, ability to regulate emotions, ability to reflect, critical thinking skills/judgment and integrity sufficient to ethically undertake the roles of advanced counseling practitioner, supervisor, counselor educator, counselor leader, and researcher during the processes of course completion, clinical experiences and dissertation completion.

Programmatic Learning Outcomes:

1. Produce and defend an original significant contribution to knowledge.

1.1.1.1. Indicator: Student successfully defends a dissertation

2. Demonstrate mastery of subject material (ref. CACREP Doctoral Standards II.1-8)

2.1. Theories pertaining to the principles and practice of counseling

2.1.1.1. Indicator: Can demonstrate advanced skills and knowledge of counseling

2.2. Theories pertaining to the principles and practice of Career Development

2.2.1.1. Indicator: Can demonstrate advanced knowledge of career development issues in counseling

2.3. Theories pertaining to the principles and practice of Group Work and Systems

2.3.1.1. Indicator: Can demonstrate advanced knowledge of group work and systems issues in counseling

2.4. Theories pertaining to the principles and practice of Consultation

2.4.1.1. Indicator: Can demonstrate advanced knowledge of consultation issues in counseling

2.5. Theories pertaining to the principles and practice of Crises and Disasters

2.5.1.1. Indicator: Can demonstrate advanced knowledge of crisis and disaster issues in counseling

2.6. Theories and practices of counselor supervision

2.6.1.1. Indicator: Can demonstrate advanced knowledge of supervision issues in counseling

2.7. Instructional theory and methods relevant to counselor education

2.7.1.1. Indicator: Can demonstrate advanced knowledge of instructional theory and methods relevant to counselor education

2.8. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning

2.8.1.1.1. Indicator: Can demonstrate advanced knowledge of multicultural issues and competencies, including social change theory and advocacy action planning

2.9. Design, implementation, and analysis of quantitative and qualitative research

2.9.1. Design, implementation, and analysis of qualitative research

2.9.1.1.1. Indicator: Can demonstrate advanced knowledge of the design, implementation, and analysis of qualitative research

2.9.2. Design, implementation, and analysis of quantitative research

2.9.2.1.1. Indicator: Can demonstrate advanced knowledge of the design, implementation, and analysis of quantitative research

2.10. Models and methods of assessment and use of data

2.10.1.1. Indicator: Can demonstrate advanced knowledge of assessment issues in counseling.

3. Be able to conduct scholarly activities in an ethical manner.

3.1.1.1. Indicator: Student is able to demonstrate knowledge of the processes of ethical research in the Social and Behavioral Sciences.

C. Academic Background

Individuals entering the program will have completed a master's degree in counseling or related field that includes coursework equivalent to the OSU master's in School Counseling, Community Counseling, or Clinical Mental Health Counseling and meets the eight common core curricular areas outlined in CACREP (2009). Those incoming doctoral students missing equivalent courses will need to add these courses to their doctoral program of study, engage in approved remediation, or document mastery of course content. Doctoral candidates are also expected to enter the program with competency in the use of instructional technology. See Appendix A for content checklist for Ph.D applicants.

D. Curriculum

This program is 150 quarter hours. 56 graded quarter credits of the 150 are transferred in from a counseling (or closely-related) master's degree. Students complete the program on a part-time basis. Specifically, students take two hybrid classes per quarter for 8 consecutive quarters, take one all online course during their 9th quarter, and then complete a year or more of internship and dissertation work. See Appendix I for general course schedule.

Most of these courses take place twice during each quarter on a weekend (i.e., Friday and Saturday from 9 am to 5 pm) and are based in Portland, OR. Clinical courses (COUN 617, 618, 619, & 697) will also include synchronous online supervision at scheduled times (usually Monday or Wednesday evenings) during the term. All courses will be offered solely through OSU's Extended Campus (<https://ecampus.oregonstate.edu>). This curriculum was designed according to the CACREP standards for Ph.D programs. See Appendix B for the Ph.D curriculum.

Students must register in accordance with the Graduate School's Continuous Enrollment Policy (see Appendix J).

E. Program Sequence

This section provides you with an overview of the doctoral sequence (see Appendix C for a graphical representation). More detail is provided in the *Graduate Student Guide to Success*, which can be found on the Graduate School website:

http://oregonstate.edu/dept/grad_school/current/success.html. Traditionally, the Counseling Program allows the incoming student to choose a preliminary major professor to the Ph.D student upon admission. Students should meet with their major professor regularly to discuss

their program. If during the program a student would like to change advisors, the student needs to consult with his current advisor prior to making any change. There are five major steps in this sequence. These steps are:

Step 1: Program of Study Meeting

The purpose of the program of study meeting is to incorporate assessments of the student's academic preparation and performance as well as personal and professional development into a formal program of study. The OSU Ph.D with a Major in Counseling program of study meeting is **typically** a group meeting, held the eighth Friday of Spring term in the first year. Students should consult with their advisor well in advance of this meeting (at least one month) to discuss master's level coursework completed, academic performance, clinical performance, research focus, and professional goals. Consult the advising site in Canvas for an example of the Program of Study form.

Additionally, during the first year, students should begin to consider the membership of their committees. Criteria for requesting that a professor join your committee include areas of interest or expertise, and compatibility of members both with the student and with each other. Committees consist of five 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. Some non-university experts are acceptable as committee members, if they qualify for status as an adjunct to the faculty for purpose of sitting on a Ph.D committee. Consult with your assigned advisor.

Step 2: Written Comprehensive Exam

No earlier than the Spring Quarter of the 2nd Year of matriculation in the Ph.D. program, a student may sit for the Written Comprehensive Exam. The purpose of this examination is to determine the student's mastery of the content knowledge of her or his major field of study. The OSU Ph.D with a Major in Counseling written comprehensive examination is **typically** administered on the third Friday of Spring term the second year and then again the third Friday of Fall term the third year. Students will arrange for proctoring, as per program guidelines, in the geographic area in which they want to be tested. See Appendix F for the specific requirements. See Appendix G for the Written Comprehensive Exam scoring rubric. Please note the exam is graded by the doctoral level faculty on a blind basis. Access the Study Guide and the event scheduling form for the oral exam via the Canvas Advising Site.

Step 3: Dissertation Proposal Defense

The dissertation proposal is presented in a formal research proposal meeting with the committee. The format of the proposal will depend on which dissertation format is selected by chair and student. Two formats for a dissertation are permitted by the Graduate School (see Appendix D). If the committee approves the dissertation proposal (see Appendix E), and the proposal is approved by the OSU Human Subjects Review Board (<https://research.oregonstate.edu/irb>), the student is then free to undertake the research part of the dissertation.

Step 4: Preliminary Oral Examination

After passing the written comprehensive exam and no earlier than their last quarter of course work, a student may sit for their preliminary oral examination. This exam gives the committee members an opportunity to assess the student's mastery of doctoral program learning objectives and to follow-up on any questions/concerns related to the written comprehensive exam. The Preliminary Oral Examination is often done concurrently with the Dissertation Proposal Defense.

Step 5: Final Oral Examination

Once the dissertation is approved by the student's major professor, it is submitted to the committee. A final meeting of the committee is held for the purpose of defense of the dissertation by the student. When the committee is satisfied that the dissertation is acceptable for publication, the student has shown proficiency in research, and can defend his or her research, then the dissertation is accepted by the committee. Final editing of the paper frequently takes place after the defense, prior to the dissertation being submitted to the Dean of the College of Education for approval to go forward to the Graduate School.

nota bene: The Program of Study Meeting, Preliminary Oral Examination and the Final Oral Examination are official Graduate School events. The Preliminary Oral Exam and Final Oral Exam MUST be scheduled through the Graduate School (see Appendix H). Due to Graduate School regulations, steps 1, 4, and 5 will occur on OSU Corvallis Campus. The Graduate school does allow remote participations of committee members and/or the student under certain conditions

http://oregonstate.edu/dept/grad_school/forms.php#remote

F. Time Limit

For the doctoral degree, there is a time limit of nine (9) years on the age of course work. 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.

G. 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 (COUN 618) is an advanced course in supervised counseling. In COUN 618 students 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. Students take three terms of Practicum (Winter, Spring, of their first year and their second Summer). In addition to face-to-face course meetings, both group supervision and triadic supervision will take place weekly via Zoom in our HIPAA compliant Platform Supervision Assist. Group supervision is generally held on Monday evenings. 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 630 total hours for doctoral internship (COUN 619). This internship should include advanced practice in professional leadership and advocacy, direct counseling, supervision, and university-level teaching. Students can begin taking Internship once they have successfully completed all three Practicum courses. 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. Group supervision and triadic supervision will take place weekly via Zoom in our HIPAA compliant Platform Supervision Assist. Group supervision is generally held on Wednesday evenings. 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.

SECTION III. EVALUATION AND RETENTION OF STUDENTS

In agreement with the ethical guidelines of the American Counseling Association, the OSU Counseling Academic Unit 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.

The faculty evaluates student progress at multiple points during the program, based on class performance, core assignments, professional dispositions, and satisfactory progress towards program outcomes. Much of this is documented via Canvas and Supervision Assist; students are required to purchase and maintain a Supervision Assist account throughout the program. This cost is a one-time fee of \$197.00. Students will be provided instructions for creating an account during their first term. Professional dispositions are evaluated by faculty using the Professional Disposition Evaluation Form (PDE). See Appendix K.

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 adviser. 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:

Step 1. Problem Identification Meeting

The adviser meets with the student and gives specific examples of the difficulties which have been identified by the faculty. The student and the adviser 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 the adviser, with the understanding that the student's progress will be reviewed by the faculty at his/her next meeting.

Step 2. Recurring or Critical Problems

If the situation is recurring or critical, a team of staff members may be 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 particular problem, the steps needed for solution, and the time frame allowed prior to determining if further action must be

considered. 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.

Step 3. Insufficient Progress, Withdrawal, Counseling

If the student does not make expeditious progress toward resolution of the identified problem(s), and if the staff agrees that the student will not be able to successfully achieve the skills (i.e., academic, teaching, supervision and counseling) 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 the student and may include the transfer of earned credits to a new program if one is selected.

Step 4. Due Process Procedures

Unless the problem involves a major disciplinary action, all of the preceding steps are handled within the Counseling Academic Unit. 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. This process starts with the chair of the Counseling Academic Unit. After the chair, the process moves onto the Dean of the College of Education, and then the Graduate School.

The Counseling Academic Unit 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.

In addition to Counseling Academic Unit's policies and procedures, please note the following Graduate School policies and procedures in this area:

Dismissal from Graduate School

Advanced-degree students (regular, conditionally, and provisionally admitted) are expected to make satisfactory progress toward a specific academic degree. This includes maintaining a GPA

of 3.00 or better for all courses taken as a graduate student and for courses included in the graduate program, meeting departmental requirements, and participating in a creative activity such as a thesis.

If a student is failing to make satisfactory progress toward an academic degree, as determined by the major department or the Graduate School, the student may be dismissed from the Graduate School.

Any doctoral student who fails the preliminary oral examination with a committee recommendation that the student's work toward this degree be terminated may be dismissed from the Graduate School.

Any student who fails a final oral examination may be dismissed from the Graduate School.

Academic dishonesty and other violations of the Student Conduct Regulations may serve as grounds for dismissal from the Graduate School.

Student Conduct Regulations

Graduate students enrolled at Oregon State University are expected to conform to basic regulations and policies developed to govern the behavior of students as members of the university community. The regulations have been formulated by the Student Conduct Committee, the Student Activities Committee, the university administration, and the State Board of Higher Education. Violations of the regulations subject a student to appropriate disciplinary or judicial action. The regulations and the procedures for disciplinary action and appeal are available via the OSU website and outlined in detail in the electronic OSU Schedule of Classes published every academic year.

Grievance Procedure

All students desiring to appeal matters relating to their graduate education should request a copy of Grievance Procedures for Graduate Students at Oregon State University from the Graduate School. These procedures are also available on the web at http://oregonstate.edu/dept/grad_school/current/grievance.html. Graduate assistants who are not represented by the Coalition of Graduate Employees, American Federation of Teachers Local 6069 who wish to appeal terms and conditions of their employment should also refer to these procedures. Graduate assistants whose terms and conditions of employment are prescribed by the Collective Bargaining Agreement between OSU, OUS, and the Coalition of Graduate Employees, American Federation of Teachers Local 6069 should also refer to that document.

SECTION IV: FACULTY

Counseling Academic Unit Faculty and Staff, Corvallis College of Education - Oregon State University

Name	Program Role	Phone/Email	Research Expertise
Aguilera, Mary (Dr.)	Corvallis Campus, Assessment Coordinator	503-737-2232 mary.aguilera@oregonstate.edu	Supervision, Play therapist training, Counselor training
Cazares-Cervantes, Abraham (Dr.)	Corvallis Campus, School Counseling	541-737-5407 cazaresa@oregonstate.edu	Multicultural competency in school counseling, Supervision of minority supervisees, Ethnic identity development, Working with bilingual clients, Gang-related behavior, Working with the Latinx population
Charbonneau, Natalie	Corvallis Campus, Counseling Clinical Assistant	541-737-1277 Natalie.Charbonneau@oregonstate.edu	
Dykeman, Cass (Dr.)	Corvallis Campus, PhD Program	541-737-8204 dykemanc@onid.orst.edu	Math anxiety intervention, Psychopharmacology, Addiction counseling
LaGue, April (Dr.)	Corvallis Campus, School Counseling	541-737-8583 laguea@oregonstate.edu	Emotion regulation in school settings, Math anxiety in adolescents, School counselor identity development and advocacy, Technology integration in counselor education, Corpus Linguistics in counselor education
Massa, Ada (Dr.)	Corvallis Campus, Counseling Program Lead	541-737-1826 Ada.Massa@oregonstate.edu	Physical Activity levels and conceptions around physical activity moderated by ethnicity, gender and socioeconomic status.
Muzacz, Arien (Dr.)	Corvallis Campus Clinical Mental Health Counseling	541-737-8204 arien.muzacz@oregonstat.edu	Multicultural counseling, supervision, LGBT health disparities, Human sexuality, Addictions
Ng, Kok Mun (Dr.)	Corvallis Campus, Program Chair PhD Program	541-737-3741 kokmun.ng@oregonstate.edu	Multicultural counseling; Attachment theory; Internationalization of counseling; Couples and family counseling
Rubel, Deborah (Dr.)	Corvallis Campus, PhD Program	541-737-5973 deborah.rubel@oregonstate.edu	Group work, Pedagogy, Qualitative research methods
Schulz, Lisa (Dr.)	Corvallis Campus, Clinical Mental Health Counseling	541-737-5959 lisa.schulz@oregonstate.edu	Cross cultural issues related to dual identity development, Contingent faculty issues, Transpersonal counseling

SECTION V: APPENDICES

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APPENDIX A

MASTER'S PROGRAM CONTENT CHECKLIST FOR PH.D Students

Content Area	List Equivalent Graduate Level Course or Substantive Module in a Graduate Level Course and Year Completed
PROFESSIONAL ORIENTATION/ETHICS	
SOCIAL AND CULTURAL DIVERSITY	
HUMAN GROWTH AND DEVELOPMENT	
CAREER DEVELOPMENT	
HELPING RELATIONSHIPS	
GROUP WORK	
ASSESSMENT	
RESEARCH AND PROGRAM EVALUATION	

Please refer to CACREP (2009) G.1-8 for descriptions of the content areas

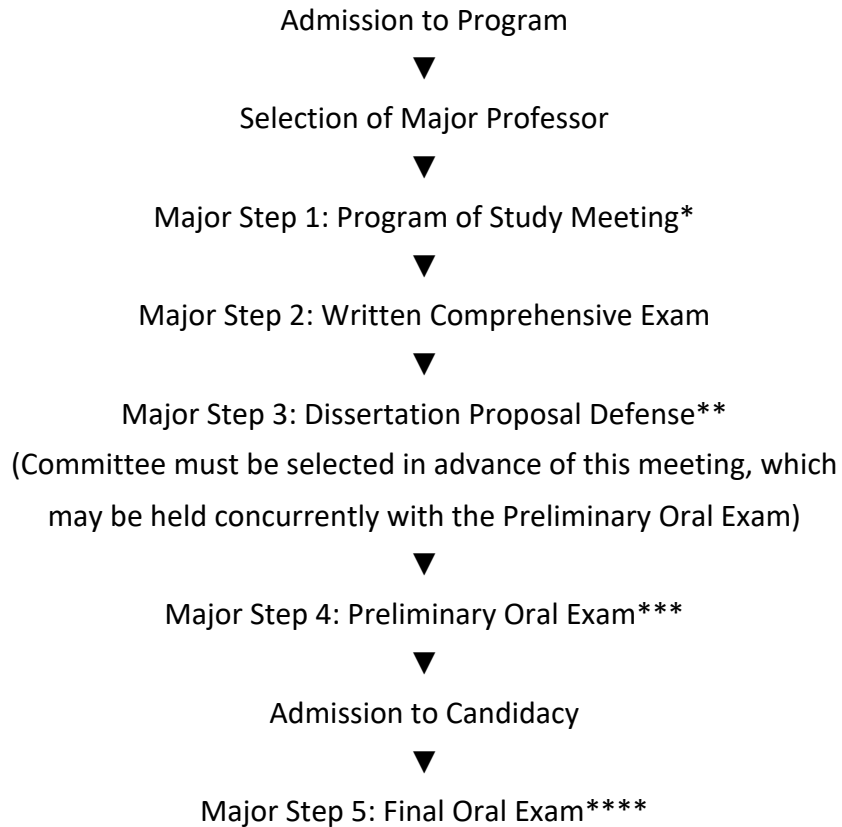
APPENDIX B

Course Requirements for Ph.D. Program with a Major in Counseling

COUN	Course Title	Credits
X	Master's Transfer	56
603	Dissertation	36
617	Advanced Supervision	3
618	Doctoral Practicum	9
619	Doctoral Internship	7
634	Advanced Counseling Practice II	3
612	Qualitative Research I	3
613	Qualitative Research II	3
662	Quant. Research and Statistics I	3
663	Quant. Research and Statistics II	3
664	Quant. Research and Statistics III	3
665	Publications Methods in Counselor Education	3
667	Advanced Assessment	3
668	Advanced Career & Consult	3
671	Advanced Group	3
681	Advanced Diversity and Social Justice	3
696	Counselor Education	3
697	Supervision	3
	<i>total credits</i>	150

APPENDIX C

Steps in Ph.D. with a Major in Counseling Program



* An official Graduate School event. See Graduate School website for required checklist. See appendix for sample of correctly filled out program of study form

**See Advising Site for Counseling Academic Unit Policies for Proposal Defense

*** See Appendix L for Counseling Academic Unit for “Preliminary Oral Exam Rubric”

****An official Graduate School event requiring event scheduling. See Appendix G for event scheduling form.

APPENDIX D

Format Options for the Dissertation

nota bene: the dissertation elements required for the proposal defense are italicized. Follow the link to a PDF of the current Thesis Guide issued by the Graduate School.
<https://gradschool.oregonstate.edu/sites/gradschool.oregonstate.edu/files/thesisguide2018.pdf>

Manuscript Document Format (Contemporary-Style, Article-Style):

It is a single thesis document made up of several scholarly manuscripts or journal articles addressing a common theme. All manuscripts/articles must be related or address a single, common theme. You must be the primary author of each manuscript. Co-authors other than your major professor must be mentioned in a Contribution of Authors page (see Figure 9, page 8) in the pretext section of the document. The following parts comprise the Manuscript Document Format:

Pretext Pages

Chapter 1 – General Introduction (common introduction linking all manuscripts thematically)

Chapter 2 – First Manuscript (Parts I, II & III for proposal)

- I. Introduction (including rationale for study)*
- II. Review of the Literature*
- III. Materials and Methods*
- IV. Results*
- V. Discussion*

Chapter 3 – Second Manuscript (Parts I, II & III for proposal)

- I. Introduction (including rationale for study)*
- II. Review of the Literature*
- III. Materials and Methods*
- IV. Results*
- V. Discussion*

Chapter 4 – General Conclusion (common conclusion linking all manuscripts thematically)

Bibliography (common bibliography covering all manuscripts, although each manuscript may have its own reference section)

Appendices



COLLEGE OF EDUCATION
DISSERTATION/THESIS PROPOSAL APPROVAL

Student Candidate: _____

Date:

Degree:

Major: Counseling

Format (check one): _____ Standard _____ Manuscript

Thesis Research Title:

We approve the dissertation research as described in the attached proposal:

Committee Member Signatures

Major Professor _____

Member #1 _____

Member #2 _____

Member #3 _____

Member #4 _____

Graduate Council Rep (optional) _____

APPENDIX F

OSU College of Education Ph.D with a Major in Counseling Written Comprehensive Exam Guidelines

I. Overview of the Written Comprehensive Exams

Most doctoral programs have a written "comprehensive exam" with the following purposes:

1. *Establish* that the student has achieved some prerequisites necessary to successfully undertake the more independent work required for the dissertation project (in most cases, this includes having acquired an agreed upon body of knowledge and research methodologies).
2. *Provide* a "check point" that would enable both student and faculty to decide whether it is worth continuing in the doctoral program, before entering its most demanding and time consuming stage.
3. *Establish* the student's advanced mastery of the CACREP core areas.

The written comprehensive exam requirement for students in the Ph.D with a Major in Counseling program is intended to fulfill all the functions articulated above.

II. Criteria for Evaluation of the Written Comprehensive Exams

Student's ability to write in a coherent, clear and scholarly way:

1. the reader can understand the points the student is trying to convey
2. arguments are logical and well constructed
3. appropriate evidence is provided in support of claims made
4. material is well organized
5. quality and style of writing indicates potential for scholarly writing
6. citations are done according to one of the established formats
7. document is, within reason, free of grammatical and mechanical errors

nota bene: see scoring rubric in Appendix F.

III. Format of the Written Comprehensive Exam

Each Ph.D candidate in Counseling is required to write a written comprehensive examination that will take a total of six hours (5 hours for the exam and 1 hour break). The student will be given 5 questions from the 11 content areas below (Qualitative Research Design, Quantitative Research Design, and three other randomly-selected topics) and will have one hour to write each question. Following is a description of general content that will aid candidates as they prepare for the examination.

The written comprehensive examination is designed to evaluate the student's knowledge in several topical areas distributed about equally across questions about theory, research, and teaching. This knowledge may be acquired through Ph.D. core courses, program courses, and supplementary readings. The exam will include questions from the following topics:

1. Theoretical systems of individual counseling and their application to the preparation of counselors.
2. Theoretical systems of group counseling and their application to the preparation of counselors.
3. Theoretical systems of consultation and their application to the preparation of counselors.
4. Theoretical systems of career counseling and their application to the preparation of counselors.
5. Theories and methods for collecting and interpreting appraisal data about individuals and groups and their application to the preparation of counselors.
6. Gender, cultural, legal and ethical issues in counseling and their application to the preparation of counselors.
7. Theory, practice and research in counselor supervision.
8. Theory, practice and research in social justice and diversity and their application to the preparation of counselors.
9. Qualitative research design in Counselor Education.
10. Quantitative research design in Counselor Education.
11. Statistical analyses in Counselor Education.

IV. Time and Place of the Written Comprehensive Exams

The Ph.D. in Counseling Written Comprehensive Exams will typically be given on the following dates each year unless that day falls on a federal holiday:

1. Third Friday of Fall Term
2. Third Friday of Spring Term

The student is responsible for making proctoring arrangements, as per program guidelines and requirements, in the geographic area in which s/he wishes to take the exam. The candidate will need to schedule six hours for the exam.

V. Retaking the Written Comprehensive Exam

Students may sit for the exam (whether partial or full) no more than two times. There is an option to petition for additional retakes for extenuating circumstances, such as identification of conditions requiring educational accommodation.

VI. Exceptions

Once the examination writing process has begun, if a student elects to terminate the examination for his/her own reasons, it will be considered an unsuccessful examination. The student's program committee will determine if the written examination is to be repeated.

VII. References

Council for Accreditation of Counseling and Related Educational Programs (2000). *CACREP Accreditation Standards and Procedures Manual*. Alexandria, VA: Council for Accreditation of Counseling and Related Educational Programs.

Oregon State University (2003). *Oregon State University Bulletin: Graduate catalogue*. USPS 411-520 (246). Corvallis, OR: Office of University Publications.

APPENDIX G

Ph.D. in Counseling Written Comprehensive Exam Scoring Rubric

Student Exam #: _____ Examiner: _____

Quarter/Year of the Exam: _____

Question	Demonstrated understanding of content area	Supported contentions with logical arguments	Provided evidence for contentions	Used adequate organization, style and grammar	Used credible references	<i>Total</i>
1						(minimum score 4)
2						(minimum score 4)
3						(minimum score 4)
4						(minimum score 4)
5						(minimum score 4)
<i>Total</i>	(minimum score 5)					(minimum score 20)

Scoring Key: 0 = unacceptable, 1 = pass

Minimum Passing Score: Minimum score of 4 in column A, and a minimum score of 4 on any given question. A failed question is one that does not demonstrate understanding (column A score of 1) AND/OR receives a total of less than 4 in column B.

Reexamination Policy:

1 *Questions Failed:* Failed topic reexamined during Preliminary Oral Exam

2+ *Questions Failed:* Student must retake full exam. Please note that students are permitted to sit for the exam no more than two times in total.

Appendix H

EVENT SCHEDULING FORM

Last Name		First Name		Middle Initial	
	Former Name				
Student ID#		Email Address			

Please Note: Complete this form and submit it to the Graduate School at least one week prior to an oral preliminary exam or master's defense and two weeks prior to a Ph.D final defense.

<input type="checkbox"/>	Oral Preliminary Exam (Ph.D students only)
<input type="checkbox"/>	Final Exam or Thesis Defense
<input type="checkbox"/>	Thesis Option
<input type="checkbox"/>	Non-Thesis Option

Degree		Major	
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Campus Address (If no campus address, please supply home address.)	
Day Phone Number	

WHEN AND WHERE

Date of Event		<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> Th	<input type="checkbox"/> Fri
Time						
Building						
Room						

COMMITTEE MEMBERS

Name	Role	Department

OFFICE USE ONLY:		Date Confirmation Mailed	
Registration Confirmed		Date Thesis Mailed	

Appendix I

Ph.D. In Counseling Master Schedule

Ph.D. Curriculum

Cohort 70

#	Course	Sum	Fa	Win	Spr	Sum	Fa	Win	Spr	Sum	Fa	Win	Spr	Su	Fa	Win	Spr
603	Dissertation*					36 Credits (distributed to meet FA, CE and Grad School needs)											
612	Qual. Res. Method I			X													
613	Qual. Res. Method II								X								
616	University Teaching					X											
617	Adv Supervision							X									
618	Doctoral Practicum			X	X	X											
619	Doctoral Internship*					7 Credits (Equivalent to 630 hours direct/indirect)											
662	Quant & Stats I		X														
663	Quant & Stats II				X												
664	Quant & Stats III							X									
665	Pub Methods	X															
667	Adv Assessment								X								
668	Adv Career & Consult									X							
671	Adv Group						X										
681	Adv Diversity and SJ		X														
696	Counselor Education	X															
697	Supervision						X										
	<i>Total Courses</i>	2	2	2	2	2	2	2	2	1							

nota bene,

1. X=3 credits.
 2. All courses taken through OSU Extended Campus
 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
 - 4.*Please note that this schedule is subject to possible change
- Updated 8/6/19

Appendix J

Oregon State University Graduate School Continuous Enrollment Policy

I. Minimum Registration

Unless on approved Leave of Absence (see Section II), all graduate students in graduate degree and certificate programs must register continuously for a minimum of 3 graduate credits until their degree or certificate is granted or until their status as a credential-seeking graduate student is terminated. This includes students who are taking only preliminary comprehensive or final examinations or presenting terminal projects. Students must register for a minimum of 3 credits and pay fees if they will be using university resources (e.g. facilities, equipment, computing and library services, or faculty or staff time) during any given term, regardless of the student's location. If degree requirements are completed between terms, the student must have been registered during the preceding term.

Graduate students who have successfully completed all course and non-course requirements in accordance with diploma deadlines (see the [Graduate School Web site](#)) are not required to register during the subsequent term.

Non-thesis master's degree students who complete all degree requirements during a term for which they are registered will not be required to register for the subsequent term.

Doctoral and thesis master's students who fail to meet all deadlines and complete all course and non-course requirements during the term will be required to register for a minimum of three graduate credits during the subsequent term. However, only if library copies of the thesis have been submitted to the Graduate School within the first two weeks of the subsequent term and the thesis is the only outstanding requirement remaining for certification of the student's graduate degree may an exception to this rule be considered.

Graduate students who do not plan to make use of university facilities or faculty time during summer session are not required to register during the summer session and do not need to submit a Leave of Absence/Intent to Resume Graduate Study form. In such instances, summer session will not be counted within allowed Leave of Absence limits (see section II.C.). However, if students do plan to utilize facilities or faculty time during summer session, they must register for a minimum of 3 graduate credits.

It should be noted that graduate assistantship eligibility requires enrollment levels that supersede those contained in this Continuous Enrollment Policy. Various agencies and offices maintain their own registration requirements that also may exceed those specified by this Continuous Enrollment Policy (e.g., those of the Veterans Administration, Immigration and Naturalization Service for international students, and those required for federal financial aid programs.) Therefore, it is the student's responsibility to register for the appropriate number of credits that may be required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.

II. Leave of Absence

On-leave status is available to students who need to suspend their program of study for good cause. Students who desire a leave of absence will work with their major professor, program administrator, and the Graduate School to arrange authorized leave. Graduate programs that are designed such that the offering of courses and/or the conduct of research/scholarly work are not on a continuous term-to-term basis will work with the Graduate School to arrange planned leave. Students understand that while on leave they will not use university resources. Graduate Faculty members are students' most important resource at the university and will work closely with graduate students to ensure timely completion of academic goals, understanding of the Continuous Graduate Enrollment Policy, and that graduate students enroll each term other than when they are on authorized leave. The Graduate School will assist graduate students and Graduate Faculty members with administrative procedures related to the Continuous Graduate Enrollment Policy. The Graduate School recognizes the diverse circumstances and unpredictability of graduate students' lives and will work in partnership with the graduate community in arranging leaves and responding to unanticipated situations.

A graduate student intending to resume active graduate student status following interruption of his or her study program for one or more terms, excluding summer session, must apply for Regular or Planned Leave of Absence to maintain graduate student standing in his or her degree program and to avoid registration for 3 graduate credits for each term of unauthorized break in registration (See Section IV below). Leave of Absence/Intent to Resume Graduate Study Forms must be received by the Graduate School at least 15 working days prior to the first day of the term involved. The time the student spends in approved on-leave status will be included in any time limits relevant to the degree (See Sections C.1. and C.2. below). Students in on-leave status may not a) use any university facilities, b) make demands upon faculty time, c) receive a fellowship or financial aid, or d) take course work of any kind at Oregon State University.

A. Eligibility

Only graduate students in good standing are eligible for Leave of Absence.

B. Leave of Absence Categories

1. **Regular.** Regular Leave of Absence is granted in cases where the student demonstrates good cause (e.g. illness, temporary departure from the university for employment, family issues, financial need, personal circumstances). The student must indicate reason for on-leave status.
2. **Planned.** Planned Leave of Absence is granted to students for whom the design of their academic program is such that the offering of courses and/or the conduct of research/scholarly work are not on a continuous term-to-term basis. Planned Leave of Absence is set by the program with the approval of the Graduate School. (For a current list of Planned Leaves, consult the Graduate School at 737-4881.) Planned Leave of Absence includes students enrolled in summer-only programs and graduate students in other programs that have been pre-approved by the Graduate School for Planned Leave of Absence. Summer-only students and other students who qualify for Planned Leave of Absence must:

- a. be in good standing,
- b. submits the Leave of Absence/Intent to Resume Graduate Status Form indicating each term for which leave is requested, and
- c. complete all degree requirements within the time limits established in this catalog. Requests for multiple terms of Leave may be submitted at one time.

C. Limits

1. **Regular Leave of Absence** is granted for a specified time period that may not exceed three terms, excluding summer session. In no case may regular on-leave status exceed the maximum listed below throughout the student's entire degree program.

a. **Master's degree.** Master's degree students, except for summer-only students, may request a maximum of three academic terms of regular on-leave status during the course of study for the degree. The time spent in approved on-leave status will be included in the seven-year time limit for completing all requirements to the master's degree.

b. **Doctoral degree.** Doctoral degree students may apply for a maximum of three academic terms of regular on-leave status prior to advancement to candidacy, and they may apply for a maximum of three academic terms of on-leave status after advancement to candidacy. The time spent in approved on-leave status will be included in the maximum five years that may elapse between the preliminary oral examination and the final oral examination.

2. **Planned Leave of Absence** is available for a maximum of nine terms, excluding summer session, to students enrolled in programs for which Planned Leave has been approved by the Graduate School. However, time spent in planned on-leave status will be included in all time limits pertaining to the student's degree program.

D. Approval

Approval of the major professor, department/program chair, and graduate dean are required.

Appendix K

OSU College of Education Ph.D. in Counseling Program Professional Disposition Evaluation

The Doctoral Program Professional Disposition Evaluation assesses counseling students' development related to professional comportment and fit to the profession. Additionally, this evaluation is intended to serve as a tool to facilitate feedback and document progress of the student, offering the students practical areas for improvement to support their development as effective and ethical counselor educators, supervisors and advanced practitioners. The evaluation covers two key areas of functioning: Professional Comportment and Fit to the Profession.

This evaluation is in keeping with the CACREP 2009 and 2016 standards. This evaluation is completed for all doctoral students who are currently active and will be reviewed yearly by faculty at the end of the Fall academic term. This evaluation is according to students' expected level of development and includes in its scope student behavior during coursework, practicum and internship placements, supervision, and interactions related to advising, mentoring, peer collaboration, and administrative tasks.

Scales Evaluation Guidelines

- N – No opportunity to observe
- 2 – Below expectations / Insufficient / unacceptable
- 4 - Near expectations / developing towards competencies
- 6 - Meets expectations / demonstrates competencies
- 8 – Exceeds Expectations

Students NOT scoring at level 6 or above will receive written feedback and will be reevaluated midyear (end of Spring term). Any scores below 4 at evaluation time will result in the student and advisor agreeing upon 1-3 measureable/observable goals and a timeline to meet the goals. Not meeting these goals will result in a problem identification meeting and formal remediation.

Professional Dispositions - Fit to the Profession	N	2	4	6	8
1. Professional Ethics – student adheres to the ethical guidelines of ACA, ASCA & ACES					
2. Professionalism – student relates in a professional manner towards professors, supervisors, peers, supervisees, students & clients					
3. Self-awareness & self-understanding – student demonstrates an awareness of his/her own belief systems, values,, communication style, needs & limitations and the effect of “self” on his/her work with professors, supervisors, peers, supervisees, students & clients					
4. Emotional stability & self-control – Student demonstrates emotional stability (i.e. congruence between mood & affect) & self-control (i.e. impulse control) in relationship with professors, supervisors, peers, supervisees, students & clients					
5. Life-long learner – student demonstrates curiosity and is actively engaged in learning & the development of his/her counseling, supervision, educator, researcher and leadership competencies.					
6. Openness to feedback – Student responds non-defensively to feedback, reflects on, and integrates feedback from professors, supervisors, peers, supervisees, students & clients					
7. Multicultural competencies – Student demonstrates awareness and active valuing of social and cultural awareness, knowledge and skills.					
8. Professional & personal boundaries – Student recognizes & maintains appropriate boundaries with professors, supervisors, peers, supervisees, students & clients					

9. Flexibility & adaptability – Student demonstrates the ability to adapt to changing circumstances, unexpected events & new situations.					
10. Maturity – Student exhibits appropriate levels of judgment and confidence in academic and professional situations					
11. a. Integrity – Student demonstrates honesty, fairness and respect of others					
b. Integrity – Student refrains from making statements which are false, misleading, deceptive.					
Professional Disposition - Professional Comportment					
1. Attendance – Student regularly attends class, course meetings, clinical practice activities, related work groups, and advising sessions (is engaged and prompt).					
2. Knowledge of and adherence to program and site policies – Student demonstrates an understanding and appreciation for all program and site policies and procedures and actively seeks information in these areas					
3. Record Keeping – Student completes all record keeping activities correctly and turns them in promptly (e.g. program forms, clinical and supervision logs, case notes, TX plans).					
4. Knowledge of professional literature – Student proactively researches counseling, supervision, pedagogical, research and leadership activities relevant to their learning situation.					
5. Application of theory to practice – Student demonstrates knowledge of counseling, supervision, pedagogical, research and leadership theories and their application to his/her current practice.					
6. Case conceptualization – Student is able to effectively present and summarize client, supervisee, and student/course history, demonstrate understanding of the multiple influences on functioning, and formulate actions from this understanding					
7. Task completion – Student completes all assigned tasks in an ethical and effective manner, including class assignments, work group tasks, clinical or supervision activities, writing and research.					
8. Seeks consultation – Student seeks consultation and supervision when appropriate as a part of counseling, supervision, teaching, leadership, advocacy, and research.					
9. Communication – the student demonstrates proactive, timely and appropriate written and verbal communication during interactions with clients, supervisees, peers, supervisors, instructors and advisors.					

Comments/Feedback:

- 1) areas of strengths**
- 2) areas of improvement**
- 3) overall general performance**
- 4) for areas rated below a 4, 1-3 measureable/observable goals and timeline for meeting goals:**

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

Appendix L

OSU Ph.D. in Counseling Program Preliminary Oral Comprehensive Exams: Guidelines and Rubric

The preliminary oral comprehensive exam is required by the OSU Graduate School to serve the following purpose: *The purpose of this exam is to determine your understanding of your major and minor fields and to assess your capability for research.*

In addition to the purpose established by the OSU Graduate School, the preliminary oral exam is used to socialize students to the profession of Counselor Education. While completing coursework, studying for the written comprehensive exam, and preparing for the oral preliminary exam, students should gain the ability to apply and synthesize foundational knowledge from all CACREP core areas. This exam is an opportunity for students to demonstrate their ability to sift through large quantities of information, choose what is most important when responding to questions and present themselves verbally in an organized manner.

During the oral examination, students are asked 6-8 questions that address the following:

- CACREP core areas not passed during written comprehensive exams
- Both quantitative and qualitative research design and analysis methods
- CACREP core areas not covered during written comprehensive exams
- At the committee's discretion, any CACREP core area

Committee members are provided with and asked to consider the guide students were given when studying for written comprehensive exams as well as the learning outcomes of the program:

Learning Outcomes for the PhD in Counseling Program

2.1. Theories pertaining to the principles and practice of Counseling

2.1.1.1. Indicator: Can demonstrate advanced skills and knowledge of counseling

2.2. Theories pertaining to the principles and practice of Career Development

2.2.1.1. Indicator: Can demonstrate advanced knowledge of career development issues in counseling

2.3. Theories pertaining to the principles and practice of Group Work and Systems

2.3.1.1. Indicator: Can demonstrate advanced knowledge of group work and systems issues in counseling

2.4. Theories pertaining to the principles and practice of Consultation

2.4.1.1. Indicator: Can demonstrate advanced knowledge of consultation issues in counseling

2.5. Theories pertaining to the principles and practice of Crises and Disasters

2.5.1.1. Indicator: Can demonstrate advanced knowledge of crisis and disaster issues in counseling

2.6. Theories and practices of Counselor Supervision

2.6.1.1. Indicator: Can demonstrate advanced knowledge of supervision issues in counseling

2.7. Instructional theory and methods relevant to Counselor Education

2.7.1.1. Indicator: Can demonstrate advanced knowledge of instructional theory and methods relevant to counselor education

2.8. Pedagogy relevant to Multicultural issues and Competencies, including social change theory and advocacy action planning

2.8.1.1.1. Indicator: Can demonstrate advanced knowledge of multicultural issues and competencies, including social change theory and advocacy action planning

2.9. Design, implementation, and analysis of Quantitative and Qualitative Research

2.9.1. Design, implementation, and analysis of qualitative research

2.9.1.1.1. Indicator: Can demonstrate advanced knowledge of the design, implementation, and analysis of qualitative research

2.9.2. Design, implementation, and analysis of quantitative research

2.9.2.1.1. Indicator: Can demonstrate advanced knowledge of the design, implementation, and analysis of quantitative research

2.10. Models and methods of Assessment and use of Data

2.10.1.1. Indicator: Can demonstrate advanced knowledge of assessment issues in counseling.

3. Be able to conduct scholarly activities in an Ethical manner.

3.1.1.1. Indicator: Student is able to demonstrate knowledge of the processes of ethical research in the Social and Behavioral Sciences.

Grading is based upon the following rubrics. Advisors inform the student and committee of any questions passed during written comprehensive exam and any command questions that must be answered during orals (not passed at writtens). Students with more than 1 area below a score of 7 must retake the oral exam. If there is only one non-passing score, the student may be re-examined on that area during the final exam.

Preliminary Oral Examination Scoring Rubric

P = passed during written comprehensive exam C = must be asked during oral preliminary exam		Asked Question? Y/N	Responded to Question? Y/N	Knowledge and Understanding (0-4 pts)	Application and Synthesis (0-4 pts)	Citation, Organization and Process (0-2)	Total for Area (Must Score 7)
Quant. Question	C						
Qual. Question	C						
Theory							
Group							
Consultation							
Career							
Appraisal							
Legal/Ethical							
Supervision							
Multicultural/SJ							
Statistics							
		Total= _____ (must be 6 or above)					# below 7

Knowledge and Understanding

- 0= Verbally evidences little to no ability to articulate or restate major concepts in area. Very large knowledge gaps evident in responses. Definitions are mostly inaccurate.
- 2= Verbally evidences some ability to articulate or restate major concepts in area. Some knowledge gaps evident in responses. Overall, definitions are accurate, with minimal inaccuracies.
- 4= Verbally evidences strong ability to articulate or restate major concepts in area. Gaps in knowledge are small or nonexistent. Definitions are accurate.

Application and Synthesis

- 0= Verbally evidences little to no ability to apply or synthesize major concepts in area. Considerable knowledge gaps evident in responses. Definitions are mostly inaccurate.
- 2= Verbally evidences some ability to apply or synthesize major concepts in area. Some knowledge gaps evident in responses.
- 4= Verbally evidences strong ability to apply or synthesize major concepts in area. Gaps in knowledge are small or nonexistent

Citation, Organization and Process

- 0= Fails to correctly cite foundational source, answers are disorganized, and receives extensive prompting with minimal correct response. Prompting due to unclear questions from the committee or due to language differences are not counted.
- 1= Correctly cites one foundational resource per question, answers are somewhat organized, and needs some prompting to give an acceptable response.
- 2 = Correctly cites one or more foundational resources, answers are organized logically, and needs few if any prompts to give acceptable response.