

OAKLAND UNIVERSITY
School of Education and Human Services

DOCTORAL STUDENT
HANDBOOK
2012-2013

DEPARTMENT OF COUNSELING

DOCTOR OF PHILOSOPHY IN EDUCATION
WITH A MAJOR IN COUNSELING

Winter 2013

OAKLAND UNIVERSITY
School of Education and Human Services

Department of Counseling
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DOCTORAL STUDENT HANDBOOK

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Please retain this handbook for future reference. Students should also be familiar with the information provided in the graduate catalog.

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WELCOME TO NEW STUDENTS

The faculty of the Department of Counseling congratulates you on having been admitted to doctoral study and welcomes you. The next few years should be challenging and exciting. We hope that the relationships developed during your doctoral study will continue beyond graduation as you move into positions as our peers in teaching, supervision, and research.

Mission Statement

The Ph.D. in Education with a Major in Counseling has been created to meet the growing need for highly qualified counselor leaders—advanced practitioners, educators and supervisors—with an emphasis on the State of Michigan. Oakland University seeks to graduate leaders for the counseling field who are prepared for working in a multicultural, diverse, and rapidly changing society. Leadership within the emerging Counseling field requires sensitivity to the complex sociopolitical realities faced by the recipients of education, mental health services, and other human services.

To this end, Oakland University seeks doctoral students who are diverse in their personal identifies, including age, gender, sexual orientation, race, class, and culture. Educational experiences are designed to ensure that graduates are diverse in the interests and the intellectual traditions that form their professional identities and are also passionate about contributing to society through their participation in the counseling community. Applicants are assessed for judgment, potential and passion, not achievement alone. Admitted students enter an educational environment which models rigor, nurtures a desire to learn, and fosters collaborative relationships between faculty and students. Doctoral students and faculty are active participants in local, state, and national counseling organizations

Counselors serve the public in a constantly changing variety of professional roles as they address human needs throughout the lifespan. Leadership for this diverse profession requires a blend of knowledge, skills, and attitudes that facilitate further learning in self and others. The developmental perspective at the core of Oakland's doctoral program is supplemented by information about the special circumstances and needs of particular clients, families, institutions, and communities as viewed from multiple perspectives. Doctoral students in the Department of Counseling experience a high degree of flexibility in designing personalized programs that balance general skills and understandings with specialized learning. Active learning through service delivery and research is emphasized; faculty and students engage in activities that contribute to the well being of our community through on-campus and off-campus service delivery projects.

Program Philosophy

Doctoral study, for most students, is different from undergraduate and Masters-level education. At those educational levels the emphasis often is on developing basic skills and knowledge and assessing the student's ability. Students admitted into doctoral study have been repeatedly assessed and have demonstrated that they have skills, knowledge, and abilities far above the average.

The Ph.D. identifies an individual as having developed a high level of professional autonomy and the ability to work in collaboration with others—qualifications that are identified with professional leadership. Doctoral courses and experiences are designed to help the student leave the university

with the knowledge, skills, attitudes, and professional affiliations that will support his or her goals as a doctoral level professional. Our departmental goal is that every doctoral graduate will demonstrate achievement, confidence, curiosity, and commitment to the profession.

Oakland University's Ph.D. in Education with a Major in Counseling is designed around a vision of providing doctoral-level challenges within the context of collaborative relationships between the doctoral students and the faculty. The Department of Counseling faculty is committed to involving our doctoral students in the process of scientific inquiry. Students in the Counseling Department have the opportunity to relate to a variety of faculty members who have different areas of expertise.

With a small ratio of doctoral students to department faculty, Counseling faculty members can give significant individual attention to the students. Specific examples of this attention may include encouraging students to participate in conference presentations, using special assignments as an opportunity for significant progress in professional development, and working collaboratively with professors and fellow students on projects that may lead to publishable outcomes.

Program Objectives

The Ph.D. in Education with a Major in Counseling has been designed to meet the following objectives:

Objective 1, Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

Objective 2, Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters-level instruction.

Objective 3, Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

Objective 4, Advanced Counseling Practice. Students are expected to demonstrate practice in at least one area of counseling at an advanced level.

Objective 5, Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

Objective 6, Involvement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

Program Governance and Administration

In 1998 The Board of Trustees at Oakland University approved the Ph.D. in Education with a Major in Counseling on the recommendation of the Oakland University Faculty Senate. Program decisions are made by the departmental Doctoral Committee and are implemented by the Doctoral Program Coordinator. Doctoral study in the School of Education and Human Services is conducted under SEHS guidelines approved by the Graduate School and the University Graduate Council.

Accreditation

The North Central Association of Colleges and Schools accredits Oakland University and its programs. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits Oakland University's Doctorate in Education with a Major in Counseling and the Master of Arts programs in Community Counseling and School Counseling.

ADMISSION AND RETENTION

The Department of Counseling is dedicated to the goal of retaining and graduating every student who is admitted to doctoral study. To that end, the Department has created a system to evaluate applicants' fitness for doctoral study as well as their academic performance; monitor students' progress in the program; and take effective remedial steps when concerns arise. Successful completion of the program requires that students perform at the highest levels in every aspect of their work both on campus and in the community.

Admission and Advising

Students are admitted into the Doctoral Program on the recommendation of the Department of Counseling. At the time of admission, the Department may designate a faculty member as a temporary Advisor, to serve until the student forms an Advisory Committee. Doctoral students are expected to maintain a close working relationship with their advisors/advisory committees, and are expected to review all course and program decisions with these individuals.

Fitness

Doctoral Students are expected to adhere to the following Departmental policy, reprinted from the Graduate Catalog:

Oakland University's CACREP accreditation obligates the program to comply with the American Counseling Association's Code of Ethics which requires the faculty to be "aware of the academic and personal limitations of students and supervisees that might impede performance" and to "assist students and supervisees in securing remedial assistance when needed, and dismiss from the training programs supervisees who are unable to provide competent service due to academic or personal limitations." (ACA Code of Ethics and Standards of Practice, Section F.3). Applicants to Counseling programs are assessed for interpersonal competence in the admission process, and those rated unacceptable on academic or personal fitness for counseling will not be admitted. Students are assessed for fitness throughout their coursework, including practical experience courses in which performance is an essential part of the grade. A student whose performance is questionable will be reviewed according to published departmental policies and may be referred for external evaluation. Such evaluation may lead to a remediation plan or dismissal from the program.

Among the most frequently discussed ethical challenges confronting the Counselor, Supervisor, and Counselor Educator are those involving dual or multiple relationships. Multiple relationships, especially those that involve overlapping roles with conflicting expectations of power and equality, have the potential to create conflicting expectations that result in confusion and emotional harm. In higher education settings,

especially those that involve clinical education for mental health professionals, such multiple relationships are common. Doctoral students may be called on to participate in the screening of applicants for the Masters program; they may teach Master's students and supervise Master's students in practicum or internship experiences. At the same time peer experiences with these same students as classmates in advanced courses are not uncommon. Therefore, the appropriate management of these multiple relationships is expected.

Every doctoral student in the Department of Counseling is expected, in peer relationships as well as in the special roles of teaching, supervising, and counseling, to act according to the highest ethical standards. At a minimum, each student must be familiar with--and abide by--the Code of Ethics and the Standards of Practice of the American Counseling Association and the appropriate published guidelines of any other professional groups with which the student may be affiliated. The Code of Ethics of the Association for Counselor Education and Supervision is especially noteworthy, as it addresses issues unique to the higher education setting.

It is anticipated that students will encounter ethical dilemmas as they participate in program activities, and it is further expected they will seek faculty and supervisor guidance and consultation in resolving these dilemmas. Alleged ethical violations will be carefully examined and will be addressed by the student's Advisory Committee and other faculty. Repeated or egregious violations may be reported for investigation by appropriate licensing bodies and professional associations. Students who are disciplined for ethics violations may be dropped from the doctoral program.

Doctoral Advisory Committee

The Advisory Committee is the student's primary source of guidance and support until the student successfully completes Comprehensive Examinations and becomes a Candidate. The student is expected to convene a meeting of his or her committee regarding program concerns of any kind.

The Advisory Committee consists of two doctoral-level faculty members from the Department of Counseling. The chair of the committee must be a tenured faculty member. One of the committee members should represent the student's intended doctoral cognate area (see Cognate below).

During the first semester in the program, a new student is expected to recruit a chair for his/her Advisory Committee. To accomplish this, the student is encouraged to focus on learning about the faculty in the department and identifying several people that seem to have compatible styles and research interests. Prospective chairs should then be interviewed to determine their interest and availability. Once a student has obtained a commitment from the desired chair of the committee they should jointly discuss possible additional committee members.

By the end of the first academic year (end of Winter Semester) following admission to the doctoral program, each student must meet with his or her Advisory Committee and complete a Program Plan (see Appendix). The Advisory Committee will assess the student's need for additional coursework for licensing readiness or other special needs (requirements for CACREP, etc.-see Checklist of Prerequisites, Appendix) and develop a plan integrating student goals.

The Program Plan, once approved, becomes a contract for the student's program of doctoral study and the student is bound to complete the coursework (including special requirements for licensing) set out in the Program Plan. The student must provide the committee chair with three signed copies of the approved plan; the chair will file copies of the Program Plan with the Department of Counseling. Each student must have a formal Program Plan completed and on file with the department at the end of his or her first Winter semester in the program.

Any change in the Program Plan requires a petition (in writing) providing the nature of, and the rationale for, the proposed changes, and is subject to review by the Advisory Committee and the Department of Counseling.

Once the Advisory Committee is formalized, the composition of the committee cannot be changed (excluding special circumstances). If a committee member leaves the University, a new committee member must be selected in consultation with the committee chair. If the new committee member accepts, he/she is bound by the previously developed Program Plan. In the event the chair leaves the University, the Department will work with all advisees to determine replacements.

Annual Review

As part of the Department's collaborative stance with doctoral students, an Annual Review (see Appendix) ensures that students are making satisfactory progress or they receive appropriate attention to the areas where they are experiencing difficulty. The student's Advisory Committee is charged with communicating any student concerns following the Annual Review. The Annual Review meeting does not preclude a student convening the Advisory Committee to review progress and/or communicate concerns.

Grading

Oakland University's grading system ranges from 0 to 4.0 in increments of .1. In the case of practice courses (practicum and internship) the instructor may submit a "P" (in progress) grade if requirements are not yet complete at the end of a semester. A "P" grade is permitted to continue through the dissertation process but must be resolved prior to graduation.

In extreme cases, an "I" grade may be issued to permit completion of course requirements during the following semester. All "I" grades must be resolved by mid-term of the following semester and they must be resolved before a student can be admitted to candidacy.

Doctoral students are required by Oakland University to maintain a 3.25 grade point average.

Academic Probation

A doctoral student will be placed on Academic Probation upon receiving a grade below 3.0 and the course must be retaken. Once a student has been placed on Probation and notified in writing, performance reviews are to be held every semester and removal of the probation will depend on satisfactory performance on all criteria identified in the notification letter. A student may be terminated from the program after two semesters on probation. A second grade below 3.0 may be cause for dismissal from the doctoral program. See "University Graduate Grading Policy" in the Graduate Catalog.

Appeal Process

Students who would like to appeal a grade should first contact the instructor who issued the grade. If student is not satisfied with the instructor's response, the student should refer to the Procedure for Resolving Grade and Program Status Grievances.

Residency Requirement

The Counseling Department and the School of Education and Human Services require that doctoral students fulfill a residency requirement. This requirement consists of completing 16 hours of graduate credit (excluding dissertation hours) during two consecutive semesters or one academic year prior to applying for the Comprehensive Examination. The purpose of the residency requirement is to encourage a period of concentrated study fostering close and continuous contact with faculty, professionals in the field, and other graduate students.

Professional Organizations and Community Activity

Doctoral students in Counseling are expected to be working toward positions of leadership in the field. The American Counseling Association and its branches and divisions provide essential support and advocacy services to the Counseling profession. These professional organizations depend on the dues of their members and their members' volunteer involvement, and doctoral students are expected to be active members in local, state, and (where appropriate) national organizations. Organizations such as the Michigan Counseling Association and its divisions provide exceptional opportunities for working with peers and acquiring leadership skills. In addition, many local communities and community groups lack adequate resources and depend on the volunteer efforts of professionals. Doctoral students are encouraged to contribute their time and energy to make a difference in their communities.

Time Limit for Completion

Oakland University requires students to complete doctoral degrees within six years. Students may petition the Office of Graduate Study for an extension of one or two years.

Leave of Absence

A student who needs to temporarily discontinue studies because of medical or other emergencies can request a leave of absence for up to two years. Following an absence exceeding two years, a student must apply for readmission.

PROCEDURES

Financial Aid and Assistantships

Doctoral students are eligible for a small number of research and teaching assistantships in the Department of Counseling and elsewhere on campus. These assistantships not only provide financial help; they also offer students unique opportunities to be involved in research activity, instruction and supervision, or services to students, their families, and the community. Assistantships pay a stipend and may exempt the student from paying tuition during the time of the award. Competitive scholarships and research awards may also be available either within the Department or from external sources.

Interested students should contact the Doctoral Program Coordinator for current listings of Departmental offerings as well as read current postings on the Financial Aid page of the Office of Graduate Studies, www3.oakland.edu/oakland/financialaid/default.asp.

Registration

Registration may be accomplished online at www2.oakland.edu/registrar/ or by telephone. Registration and withdrawal deadlines are posted in the Schedule of Classes; during the 7-week Spring and Summer semesters, deadlines are compressed.

Accessing Grades and Transcripts

Grade reports are sent by the University Registrar to students' Oakland e-mail addresses.

Endorsements and Credentials

Students in the Department of Counseling frequently need documentation that they have completed specific requirements for a state or national credential. All requests for documentation go through the Department Secretary, who will arrange for verification by the appropriate faculty member and/or administrator.

UNIVERSITY AND DEPARTMENT SERVICES

Oakland University students are eligible for many services, a partial list of which appears below. A current directory of University services can be found at www2.oakland.edu/currentstudents/ and Departmental services are listed on the Department website.

E-mail

Every student is assigned a free e-mail account. As of March 2003, Oakland University began sending all official communications to students at their university-provided e-mail accounts. Instructions for activating an e-mail account, and relevant regulations, are at http://www.oakland.edu/uts/e_mail.php

Listserv

The Department of Counseling maintains a doctoral listserv through which faculty, staff, or other students may post notices of interest to students. cns-doctoral@lists.oakland.edu Instructions for listserv enrollment are available on the Department of Counseling website.

Library

All students are also eligible to use Kresge Library and, through reciprocity agreements, certain other area libraries. Kresge Library at www.kl.oakland.edu/ maintains extensive online resources in addition to print and microform media. Materials are also available on loan from other libraries. Students are strongly encouraged to schedule an orientation to the Library.

ID card

A Student ID/Spirit Card, available from the ID Card office, 112 Oakland Center, is needed for access to the Library and the Recreation Center and other student functions. The Spirit Card can be used as a debit card at University facilities once cash is deposited at machines in the University Center and the Library. The ID office can be reached at 370-2291 or <http://www4.oakland.edu/?id=84&sid=91>

Copying and printing

Copying and printing in Kresge Library requires a cash balance on a Spirit Card, available from machines in the lobby.

COURSEWORK

The Ph.D. in Education with a Major in Counseling requires completion of a minimum of 84 semester hours of study, as described in the Graduate Catalog.

Required Courses

Foundation Core, shared with the other Ph.D. in Education programs:

CNS 730 Doctoral Professional Seminar I	2 sh
CNS 731 Doctoral Professional Seminar II	2 sh
CNS 732 Research Methodology	4 sh
CNS 733 Analytical Methods	4 sh

Department Core:

CNS 667 Advanced Theories of Counseling	4 sh
CNS 669 Legal and Ethical Issues in Counseling	4 sh
CNS 670 Sociocultural Issues in Counseling	4 sh
CNS 671 Instructional Theories and Methods	4 sh
CNS 672 Seminar in Counselor Supervision	4 sh
CNS 673 Advanced Group Counseling	4 sh
CNS 674 Advanced Consultation Techniques	2 sh
CNS 683 Advanced Appraisal	4 sh
CNS 691 Program Evaluation	2 sh
CNS 780 Advanced Practicum	4 sh

Doctoral Internship

CNS 790 Doctoral Internship	4 sh
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Dissertation sequence:

CNS 794 Counseling Inquiry	4 sh
CNS 795 Dissertation Research I, Data Analysis Lab	4 sh
CNS 796 Dissertation Research II, Group Seminar	4 sh
CNS 799 Dissertation Research III: Implementation and Writing.	4 sh*

*minimum requirement—actual number of hours will vary

Cognate

In addition to required courses each doctoral student is required, with the help of the Advisory Committee, to define a Cognate of 20 semester hours. Each student's cognate typically will include all of the required courses in one of the department's areas of advanced specialization (including one field experience course) and additional courses from other cognate areas to complete the 20 credit hour requirement. Depending on the student's career goals, however, Cognates courses may be arranged (with Advisory Committee approval) with other departments in the School of Education and Human Services.

Experiential Courses

There are four courses in the doctoral program that require the student to plan and implement a personalized direct learning experience outside scheduled classroom hours. These experiential courses are crucial to the goals of the program--developing highly skilled leaders for the Counseling field. Because of their complexity and their impact on students' other responsibilities, each of the following courses should be planned in advance, in consultation with both the Advisory Committee and the faculty member who is charged with responsibility for that course.

CNS 673 Advanced Group Counseling

In addition to seminar participation and other assignments, the Advanced Group course requires that the student plan and deliver 10 hours of group counseling services. This requirement may be met in the SEHS Counseling Center or another appropriate location to be approved by the instructor.

CNS 780 Advanced Practicum

The Advanced Practicum involves the accumulation of 100 hours of clinical experience under a qualified supervisor, in addition to seminar participation and other assignments. This requirement may be met in the SEHS Counseling Center, Graham Counseling Center, or other appropriate location to be approved by the instructor. CNS 780, Advanced Practicum, must be completed prior to enrollment in CNS 672.

CNS 672 Seminar in Counselor Supervision

Admission to CNS 672 requires satisfactory completion of CNS 780, Advanced Practicum. The Supervision Seminar involves the student in performing, under supervision, 40 hours of supervision for Master's-level counselors or students in Master's coursework, in addition to seminar participation and other assignments. This supervision requirement may be met in the SEHS Counseling Center, Graham Counseling Center, or other appropriate location to be approved by the instructor.

CNS 790 Doctoral Internship

The Doctoral Internship, along with the dissertation, is one of the culminating experiences of doctoral study in Counseling. The Doctoral Internship (described below) consists of experience under supervision, along with class/seminar participation and related assignments. Opportunities for clinical, teaching, and supervisory services are arranged and conducted in conjunction with the instructor of the course. Each internship experience is individualized and developed in conjunction with advisory committee, student and the internship instructor.

Each student's internship must total at least 600 hours including most of the activities of a regularly employed professional in the setting, and will be developed in coordination with the Advisory Committee according to the student's identified career goals. All doctoral interns are required to document 600 hours including teaching, clinical, research and service activities identified and approved by the Advisory Committee and Internship Instructor. Following completion of the Doctoral Internship, a final log of the hours is placed in the student's doctoral file. Four categories of doctoral internship experience are available:

Teaching

Teaching activities in the internship may consist of either primary teaching responsibility or a Teaching Assistantship with an experienced faculty member. In either case an assigned faculty supervisor will provide supervision to assess progress and resolve areas of challenge. The student is expected to perform all teaching functions including course planning, preparation of lectures,

assembly of instructional materials, delivery of class exercises, and oral and written evaluations of student work.

Supervision

Supervision activities in the internship may be performed either on-campus or off-campus, as approved, and may involve supervision of counselors at various levels of experience depending on the readiness of the doctoral intern. A doctoral-level professional who has appropriate access to the counselor's confidential client information and clinical records must supervise the doctoral student's supervision of other counselors.

Clinical Work

Doctoral interns may practice in a variety of clinical settings, depending on their areas of interest and expertise. The student must keep a log of all clinical hours and indirect hours.

Service

Service activities in internship may be performed in the Counseling Department, as well as local, state and national organizations. Examples of service activities are leadership in professional organizations and involvement in accreditation activities.

Independent Study

Independent studies are available to all Counseling students and may be especially appropriate for some students' academic interests. A student wishing to pursue an independent study is responsible for locating a qualified faculty member within the University who will provide supervision for the study. The student and the faculty member are responsible for all aspects of the study, including defining the standards for satisfactory completion.

A 3-to-5-page proposal, signed by the supervising faculty member, must be provided to the student's Advisory Committee. The student must register for Independent Study under CNS 760. The supervising faculty member is responsible for submitting a grade to the Department Chair before the end of the grading period.

COMPREHENSIVE EXAMINATIONS

The Comprehensive Examinations are scheduled for the Spring, and are typically completed at the end of the 3rd year.

Goals

The goals of the Comprehensive Examinations are:

- To assess comprehensiveness of the student's knowledge
- To assess the student's written communication skills
- To assess the student's ability to integrate and apply knowledge
- To determine the student's readiness to propose and complete a dissertation

Process

Students must complete all coursework, excluding the internship and the dissertation course sequence (CNS 794, CNS 795, CNS 796, CNS 799) before sitting for the comprehensive exams.

Examinations are offered early in the Spring semester. Students must complete the application form (see Appendix) by February 15 and be approved by their Academic Advising Committees to take the examination. Applicants will be notified of their approval or denial to sit for the examination within 2 weeks of application.

The comprehensive exam is a two-part exam. First, the student will complete an on-site exam covering four areas. Second, following the on-site exam, students will complete a take-home exam covering their cognate area related to their dissertation topic.

As part of the application process, each student must meet with his or her Advisory Committee. The content of the student's take-home question (see Appendix) is negotiated in advance with the committee.

On-Site Exam

Students complete their responses to questions in an examination room set aside for that purpose, equipped with computers. Faculty members will be designated to monitor compliance with the following rules:

- Students will be allowed to bring a hard copy of a reference list with no annotations.
- No electronic files will be allowed.
- Discussion of questions is prohibited.

The examination is divided into 4 questions. The four questions are answered by all applicants and are integrative in nature. The answer to each of these four questions is expected to address CACREP's diversity expectations, defined as follows:

...the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs

while covering two of the following content areas identified by CACREP for doctoral study:

- theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;
- theories and practices of counselor supervision;
- instructional theory and methods relevant to counselor education;
- pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning;
- design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;
- design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- models and methods of assessment and use of data;
- ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics).

The actual combination of these 8 content areas into 4 questions may be different each time examinations are scheduled. Students have 2 and 1/2 hours for each comprehensive question, two questions per day for the first two days.

Take-Home Exam

Following the second day of testing, students are provided a question from their Advisory Committee related to their dissertation topic. The student is provided four weeks to complete an original document responding to their question. The original work integrates literature and a strong comprehension of the dissertation topic. The take-home exam will be evaluated on comprehensiveness, ability to formulate a supporting argument and APA writing style. The take-home exam is to be an ample document with a minimum of 20 pages including references. Students are expected to describe their dissertation topic with their Advisory Committees prior to the Comprehensive Examination.

Students are encouraged to study in groups. In preparation for the Comprehensive Examinations, students are encouraged to:

- Review syllabi from all courses
- Review required and suggested readings
- Summarize key references for further review
- Create reference lists for use during the exam (see below)

Each comprehensive question is written and graded by a 3-person team including at least two full-time faculty members. Exams will be evaluated as *Pass or Fail*.

Teams are organized, and questions are written, following the February 15th application deadline for students. Teams report results of the on-site exam to the Doctoral Program Coordinator within 3 weeks following the exam. The advisory committees will report results of the take-home exam to the Doctoral Coordinator within the first week of Fall semester classes. The instructor of CNS 794, Counseling Inquiry, will meet individually with each student to review the take-home exam results.

Sample Timeline for Comprehensive Exams:

June 2-3; 2008, students complete on-site exam. The faculty will grade the on-site exam and report the results to the Doctoral Program Coordinator by June 20th. Grades awarded are *Pass or Fail*.

June 3, 2008, following the exam the take-home exam will be distributed. Each student will have 4 weeks to complete the exam and forward the final document to the doctoral coordinator by July 2, 2008. The instructor of CNS 794, Counseling Inquiry, will meet individually with each student to review the take-home exam results the first week of Fall semester classes. Grades awarded are *Pass or Fail*.

Retaking Examinations

If the student does not pass a portion of the Comprehensive Examinations, the Doctoral Program Coordinator may arrange and monitor retaking the exam in the deficient areas. The exam must be completed by the midterm of the Fall semester or the student will be required to take the entire exam in the Spring of the following year.

Failure to pass the Comprehensive Examinations in two consecutive years may result in dismissal from the program.

Candidacy

Successful completion of the Comprehensive Examinations will result in the student's admission to doctoral candidacy. As a Doctoral Candidate, the student will be eligible to assemble a dissertation committee and begin the dissertation process.

DISSERTATION

The dissertation is generally seen as the defining element of doctoral study. In a dissertation the Doctoral Candidate refines academic skills and demonstrates scholarly creativity, rigor, ethics, and responsibility in the process of conceptualizing and implementing an original scholarly study that makes a significant contribution to the discipline. Every step in this process is conducted in collaboration with a faculty committee. The doctoral dissertation presents the results of an original research project. The dissertation requires a substantive level of time and commitment dedicated to proposing, investigating, writing and communicating original research to the broader community. The expectation during the dissertation stage is high and requires an accumulation of previous knowledge and skills to integrate into a high demand project. Therefore, students can expect to work daily on their dissertation in order to complete it in a reasonable period.

The Department of Counseling encourages doctoral students to be aware of the dissertation project throughout their program; effective planning and coordination of learning experiences prior to completing comprehensive examinations and achieving candidacy can reduce the stresses involved in the dissertation process.

Dissertation Coursework

The dissertation course sequence has been designed to provide students with guidance and support. This process is intended to maximize the student's ability to complete a meaningful dissertation in a timely fashion.

CNS 794 Counseling Inquiry

This course helps the student to structure the dissertation process, and may be taken before the completion of qualifying examinations. Students are provided with specific guidance on the steps of clarifying a research

question, assembling a committee, conducting a literature review, designing a study, planning and implementing a study, conducting data analysis, presenting results in a variety of formats, and defending the completed dissertation.

CNS 795 Dissertation Research I, Data Analysis Lab

This seminar focuses on refining and implementing qualitative and quantitative data analysis strategies. It is designed to be taken following the acceptance of a proposal, but may be taken by any student who has passed qualifying examinations and has successfully completed CNS 794.

CNS 796 Dissertation Research II, Group Seminar

This seminar provides a structured setting with peer and faculty feedback during the period of data collection and analysis. It is designed to be taken following the acceptance of a proposal, but may be taken by any student who has passed qualifying examinations and has successfully completed CNS 795.

CNS 799 Dissertation Research III: Implementation and Writing

This seminar assists with the process of completing a dissertation project. Students who have completed previous seminars in this series are required to enroll in CNS 799 (2 credits minimum) each fall and winter semester until they successfully defend their dissertations.

Suggested Timeline for Dissertation Course Sequence

CNS 794 Counseling Inquiry: Proposal Planning and Development (4 cr)

Students are expected to complete a substantial part of their literature review by the end of this course.

CNS 795 Dissertation Research I: Data Analysis Lab

Students are expected to complete the methods section and refine the introduction and literature review by the end of this course. In addition, students are expected to be preparing for a proposal defense.

CNS 796 Dissertation Research II: Group Seminar

Students are expected to have completed chapter 1, 2 & 3 and be ready to defend their proposal by the end of CNS 796. Students are expected to be collecting and analyzing data to complete the results and conclusion sections.

CNS 799 Dissertation Research III: Implementation and Writing

Students are expected to collect their data, write chapters 4 and 5, finalize all chapters and defend their dissertation.

Continuous Registration

A candidate is required to remain continuously registered during each fall and winter semester until the dissertation is completed and accepted by the University. The candidate may also be required to register during the summer terms if the Chair expects that the student will be working closely with the chairperson and/or committee during these terms. A student must be registered for a minimum of 2 credits of CNS 799 during the semester in which graduation occurs.

Dissertation Committee

Upon being notified of successful completion of Comprehensive Examinations, the new Candidate is eligible to convene a Dissertation Committee. The Dissertation Committee is expected to be newly constituted upon achievement of Candidacy. It may include members of the Advisory Committee, but there is no requirement that Advisory Committee members be invited to be on the Dissertation Committee. There is also no requirement that they will agree to serve if they are invited

Composition

The Dissertation Committee consists of four members—a chair, two other tenure-track faculty members from the Department of Counseling, and an outside member. The outside member of the committee should be an individual who brings a perspective that is independent of the department. Part-time and visiting counseling faculty are able to serve as outside members. All committee members must have doctoral level credentials. If the student chooses a member from outside of the university, that person must submit a curriculum vitae (CV) to the doctoral committee of the department and receive approval for committee membership.

Responsibility

The committee is charged with the responsibility to ensure that the dissertation meets acceptable standards of scholarly originality and rigor in its conceptualization and implementation. To this end, the committee may strongly encourage a doctoral candidate to participate in seminars, study groups, or research teams to refine specialized knowledge and skills. The candidate is encouraged to develop and maintain close working relationships with the committee members.

Registering

It is recommended that the Candidate start with the selection of a Dissertation Committee Chair (DCC). The candidate is advised to work with the DCC in selecting committee members—particularly in selecting an appropriate Outside Member for the committee—but final appointment of the Dissertation Committee requires Department and University approval. The Candidate recruits potential members, obtains their signatures on the Committee Registration Form, and submits the form to the Coordinator.

Preparation of Dissertation Proposal and Dissertation Drafts

All dissertation documents are expected to be prepared in accordance with the University's and Learning website). *Candidates are encouraged to discuss documentation with all members of their committees, including the possible use of editing software or other techniques to help committee members track how their concerns are being addressed through multiple revisions.*

Formatting

The dissertation proposal *and all drafts* of the final document must follow the format described in the Dissertation Handbook and must include cover sheet, abstract, table of contents, all appendices, and references.

Draft Copies for Defense

All recommended changes to the proposal or the dissertation draft must be made prior to scheduling of a Defense. Every committee member must have a complete copy of the document *as it will be defended*, in a temporary binding (spiral, plastic, or notebook) at least 14 days prior to the scheduled defense.

Responsibility

The DCC and the Dissertation Committee are expected to help the candidate to meet formatting and other standards, but it is the candidate's responsibility to know the standards and to develop sufficient expertise in word processing to be able to meet those standards.

Proposal

The first step in the dissertation process, after the formation of the dissertation committee, involves developing a proposal. The proposal stage is a collaborative process in which the candidate clarifies his or her areas of interest and theoretical orientation(s), conducts comprehensive reviews of the substantive, theoretical, and methodological literature, and identifies a methodology appropriate for the project. It is expected that each committee member will contribute to the candidate's thorough and scholarly development of a proposal.

A completed proposal defines an area of inquiry, locating that inquiry in historical, intellectual, and cultural perspectives (Chapter 1, Introduction). The general area of inquiry is then examined in depth, from a clearly articulated particular theoretical perspective, focusing on the key concepts and issues that will be examined in the proposed study. This review of literature ends with the identification of specific research questions which, depending on the nature of the study, may be articulated as hypotheses (Chapter 2). The approach that will be used to explore these research questions is then presented in detail, including the analysis plan for whatever data will be collected (Chapter 3). The candidate is expected to submit draft copies of the proposal to other committee members, as directed by the Chairperson, for comment prior to a Proposal Defense.

Scheduling of Proposal Defense

All details of the proposed project should be specified in the proposal before the Proposal is defended.

Request

When the Candidate and the Dissertation Committee are satisfied with a draft dissertation proposal and the candidate demonstrates an ability to critically discuss the project, a Proposal Defense Scheduling Form may be submitted to the Doctoral Coordinator (with a copy of the dissertation proposal). The request may be accepted or it may be returned with recommendations for revisions to the proposal.

Coordination

When they have received the Doctoral Coordinator's approval on the Proposal Defense Scheduling Form, the Candidate and the DCC are responsible for coordinating with the Department Secretary and the Doctoral Coordinator to schedule a defense. All committee members must have copies of the Proposal for review no less than 14 days prior to the scheduled meeting.

Defense of Dissertation Proposal

The Proposal Defense is intended to be a rigorous examination of the first three chapters of the dissertation. At this stage, the Candidate and the Dissertation Committee are expected to address any challenges to its implementation and/or threats to its validity. The Proposal Defense is only open to current tenure-track and visiting faculty members in the Counseling Department. A copy of the proposal must be sent via email to each full-time faculty member two weeks prior to the proposal defense. Once the proposal has been successfully defended, the candidate works only with the approved committee.

Structure

The Proposal Defense is a working meeting consisting of a brief (15 minute) oral presentation by the Candidate to the Dissertation Committee, followed by a discussion of the research goals, committee concerns, and additional recommendations. The candidate is expected to answer committee concerns, negotiate changes in the proposal, and demonstrate readiness to conduct the proposed study.

Outcome

The Dissertation Committee may approve the proposal, may approve it on condition that specified changes are made, or may require another meeting if extensive revisions are required. The outcome of the Proposal Defense is recorded on the Proposal Defense Scheduling Form, which must be signed by the DCC and submitted to the Doctoral Coordinator within 7 days.

Required changes

In the event of approval with changes, a memorandum from the DCC detailing the required changes must accompany the signed Part B of the Proposal Defense Scheduling Form, and a revised copy of the proposal must be submitted to the Doctoral Coordinator within 30 days. Once the proposal is approved, the Candidate must provide a Departmental File Copy to the Doctoral Coordinator.

IRB Approval

Upon committee approval of the proposal and before seeking possible internal or external funding, the candidate is required to submit the proposal for approval by the Institutional Review Board. All research involving human subjects must conform to Oakland's Human Subjects Guidelines, found at http://www2.oakland.edu/research/web/compliance/irb_guidelines.htm . No recruitment of subjects of collection of data is permitted until the Institutional Review Board has reviewed the project and accepted its consent forms and other procedures..

IRB application

The defense of the dissertation proposal must be completed and full approval must be granted before an IRB request can be submitted. The candidate is responsible for creating a project request using the Research Application Manager online form found at <http://www2.oakland.edu/research/appmanager/>

Timeline

The IRB meets on a regular schedule. Projects that are granted exempt status can be expedited by the IRB chair, but committee reviews can only be conducted at a scheduled meeting.

Research Ethics

Research conducted in the Department of Counseling must conform to the Code of Ethics of the American Counseling Association; students who have credentials, have a license, or are otherwise responsible to other professional and governmental bodies are additionally bound by the published rules and codes of those groups.

The requirements for ethical research as defined by ACA are essentially those of the University: participants must be clearly informed of the procedures involved in the study, including any risks to which they may be exposed. Research participants, especially in the case of clients and students, must participate voluntarily and researchers must not exploit dual/multiple relationships. Identifiable participant information cannot be used in written documents or presentations without the participants' review of, and expressed written consent to, the specific information that will be used.

Presentation and Publication of Partial Results.

Dissertation projects move through several phases. The products of a literature review or a pilot study may be appropriate for presentation despite the incomplete nature of the project as a whole. Students are encouraged to make use of appropriate forums, such as poster sessions at state and national conferences, to present the products of early phases of the dissertation project. Any presentations based on partial analyses or incomplete data must be clearly identified as such in proposals and manuscripts.

Scheduling of Dissertation Pre-Defense

The completed Dissertation is expected to describe the scholarly project in detail, including its strengths and weaknesses and its implications for future scholarly work. The Pre-Defense is a final step in reviewing the project. A Pre-Defense should not be scheduled before the project is completed and all of the Dissertation Committee concerns have been addressed.

Request

When the Candidate and the Dissertation Committee agree that the dissertation is complete, a Dissertation Pre-Defense Scheduling Form must be submitted to the Doctoral Coordinator (with a bound copy of the dissertation). The request may be returned with recommendations to the Committee for revisions.

Coordination

When they have received the Doctoral Coordinator's signature on the Dissertation Pre-Defense Scheduling Form, the Candidate and the DCC are responsible to coordinate with the Department Secretary and the Doctoral Coordinator to schedule a Pre-Defense.

Pre-Defense of Dissertation

The Pre-Defense is designed to provide an opportunity for the Candidate and the Dissertation Committee to meet and identify issues that might generate questions or concerns in a Defense. The Candidate should be prepared to answer any challenges to the project.

Structure

The Pre-Defense is intended as a rehearsal of the defense and is structured in the same manner. The Pre-Defense consists of a brief (15 minute) oral presentation by the Candidate to the Dissertation Committee, followed by an open discussion of the research goals, committee concerns, and additional recommendations. Following the discussion with the Candidate present, the candidate leaves the room while the Dissertation Committee deliberates. The Candidate then returns to hear their concerns.

Outcome

The Pre-Defense may result in approval, disapproval, or approval with changes—as indicated in Part B of the Pre-Defense Scheduling Form, which must be signed by the DCC and submitted to the Doctoral Coordinator within 7 days.

Required changes

In the event of approval with changes, a memorandum from the DCC detailing the required changes must accompany the signed Part B of the Pre-Defense Scheduling Form. A Defense will not be scheduled until these changes have been made.

Repeated Pre-Defense

In some cases, an additional Pre-Defense may be required before a Dissertation Defense will be scheduled.

Scheduling of Dissertation Defense

The Dissertation Defense is scheduled following a successful Pre-Defense. It is expected that the Candidate will be familiar with challenges that may arise in the Defense.

Request

When the Candidate and the Dissertation Committee agree that the dissertation is complete, a Dissertation Defense Scheduling Form must be submitted to the Doctoral Coordinator (with a bound copy of the dissertation that clearly identifies all changes requested in the Pre-Defense) at least 3 weeks in advance of the desired defense date.

Coordination

When they have received the Doctoral Coordinator's signature on the Dissertation Defense Scheduling Form, the Candidate and the DCC are responsible to coordinate with the Department Secretary and the Doctoral Coordinator to schedule a Defense.

Announcement

The Defense must be announced to the SEHS Community; the Department Secretary will provide formatting information and supervise posting of the announcement.

Defense of Dissertation

At the point when the Candidate and the Dissertation Committee believe that the dissertation is complete, the Candidate is responsible for scheduling a Dissertation Defense. The defense must be announced to the SEHS and University communities, following University guidelines; members of the Oakland University faculty and other doctoral students are welcome. A Dissertation Defense Form must be signed by the Dissertation Committee Chair and submitted to the Doctoral Coordinator in advance of the Defense.

The Dissertation Defense consists of a public presentation by the Candidate followed by audience questions, a private discussion with the faculty committee regarding their concerns, a closed Committee session in which the Dissertation is either approved or not, and a meeting between the candidate and the Committee to discuss any required changes. Approval and acceptance of the doctoral dissertation requires a favorable vote of the Dissertation Committee with no more than one (1) dissenting vote. The Dissertation Committee may permit re-examination if the initial dissertation defense is deemed inadequate. The results of the Proposal Dissertation Defense are recorded on the Dissertation Defense Form, which indicates approval, disapproval, or approval with changes. In the case of approval with changes, all Dissertation Committee members but the chair can sign the form and the chair will separately verify and initial each change and approve the proposal as modified.

Structure

The Defense consists of a brief (15 minute) oral presentation by the Candidate followed by (1) audience questions, (2) a private discussion between the Candidate and the Dissertation Committee for clarification of any concerns, (3) a closed deliberation by the Dissertation Committee, and (4) a meeting between the candidate and the Dissertation Committee to announce their decision and to discuss any required changes.

Signatures

The Dissertation Committee affix their signatures to the cover page of the Dissertation when all required changes are complete.

Final Copy and Binding

The Candidate is not certified for graduation until the final copy of the dissertation is accepted by the Department and the School, formatted, and accepted for binding.

Department and School approval

The Department Chair and the Dean must both inspect the approved dissertation and sign an acceptance form before the final document can go forward to the Office of Graduate Studies.

Meeting with formatting reviewer

The Candidate must present the completed, approved dissertation to the designated staff member for formatting review. This step may require extra time. Candidates are encouraged to be familiar with the timetable published by the Office of Graduate Study and Lifelong Learning. All formatting issues must be resolved by the deadline for graduation to occur on time.

Binding

The Candidate is responsible for binding fees. The Candidate is required to provide the University and the Department with library-bound copies. Every member of the Dissertation Committee should receive a final bound copy with all changes.

APPLYING FOR GRADUATION

The Candidate is responsible for applying for graduation and paying appropriate fees during the semester of degree completion. Graduate application deadlines are published on the University Calendar. The Graduate Study website provides more detailed information on deadlines for steps in the dissertation process.

Candidates are encouraged to apply when completion seems possible, but are advised that the University will not schedule them for graduation until the final copy of the dissertation has been accepted and they are cleared by Graduate Studies. Candidates and their advisors should carefully monitor deadlines to allow completion of all steps for a desired graduation date. A candidate who does not meet requirements in time for graduation must re-apply.

APPENDIX

DIRECTORY

FACULTY

Erin Binkley, Ph.D.	Assistant Professor	(248) 370-2525	450C Pawley Hall	binkley@oakland.edu
Thomas W. Blume, Ph.D.	Associate Professor	(248) 370-3069	491A Pawley Hall	blume@oakland.edu
Jennifer Bornsheuer, Ph.D.	Assistant Professor	(248) 370-4169	440B Pawley Hal	bornsheu@oakland.edu
Mike Chaney, Ph.D.	Associate Professor	(248) 370-3084	435G Pawley Hall	chaney@oakland.edu
Stephanie Crockett Ph.D.	Assistant Professor	(248) 370-2715	440D Pawley Hall	crockett@oakland.edu
Robert Fink, Ph.D.	Associate Professor	(248) 370-2012	491C Pawley Hall	fink@oakland.edu
James T. Hansen, Ph.D.	Professor	(248) 370-3071	450E Pawley Hall	ithansen@oakland.edu
Lisa Hawley, Ph.D.	Associate Professor & Chair	(248) 370-2841	435F Pawley Hall	hawley@oakland.edu
Todd Leibert. Ph.D.	Assistant Professor	(248) 370-2626	440K Pawley Hall	leibert@oakland.edu
Terrance McClain, Ph.D.	Visiting Assistant Professor	(248) 370-2714	491B Pawley Hall	trmcclai@oakland.edu
Brian Taber, Ph.D.	Assistant Professor	(248) 370-4173	440F Pawley Hall	taber@oakland.edu

STAFF

Laurie Shano, M.A.	Advisor Macomb University Center	(586) 226-8462	103 UC2Bldg MUC	ltshano@oakland.edu
Diane Johnston	Administrative Secretary	(248) 370-2018	450A Pawley Hall	johnsto2@oakland.edu
Bobbi Wells	Office Assistant	(248) 370-4179	440H Pawley Hall	rawells@oakland.edu
Cathy Trahan, M.A.	Internship Coordinator	(248) 370-4035	450J Pawley Hall	trahan@oakland.edu
Ashley Dunham	Counseling Center Coordinator	(248) 370-4187	250A Pawley Hall	pkfaircl@oakland.edu

CONTACTING PROFESSORS AND STAFF

Professors have multiple responsibilities in teaching, research and service. Staff members may be serving 300-400 students and faculty. Please review the semester advising hours for each professor in order to receive a more timely response to your questions and concerns.

UNIVERSITY OFFICES

Admissions - Graduate	(248) 370-3168	160 North Foundation Hall
Registrar - Registration, class schedules, add/drop	(248) 370-3450	101 O'Dowd Hall
Records - grades, transcripts.	(248) 370-3452	102 O'Dowd Hall
Placement & Career Services	(248) 370-3250	275 Vandenberg Hall

BIOGRAPHIES

FACULTY

Erin Binkley, Assistant Professor, received her Ph.D. in Counselor Education and Counseling from Idaho State University in 2010. She received her M.A. in counseling from Wake Forest University in 2007, and her B.A. in Communications Studies from the University of North Carolina at Chapel Hill in 2000. Erin is a National Certified Counselor and specializes in Elementary and Secondary School Counselor Education. Her professional interests include the development of counseling skills, use of the creative arts in counseling, and student development. She has made numerous presentations and is active in professional counseling organizations, including the American Counseling Association, the Association of Counselor Education and Supervision, the American School Counseling Association, and Chi Sigma Iota International. She enjoys running, cooking, music, and film.

Thomas W. Blume, Associate Professor, completed his Ph.D. in Marital and Family Therapy in 1987 at Texas Tech University. His career before entering academe included working with heroin addicted soldiers in Vietnam, teaching in early childhood settings, and working as a federal program consultant on family issues, and conducting family therapy and divorce mediation. His 2006 textbook, *Becoming a Family Counselor*, demonstrates his BONES taxonomy of therapeutic strategies and his Identity Renegotiation approach to counseling. His teaching research and clinical work are generally organized around theoretical issues including multiple applications of Identity Renegotiation theory. In the Fall 2011 he will become coordinator of the Couple and Family specialization. In his personal life Tom enjoys spending time with his wife, Libby and family, and may be found bicycling, reading fiction, and hanging out at the neighborhood hardware store.

Jennifer Bornsheuer received her B.A. in Psychology from the University of North Texas in 2005, her M.S. in Counseling and Development from Texas Woman's University in 2007, and her Ph.D. in Counselor Education from Sam Houston State University in 2012. Dr. Bornsheuer has over 5 years of clinical experience working with children, adolescents, and families in community settings. Her research interests include the use of Child Parent Relationship Therapy with children and parents, the use of play therapy and filial therapy with children who have experienced trauma, the inclusion of religious and spiritual beliefs in the counseling process and counseling programs, qualitative methodology, application of Adlerian theory and methods in supervision, and mentorship of women in graduate counseling programs. Dr. Bornsheuer has authored or co-authored 7 articles; made numerous professional presentations at national, state, and local conferences; and has been very active in state and national counseling organizations. She has received several awards including the Emily Oe Counseling and Development Play Therapy Award and Scholarship, the Outstanding Practitioner Award from the Beta Kappa Tau chapter of Chi Sigma Iota, the Outstanding Counselor Educator Award – Doctoral Student, and the Excellence in Writing Award from Sam Houston State University.

Michael P. Chaney, Associate Professor received his Ph.D. in Counseling from Georgia State University. A Licensed Professional Counselor and National Certified Counselor, he has provided mental health services to LGBTQI individuals and to people living with HIV/AIDS in clinical and governmental agencies. He has held national leadership positions including President of the Association of LGBT Issues in Counseling (2010-2011). He is an editorial board member for both *The Journal of Addiction and Offender Counseling* and *Journal of LGBT Issues in Counseling*. He is a Regional Trainer for the American Psychological Association's HIV Office for Psychology Education (HOPE) Program. He has numerous publications in prestigious professional journals in the areas of addictions, HIV/AIDS prevention, sexual orientation/gender-identity development, social justice and advocacy in counseling.

Stephanie A. Crockett, Assistant Professor, received her Ph.D. in Counselor Education from Old Dominion University (ODU) in 2011 and her M.S. Ed in Counseling from ODU in 2008. She is a nationally certified counselor (NCC) and has provided counseling and career services to high school students, college students and adults for the past 10 years. Dr. Crockett currently serves in a national leadership position as treasurer for the Association for Assessment in Counseling and Education. Her professional interests include career development and counseling, research methods and assessment, and clinical supervision. She has authored many articles in professional counseling journals, co-authored a counseling text, and presented at several regional and national counseling conferences. She enjoys cooking, leisure reading, gardening, traveling, and attending concerts.

Robert S. Fink, Associate Professor, received his Ph.D. in Clinical Psychology in 1974 from the State University of New York, Buffalo. He is a licensed psychologist. He joined the faculty in August, 1996 after prior appointments at the university as the Director (17 years) and Associate Director (1 year) of the University Counseling Center and as an assistant professor in the psychology department for four years.

His current research interests include clinical studies of Vincent Van Gogh, Abraham Lincoln and other chronically depressed individuals who drew on their depressive experience transformatively to have a creative influence on society and culture. He is also writing a book on clinical principles and strategies in therapeutic counseling with clients who are habitually attracted to death. A third area of special interest involves the role of the relationship in psychotherapy and supervision as a vehicle for change. He is passionate about good clinical teaching and derives much satisfaction from helping practitioners at all levels of development to elevate their professional practice and self confidence. As a clinician, he has worked with a broad range of clients and clinical issues. Special practice areas include traumatized individuals and families, troubled children and adolescents, personally disordered adults, and survivors of murder victims. He serves as the coordinator of the Post-Master's Child and Adolescent Specialization. Bob lives in Huntington Woods and enjoys getting together with his globally dispersed family, good conversation reading (particularly fiction), writing poetry, tennis, biking, art, photography, and travel.

James T. Hansen, Professor, coordinates the advanced post-masters specialization in Mental Health Counseling, oversees doctoral dissertation research, and teaches a variety of doctoral and master's level courses, including Research and Testing and Assessment. In addition to teaching, Dr. Hansen has published over thirty-five refereed articles in leading journals in the field. His primary scholarly interests are philosophical and theoretical issues in counseling, critical examination of contemporary mental health culture, and professional identity issues. He has received honors for his scholarly contributions. Dr. Hansen also has over twenty-five years of experience working in various capacities in the mental health realm. He has extensive experience as a clinical supervisor and has conducted individual and group counseling with outpatients, day hospital patients, and psychiatric inpatients. Furthermore, Dr. Hansen has a strong background in psychological testing with adults, adolescents, and children.

Lisa D. Hawley, Associate Professor and Department Chair, received her Ph.D. in Counselor Education from the University of South Carolina and MA degree in Community Counseling from Kent State University. She joined Oakland University in the fall of 1999. Her previous experiences include counseling in both community and school settings (hospitals, homeless shelters and middle school settings). Her professional interests and publications include the areas of group work, cross-cultural counseling (especially issues related lower socioeconomic populations), professional identity of counselors and qualitative research. Dr. Hawley has served as doctoral coordinator and CACREP Liaison prior to Department Chair. She also serves on the Licensure Committee for the Michigan Counseling Association. Leisure activities include spending time with her family, cooking, tennis, traveling and listening to music.

Todd W. Leibert, Assistant Professor completed his Ph.D. in Mental Health Counseling in 2005 at the University of Florida, Gainesville. He is a Licensed Professional Counselor who worked in community mental health agencies starting in 1998, primarily counseling adult clients in recovery from substance dependence. He teaches Research in Counseling, Practicum, and Doctoral research and writing classes. His research centers on what makes counseling work and how change/outcome in counseling is measured. He enjoys involving students in his research and encouraging them towards pursuing their own research passions. In personal life Todd enjoys gardening, hiking, biking, listening to alternative rock music, and discussing socioeconomic political issues- the more controversial, the better.

Terrance R. McClain, received his B.S. in Counseling/Psychology from Rochester College in 2003, his M.A. in Counseling from Oakland University in 2006, and he is currently working on his dissertation (ABD) for completion of the PhD in Education with a major in Counselor Education and Supervision at Oakland University. Since winter term 2009, he has been a Lecturer in the Counseling Department, has supervised masters' level students in their practicum experience, presented at national, regional and on-campus conferences, and co-authored a chapter in the textbook, *Workforce Diversity: Current and Emerging Issues and Cases*. Professor McClain is a member of numerous professional organizations, licensed as a professional counselor, school guidance counselor and is a nationally certified counselor. As a lecturer, he was nominated for a Teacher Excellence Award here at Oakland University during the 2012 winter term.

Brian Taber, Assistant Professor, received his doctorate in 2004 from Kent State University in Counselor Education and Supervision. While a graduate student, he worked as a research assistant in the Department of Behavioral Sciences at Northeastern Ohio University's College of Medicine. His research interests are in the areas of career development and vocational assessment. Brian serves as Director of the Adult Career Counseling Center. Leisure activities include bicycling, hiking, and reading.

STAFF

Laurie Shano, Macomb SEHS Academic Adviser/Cohort Coordinator received her B.A. in Psychology and her M.A. in Counseling from Oakland University. Previous to working for OU, Laurie spent six years in Special Education working for the Macomb Intermediate School District (MISD). In 2011, Laurie was awarded (in Denver, CO) the Outstanding New Adviser Certificate of Merit from the National Academic Advising Association (NACADA) and has been nominated for Adviser of the Year for Oakland University every year that she has worked for OU. She is a member of the International Critical Incident Stress Foundation and has been certified as a Crisis Counselor. Laurie's professional interests include College Advising, LGBTQA Issues in Counseling, and Solution Focused Therapy. Her personal interests include painting, gardening, and family gatherings. Laurie and her husband Scott have two daughters, one son (all adult), and two puppies.

Diane Johnston, Administrative Assistant, joined the department in February 2009. Diane is a Michigan native with experience in finance, office management and event planning. She completed a Post Master Specialization in Human Resource Management and M.A. in Public Administration at Oakland. She also holds a degree in Finance from Walsh College in Troy. Diane enjoys sports, reading and travel with her family.

Bobbie Wells, Office Assistant, joined the department in 2013. Bobbi lives in Troy and is married with two sons and 3 dogs - boxers. She enjoys spending time with her family, being a Mom and scrap booking.

Cathy Trahan, Internship Coordinator, received her M.A. in Counseling from Oakland University. When away from the office, Cathy enjoys traveling and spending time with her three children.

Ashley Dunham, SEHS Counseling Center Coordinator, received her M.A. in Counseling from Oakland University with a specialization in Mental Health. Since completing her degree, she has worked in community agency settings, both inpatient and outpatient: with children, adolescents, adults and with the prisoner population. Ashley has also been involved with program management, supervision, marketing and community outreach. Ashley enjoys spending time with family and her rescued cats and greyhounds, and also likes rock climbing, yoga and gardening.

Checklist of Doctoral Prerequisites

Department of Counseling, Oakland University
(CACREP Program Equivalency and License Readiness)

Name of Student _____

Admitted to Doctoral Study

Master's Degree Institution

Degree Name and Date

Credit Hours

Newly admitted doctoral students should confer with their Advisory Committees to ensure that their records reflect the completion of all the following requirements for a CACREP-approved Master's degree. Where equivalencies cannot be identified, remedial courses must be added to the required 84 Semester Hours of coursework. This form must be completed and signed by the end of the first semester.

Prerequisite	Equivalent	When Taken
500 Intro to Counseling		
510 Multicultural Counseling		
520 Theories		
530 Development		
540 Testing		
564 Community Agency		
574 Diagnosis		
640 Career		
660 Research		
661 Techniques		
663 Group		
664 Practicum		
666 Internship		
Elective		
Elective		

Student

Advisory Committee

Table of Events and Deadlines

1st Year

Fall--Interview full-time faculty members to identify potential Advisory Committee members: two are required, one must be tenured.

Complete Checklist of Doctoral Prerequisites

Winter--Form Advisory Committee, develop a Program Plan, and meet with Advisory Committee for discussion, approval, and submission of Program Plan.

2nd Year

Fall and Winter-- Meet with Advisory Committee as necessary concerning questions, changes, and revisions.

3rd Year

Fall and Winter-- Meet with Advisory Committee to discuss comprehensive exam preparation. Apply for Comprehensive Examination by February 15.

Spring-- Complete Comprehensive Examinations.

4th and Subsequent Years

Upon successful completion of Comprehensive Examinations, secure commitment of Dissertation Committee Chair and finalize selection of Committee members.

When Dissertation Committee approves, propose dissertation

When Proposal is approved by Dissertation Committee, submit proposal to the Institutional Review Board (IRB) of Oakland University.

When the proposal is approved by the IRB, proceed with data collection.

Complete data collection and conduct analyses.

Complete dissertation: Results and Conclusions

Nearing Completion

Apply for graduation for the semester that the dissertation is completed.

Schedule dissertation pre-defense

Schedule dissertation defense

Submit dissertation draft for approval by Graduate School

Defend dissertation and make required changes.

Prepare final dissertation for Graduate School.

DOCTORAL PROGRAM PLAN
Department of Counseling, Oakland University

Name: _____ **Date:** _____
Address: _____

 _____ **Zip** _____
Phone: _____ **Phone:** _____
Email _____ **G Number** _____

PREREQUISITES TO DOCTORAL STUDY

COURSE	NUMBER	CR	SEM

ADDITIONAL COURSEWORK

COURSE	NUMBER	CR	SEM

FOUNDATION CORE

COURSE	NUMBER	CR	SEM
PROFESSIONAL SEMINAR	CNS 730	2	
PROFESSIONAL SEMINAR	CNS 731	2	
RESEARCH METHODOLOGY	CNS 732	4	
ANALYTICAL METHODS	CNS 733	4	

INTERNSHIP

COURSE	NUMBER	CR	SEM
DOCTORAL INTERNSHIP	CNS 790	4	

DEPARTMENTAL CORE

COURSE	NUMBER	CR	SEM
ADVANCED THEORIES	CNS 697	4	
LEGAL & ETHICAL ISSUES	CNS 669	2	
SOCIOCULTURAL ISSUES	CNS 670	2	
INSTRUCTIONAL THEORY	CNS 671	4	
SUPERVISION	CNS 672	4	
ADVANCED GROUP	CNS 673	4	
ADVANCED CONSULTATION	CNS 674	2	
ADVANCED APPRAISAL	CNS 683/4	4	
PROGRAM EVALUATION	CNS 691	2	
ADVANCED PRACTICUM	CNS 780	4	

DISSERTATION

COURSE	NUMBER	CR	SEM
COUNSELING INQUIRY	CNS 794	4	
DISSERTATION RESEARCH I	CNS 795	4	
DISSERTATION RESEARCH II	CNS 796	4	
DISSERTATION RESEARCH III	CNS 799	4	

COGNATE CORE

COURSE	NUMBER	CR	SEM

COMMITTEE SIGNATURES:

Chair

Committee Member

Student

Report of Annual Review of Doctoral Students

Student Name _____ **Date** _____

On this date the faculty met and conducted an annual review of progress of each student in the doctoral program.

- A. REVIEW OF PROGRAM PLAN. The student’s program plan is accurate and satisfactory as written, or a revised plan is attached.
- B. SURVEY OF PROGRESS. We have reviewed faculty and student expectations in the following areas and have checked the evaluative summary that best reflects the tone of the review. (Both positive and negative evaluations should be accompanied by specific comments.)

	GENERALLY POSITIVE	SOME CONCERNS	MAJOR CONCERNS	COMMENTS
PERFORMANCE IN CLASSES				
INDEPENDENT ACTIVITY IN RESEARCH				
INDEPENDENT ACTIVITY IN SERVICE				
TEACHING/SUPERVISION ASSIGNMENTS				
FOCUS ON SPECIFIC AREA FOR COMPS/DISSERTATION				
THEORETICAL AND CLINICAL COMPETENCE				
FORMATION OF DISSERTATION COMMITTEE AND PROGRESS ON A PROPOSED DISSERTATION				
POTENTIAL FOR COMPLETING THE DEGREE				

Following the Annual Review, any concerns will be communicated to the student by the Advisory Committee.

Committee Chair

Date

Second Member

Date

Application and Worksheet for Doctoral Comprehensive Examinations

Department of Counseling, Oakland University

Name _____ Date _____

PART I: APPLICATION

I request that I be included in the Comprehensive Examinations to be given in spring, 20____. I understand that the comprehensive examination will be in written form, with 4 questions to be answered on-site at the University over a period of two days and a take-home exam over a period of four weeks. I also understand that there will be 4 comprehensive questions that will cover the following 8 core counseling areas, with diversity issues incorporated in every question:

- **theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;**
- **theories and practices of counselor supervision;**
- **instructional theory and methods relevant to counselor education;**
- **pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning;**
- **design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;**
- **design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;**
- **models and methods of assessment and use of data;**
- **ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics).**

I will also be given a fifth question or set of questions for the take-home portion of the exam that will be negotiated with my advisory committee that addresses my Dissertation topic.

As set out in my Program Plan, which is attached, I will have completed--or will be enrolled in during the semester of the examination--all cognate coursework and the following required courses:

Foundation Core: CNS 730, 731, 732, 733

Departmental Core: CNS 667, 669, 670, 671, 672, 673, 674, 683, 691, and 780

PART II: IDENTIFICATION OF DISSERTATION TOPIC

We have met with _____ to begin the process of preparing for comprehensive examinations. In this meeting, the content of the student's dissertation question has been identified based on cognate coursework and other specialized readings/experience. The dissertation question will address the following areas/issues:

Signed _____ Date _____
Advisory Committee Chair

Signed _____ Date _____
Student

Dissertation Proposal Defense Form
Department of Counseling, Oakland University

Name _____ Student Number _____

PART A

Based on discussions with my Dissertation Committee Chair and other committee members, I believe that my dissertation proposal is ready for defense. I hereby request the scheduling of a defense for the enclosed dissertation proposal, titled

Student Signature

Date

Recommend scheduling Proposal Defense Recommend disapproval

Dissertation Committee Chair

Approved Disapproved (attach memo to explain disapproval)

Doctoral Program Coordinator

PART B

A Proposal Defense for this dissertation was conducted on _____. The consensus of the committee is:

Recommend approval Recommend disapproval (attach memo to explain)

Dissertation Committee Chair

Approved Disapproved (attach memo to explain disapproval)

Doctoral Program Coordinator

Dissertation Pre-Defense Form
Department of Counseling, Oakland University

Name _____ Student Number _____

PART A

Based on discussions with my Dissertation Committee Chair and other committee members, I believe that my dissertation is complete and ready for defense. I hereby request the scheduling of a pre-defense meeting to review the enclosed dissertation, titled

Student Signature

Date

Recommend scheduling Pre-Defense Recommend disapproval

Dissertation Committee Chair

Approved Disapproved (attach memo to explain disapproval)

Doctoral Program Coordinator

PART B

A Pre-Defense of this dissertation was conducted on _____.
The consensus of the committee is:

Recommend scheduling Dissertation Defense Recommend disapproval

Dissertation Committee Chair

Approved Disapproved (attach memo to explain disapproval)

Doctoral Program Coordinator

Dissertation Defense Form
Department of Counseling, Oakland University

Student's Name _____ Student Number _____

Based on a successful Pre-Defense meeting with my Dissertation Committee Chair and other committee members, I understand that my dissertation is complete and ready for defense. I hereby request the scheduling of a defense for the enclosed dissertation, titled

Student Signature

Date

DECISION:

Recommend scheduling Dissertation Defense **Recommend disapproval**

Dissertation Committee Chair

Approved **Disapproved (attach memo to explain disapproval)**

Doctoral Program Coordinator

Informed Consent Statement

(To be placed in the student's file in the Department of Counseling)

I, _____ (student name), have received and read the **Doctoral Student Handbook** from the Department of Counseling in the School of Education at Oakland University.

I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth in the above referenced document.

I also understand that the Graduate Catalog of Oakland University contains policies and procedures that are binding to graduate students of the university.

I further understand that the faculty and staff of the Counseling Department have the right and responsibility to monitor my academic progress and my personal ethical and professional behavior.

Signature

Date

Please give this completed form to your faculty advisory committee. One of the committee members will sign the form and turn it in to the department of Counseling office where it will be placed in your student folder.

Faculty Advisor

Date