

OAKLAND UNIVERSITY
School of Education and Human Services

DEPARTMENT OF COUNSELING

DOCTORAL

PROGRAM HANDBOOK

2017-2018

Keep this handbook throughout your program. You are responsible for knowing all information regarding your degree program.

Graduate Admissions Information

For more information on the Doctoral program contact:

Dr. Stephanie Crockett, Program Coordinator
crockett@oakland.edu
248-370-2715

Graduate Admissions

586 Pioneer Drive
O'Dowd Hall, Room 520
Oakland University
2200 N. Squirrel Road
Rochester, MI 48309-4482

<http://www.oakland.edu/grad/>

Need to talk with an admissions staff member?

Email: **gradinfo@oakland.edu**
Phone: (248) 370-2700
Office Hours:
Monday - Friday
8:00 a.m. to 5:00 p.m.

Department of Counseling

456 Pioneer Drive
Pawley Hall, Room 450J or 440H
Oakland University
Rochester, MI 48309-4482
Office: (248) 370-2018 or (248) 370-4179
(248) 370-4141 Fax
<http://www.oakland.edu/counseling/>

The Counseling advising schedule is available at: <http://www.oakland.edu/counseling/>

Academic Year 2017 - 2018

Please retain this handbook for future reference. Students should also be familiar with all information pertaining to their degree program provided in the OU 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 need for highly qualified counselor leaders—scholars, 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 identities, 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 wellbeing 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 Clinical Mental Health and School Counseling.

DEPARTMENT OF COUNSELING DIRECTORY

FACULTY

Ashley Branson, Ph.D.	Assistant Professor	248-370-2525	450C Pawley Hall	branson@oakland.edu
Mike P. Chaney, Ph.D.	Associate Professor	248-370-3084	435G Pawley Hall	chaney@oakland.edu
Stephanie Crockett, Ph.D.	Associate 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	jthansen@oakland.edu
Lisa Hawley, Ph.D.	Professor	248-370-2841	435F Pawley Hall	hawley@oakland.edu
Todd Leibert, Ph.D.	Associate Professor/Chair	248-370-2626	440K Pawley Hall	leibert@oakland.edu
Jennifer Matthews, Ph.D.	Assistant Professor	248-370-4181	450G Pawley Hall	jmatthews@oakland.edu
Brian Taber, Ph.D.	Associate Professor	248-370-4173	440F Pawley Hall	taber@oakland.edu

STAFF

Diane Johnston	Administrative Secretary	248-370-2018	450J Pawley Hall	johnsto2@oakland.edu
Ashley Karas	Counseling Coordinator	248-370-4187	250A Pawley Hall	dunham@oakland.edu
Cathy Trahan, M.A.	Internship Coordinator	248-370-4035	450C Pawley Hall	trahan@oakland.edu
Roberta (Bobbi) Wells	Office Assistant	248-370-4179	440H Pawley Hall	rawells@oakland.edu

CONTACTING PROFESSORS AND STAFF:

Professors have multiple responsibilities in teaching, research and service. Please review the semester advising hours for each professor in order to receive a timelier response to your questions and concerns.

UNIVERSITY OFFICES:

Graduate Admissions Office:	248-370-2700	520 O'Dowd Hall
Registrar Office: (Registration, class schedules, add/drop, Records, Transcripts, grades)	248-370-3450	101 O'Dowd Hall
Career Services:	248-370-3250	154 N. Foundation Hall
Student Financial Services:	248-370-2550	120 N. Foundation Hall

FACULTY BIOGRAPHIES

Ashley Branson, Assistant Professor, earned her Ph.D. in Counselor Education and Supervision from the University of Northern Colorado in 2016 and her M.A. in counseling with an emphasis in couples and family therapy, also from the University of Northern Colorado, in 2011. She is a Nationally Certified Counselor and has applied for licensure as a professional counselor in the State of Michigan. Dr. Branson has provided counseling services to a diverse range of clientele in multiple settings including the veteran's administration, a university clinic, and a dean of student's office. Dr. Branson has experience supervising masters' students counseling individuals, couples, families, and students in the K-12 school system. Her professional research interests include fostering cognitive complexity development, systemic, contextual, and multicultural approaches to counseling, social justice advocacy, and the use of hybrid and flipped classroom approaches to teaching. She has published peer-reviewed journal articles and has presented at national, state, and local conferences. She enjoys video editing, web design, gardening, cooking, and spending time with her family.

Michael P. Chaney, Associate Professor and coordinator of the Addictions Specialization in the Department of Counseling. A Licensed Professional Counselor, National Certified Counselor, and Approved Clinical Supervisor, he received his Ph.D. in Counseling from Georgia State University in 2004. He is prominently involved in the American Counseling Association (ACA) including Past-president of the Association of LGBT Issues in Counseling. He is the current Editor-in-Chief of the Journal of LGBT Issues in Counseling and serves as an editorial board member for the Journal of Addictions and Offender Counseling. He is a professional member of the Human Rights Committee of the ACA. He has numerous publications in prestigious professional journals in the areas of substance use disorders, sexual compulsivity, sexual orientation, gender-identity and expression, social justice and advocacy in counseling.

Stephanie A. Crockett, Associate Professor, received her Ph.D. in Counselor Education from Old Dominion University in 2011. She is a nationally certified counselor (NCC) and has provided counseling and career services to high school students, college students and adults. Dr. Crockett is currently the Director of the Adult Career Counseling Center located on Oakland University's campus. She has served in several national leadership positions for the Association for Assessment and Research in Counseling (AARC). She serves as an editorial board member for both the Journal of Counseling and Development and The Professional Counselor. Her research and professional interests include counseling research methods and assessment, gender issues in counseling, and career development and counseling. Dr. Crockett has authored many articles in professional counseling journals, co-authored a counseling text, and presented at several regional and national counseling conferences. She enjoys mentoring master's level and doctoral level students.

Robert S. Fink, Associate Professor, received his Ph.D. in Psychology from the State University of New York, Buffalo. He began at Oakland University in 1974 as a faculty member for four years in the Psychology Department and then served as Director of the Psychological and Counseling Center in the Graham Health Center for 18 years. He joined the Counseling faculty in 1996. Dr. Fink is the coordinator of the Advanced Specialization in Child and Adolescent Counseling, teaches a variety of clinically oriented courses at the doctoral and master's level, and serves as chair of numerous doctoral dissertations. His current scholarly interests include writing reflective clinical stories and poems, and clinical studies of chronically depressed artists - such as Vincent van Gogh and Jack Kerouac - who drew on their depressive experience to have a transformative creative influence on society and culture. He recently had two poems published and is slowly completing a book on the clinical challenges and strategies of counseling clients who are habitually attracted to death. Dr. Fink has over forty years experience as a clinician, supervisor and consultant. In recent years he has led several intensive workshops in Europe on treatment of trauma, teaching mental health practitioners from 12 countries. Dr. Fink has received special recognition for his teaching, service, scholarship, mentoring, leadership in race relations, and clinical achievements.

James T. Hansen, Professor, joined the faculty in 1995. Dr. Hansen is the coordinator of the Advanced Specialization in Mental Health Counseling, oversees doctoral dissertation research, and teaches a variety of doctoral and master's level courses. Dr. Hansen's primary scholarly interests are philosophical and theoretical issues in counseling and critical analysis of contemporary mental health culture. He has published about fifty articles in leading counseling journals and several books. Two of his books have won awards for their contributions to humanistic philosophy in counseling. Dr. Hansen has over twenty-five years of experience as a mental health practitioner, supervisor, and consultant.

Lisa D. Hawley, Professor, 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 9 years as Department Chair. She also serves on the Licensure Committee for the Michigan Counseling Association and as the CACREP Liaison for the Department. Leisure activities include spending time with her family, cooking, triathlons, traveling and listening to music.

Todd W. Leibert, Associate Professor and Department Chair, completed his Ph.D. in Mental Health Counseling in 2005 at the University of Florida in Gainesville. His primary clinical experience was 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.

Jennifer J. Matthews, Assistant Professor, earned her Ph.D. in the Counselor Education from the University of Central Florida in 2012 and her M.A. in Counseling from Wayne State University in 2009. She is a Licensed Professional Counselor (MI), a National Certified Counselor, an Approved Clinical Supervisor, and holds a School Counseling License (MI). Dr. Matthews' clinical experience and research interests include: grief & loss, multicultural counseling, and counselor education & supervision. She has authored many peer-reviewed journal articles and presents at international, national, state, and local conferences. Additionally, she is active in professional organizations, including the Association of Counselor Education and Supervision, Association for Death Education and Counseling, and American Counseling Association. Dr. Matthews currently serves on the editorial board for the Counseling and Values Journal and the Michigan Journal of Counseling: Research, Theory, and Practice. She enjoys spending time with her family and traveling.

Brian J. Taber, Associate Professor and coordinator of the Advanced Career Counseling Specialization in the Department of Counseling at Oakland University. He earned his doctoral degree in Counselor Education and Supervision from Kent State University. His scholarship interests are in the areas of vocational assessment, career development, and career counseling. He has served as a trustee on the board of directors for the National Career Development Association. He currently serves on the editorial boards of *The Career Development Quarterly*, *Journal of Employment Counseling*, and *Journal of Vocational Behavior*.

STAFF

Ashley Karas, 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.

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.

Bobbi Wells, Office Assistant, joined the department in 2013. Bobbi lives in Troy with her husband and two sons. When away from Oakland, she enjoys spending time her family, traveling and scrapbooking.

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 children and grandchildren.

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.

Doctoral Advisor:

The Doctoral Advisor is the student's primary source of guidance and support until the student successfully completes Comprehensive Examinations and becomes a Candidate. The student is initially assigned a Doctoral Advisor upon acceptance into the program and can meet with them regarding program concerns of any kind. The Doctoral Advisor is a doctoral-level faculty member from the Department of Counseling.

During the first semester in the program, a new student is encouraged to learn about the faculty in the department and may prefer to select a different Doctoral Advisor based on compatible styles and research interests. Should that be the case, prospective Advisors should be interviewed to determine their interest and availability. The student should obtain a commitment from the desired Advisor.

By the end of the first academic year (end of Winter Semester) following admission to the doctoral program, each student must meet with their Advisor and complete a Program Plan (i.e., Plan of Study). The Advisor will assess the student's need for additional coursework for licensing readiness or other special needs (requirements for CACREP) and develop a plan integrating student goals.

The Program Plan (see Appendix), 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 Advisor with 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 written petition of exception (see Appendix) providing the nature of, and the rationale for, the proposed changes, and is subject to review by the Advisor. A revised Program Plan and copy of the petition of exception must be in your file.

Once the Advisor is formalized, changes should not be made unless there are special circumstances. If the Advisor leaves the University, a new Advisor must be selected. If the new Advisor accepts, they are bound by the previously developed Program Plan.

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.

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 apply for a “leave of absence” for up to two consecutive semesters (Fall/Winter or Winter/Fall) at a time. A Request for Leave of Absence (https://wwwp.oakland.edu/Assets/upload/docs/Graduate-Study/Forms/Leave-of-Absence-Form-Object_06-12.pdf) must be completed before the absence or as soon as possible after the start of an absence. The university denies requests made after the absence, which can result in termination from the program.

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 Advisor is charged with communicating any student concerns following the Annual Review. The Annual Review meeting does not preclude a student convening a meeting with their Advisor to review progress and/or communicate concerns.

GENERAL INFORMATION (University and Department Services)

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, (<https://wwwp.oakland.edu/financialservices/>).

Scholarship:

The School of Education and Human Services is proud to have many generous friends and supporters who have made scholarships and awards possible for our students. Awards are available to students from multiple departments. Applications for most scholarships are available for downloading from the SEHS Scholarship website, www.oakland.edu/sehs/scholarships. Scholarships are often awarded on the basis of accomplishment. Additional selection criteria may apply.

Although not required, students are encouraged to complete a FAFSA for maximum consideration of all scholarships including financial need-based scholarships and grants. Only those students who have a completed FAFSA on file in the Oakland University Financial Aid office can be considered for those awards requiring financial need. Contact the OU Financial Aid office at (248) 370-2550 or finaid@oakland.edu if you have questions or concerns regarding the FAFSA and determining one’s financial need.

Additionally, a general listing of funding options can be found at <https://oakland.edu/financialservices/available-financial-assistance/grad/>. Although the majority of graduate assistantships at OU are offered through academic departments, under the tab “Graduate Assistantship,” there is a list of some of the “Available positions” at OU. You may want to check this site periodically.

The Office of Graduate Studies:

The management and oversight of Graduate Academic Programs, Graduate Enrolled Student Services, Graduate Policies and Graduate Assistantships and Fellowships are managed in Graduate Study and Lifelong Learning (<http://www.oakland.edu/gradstudy>).

586 Pioneer Drive

O’Dowd Hall, Room 520

Office: (248) 370-2700

Fax: 248) 370-2566

REGISTRATION:

Registration may be completed online at <https://www.oakland.edu/registrar/>

To begin registration, follow these steps:

- Step 1:** Go to www.oakland.edu
- Step 2:** Click on the **MySail icon**
- Step 3:** Enter your **OUCA Email User Name**
- Step 4:** Enter your **OUCA Email Password**. If you are a new student you must first obtain your email user name and password by going to [OUCA](#). To obtain your email user name, you must have your Grizzly ID number and six-digit **PIN (Personal Identification Number)**
- Step 5:** Click on **Login** You now have one sign on access to eBill, Financial Aid, Library, Moodle, Registration, SAIL, Webmail

NOTES AND CAUTIONS: Internet Explorer, Mozilla Firefox 1.x, or Netscape Navigator 7 or later versions are the recommended browsers; JavaScript must be enabled.

SAIL WEB REGISTRATION:

- Step 1:** Go to **MySail** (Link is Direct Access to Login to Secure Area)
- Step 2:** Click on **Login to Secure Area**
- Step 3:** Enter your **Grizzly ID** number and six-digit **PIN (Personal Identification Number)**. If you are a new student to Oakland University, your PIN is your birth date (mmddyy); The system will require you to change your PIN to something other than your birth date.)

OR enter your OUCA Email User Name and OUCA Email password.

PIN Hint Question (Login Verification Security Question and Answer):

If you have not established a PIN Hint question and answer, the system will prompt you to do so the next time you sign in. Follow the prompts and type in a brief PIN Hint question.

Example: What is my mother's maiden name?

The first time you access the web site you must **read and agree to the Terms of Usage** for the site. To agree to the terms and gain access to web services, click on **Continue**.

- Step 4:** Click on **Login**
- Step 5:** Click on **Student Services & Financial Aid**
- Step 6:** Click on **Registration** to enter the registration menu.
- Step 7:** **Select Term** and follow the prompts. To determine what day and time you are eligible to register, please select Registration Status from the Registration Menu or consult the Schedule of Classes.

NOTES AND CAUTIONS: Internet Explorer or Netscape Navigator are the recommended browsers; Do not use your browser's back button to move between pages; Logoff using the **exit** button located at the upper right corner of any frame; Try clicking the help button for assistance.

Questions or comments? Please e-mail helpdesk@oakland.edu

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.

Transfer of Credit:

Students who want to transfer graduate credits are required to submit an Application for Graduate Transfer Credit obtained from the Graduate Office or Department of Counseling. This is done after admission to the program has been granted. The form is to be submitted to the student's faculty adviser or the program Chair. Please review the Form for current guidelines of transfer. The transfer of credit form can be found at grad studies website. <https://www.oakland.edu/grad/current-graduate-students/masters/> under student forms.

Students who wish to have credit for prior graduate coursework earned at another regionally accredited U.S. college or university transferred to count toward an Oakland University degree, must submit a Transfer Credit Request application for approval by their academic adviser and Graduate Study and Lifelong Learning. The Transfer Credit Request application is available at <https://www.oakland.edu/grad/current-graduate-students/masters/> under student forms. Students must have completed one semester in their graduate program at Oakland and be in good academic standing (no on probation or limited standing) to file the Transfer Credit Request application. Applications must be received no later than the first week of the semester in which the student expects to graduate. An official transcript of the graduate coursework must be on file in Graduate Study and Lifelong Learning prior to review of the Transfer Credit Request application. Students should be prepared to provide the graduate program advisor a catalog copy of the course description from the former institution and/or a course syllabus. Credit for prior coursework must be earned at the graduate level (500 level and above) with a grade of at least 3.0 (or B) and not be graded pass/fail, satisfactory/unsatisfactory or credit/non-credit; it must be applicable to the student's program and may not have been previously used to satisfy degree requirements at Oakland University or another institution. In accordance with policies set by the Michigan Council of Graduate Deans, no more than one credit will be awarded, per week of instruction. Oakland University does not provide transfer credit for life experience, credit by examination, independent study courses or noncredit courses. A maximum of 9 semester hours of transfer credit is acceptable toward a graduate degree. Approved graduate transfer credit will appear on the student's official transcript. Transfer credit earned more than six years before the Oakland University degree is awarded will not be applied toward degree requirements and is not subject to further extension. Once admitted and enrolled in an Oakland University graduate program, students should consult with their graduate faculty adviser before enrolling in graduate courses, outside of Oakland University, to satisfy a graduate degree requirement.

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. All students are required to activate their Oakland University email accounts and join the Department of Counseling's listserv before starting the program. To activate your email account you can go to www.oakland.edu/uts and follow the directions for email registration.

Listserv:

Each student is required to join the listserv to receive updates of schedules and changes. This is our main communication to the entire Department of Counseling for important announcements and information. To activate your Oakland University email account, go to <https://www.oakland.edu/connected/activate-your-accounts/netid-email/> and follow the directions for email registration. After you have received your email account, you can subscribe to the listserv via Ashley Karas at dunham@oakland.edu and may post notices of interest to students (cns-doctoral-group@oakland.edu).

Library:

All students are also eligible to use Kresge Library and, through reciprocity agreements, certain other area libraries. Kresge Library at library.oakland.edu/. Kresge Library 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 GrizzCard (i.e., Student ID), 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 GrizzCard 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 <https://www.oakland.edu/grizzcard/>

Espace:

We have also developed eSpace sites to access information for Practicum (espace.oakland.edu).

Chi Sigma Iota:

You are encouraged to attend Chi Sigma Iota <https://www.oakland.edu/counseling/orgs/> and Department events focused on professional development.

Copying and printing:

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

University Closings

Oakland will close only when the university's Department of Campus Facilities and Operations find weather conditions hazardous for travel to and from campus, or when utility failure or the contingency prevents the normal and safe operation of the university. **Contact Oakland University's Weather Hot-line (248-370-2000) for current information regarding weather-related university closings.** Classes at off-campus sites will be canceled if the University is closed **or** if the site is closed. Students are advised to listen to major local radio stations for information. <https://oupolice.com/>

University Sexual Harassment Policy

Contact the Department of University Diversity and Compliance at (248) 370-3496. <https://www.oakland.edu/policies/human-resources/711/>

COUNSELING LICENSURE:

We are available to guide students through the process of licensure and certification but students are responsible for filing their own license and/or certification documentation. Students are responsible for completing the appropriate paperwork for licensure and completing any examination required for states where they will be applying. Licensing to be completed by OU can be sent to 440H Pawley Hall, attention Roberta Wells rawells@oakland.edu once completed and signed by the student. The OU portion once verified will be sent to the State office for processing. This process may take between 4 – 6 weeks for processing once received at the State offices.

Individuals who have completed 30 semester hours of graduate study in counseling beyond a Master's degree must accrue 1,500 hours of post degree counseling experience in not less than a one-year period with at least 50 hours accrued in the immediate physical presence of the supervisor.

For more information, contact:

**Michigan Department of Community Health
Board of Counseling
P.O. Box 30670
Lansing, MI 48909
(517) 335-0918**

Application can be obtained online at:

http://www.michigan.gov/lara/0,4601,7-154-35299_63294_27529_27536---,00.html

Please note that a background/finger print check is required for all health care professionals in the State of Michigan. Both MDE and LARA review criminal backgrounds and make final licensing decisions following review.

Debi Haigh, Analyst
LARA/Division of Licensing
Criminal Background Checks
(517) 335-0918, prompt 2
BHSCHelp@michigan.gov

National Certified Counselor (NCC):

<http://www.nbcc.org/>

In addition to licensing, students/graduates can enhance their qualifications by applying for certification as a National Certified Counselor. The NCC credential is issued by the National Board for Certified Counselors, Inc., (NBCC) in cooperation with the American Counseling Association. Requirements for the NCC are essentially the same as counseling licensure in Michigan, with two exceptions. The first is that NCCs are required to accumulate continuing education credits (100 hours prior to renewal every five years). This requirement helps to keep NCCs current in the field. Second, the NCC can be obtained by a graduate of a CACREP-approved program immediately upon graduation, even though full licensure will require two years of supervised practice. Applicants for the NCC must pass the National Counselor Examination (see the following section).

The National Counselor Examination (NCE):

<http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification/>

The National Counselor Exam (NCE) is optional for voluntary national certification (NCC) through NBCC. However, in recent years, the State of Michigan has adopted the NCE as the required exam for Licensed Professional Counselor (LPC). The NCE is administered twice each year, in April and October, by NBCC. Because the NCE serves multiple purposes, there are several registration options with differing fee schedules and deadlines. Students should be aware that the application deadline can be as early as six months prior to the exam date, depending on the registration option chosen. The following information is offered for clarification.

EXAMINATION SITES: <http://www.nbcc.org/>

Special Administration Sites:

A CACREP-Approved Program such as Oakland University may arrange to serve as a Special Administration site, which offers students a reduced fee and a later deadline than regular applicants for the National Exam sites. Oakland University typically serves as a Special Administration site for both the April and October examination dates. The application process for this option is handled by the Department of Counseling. Applicants should obtain a special application folder from Cathy Trahan, Internship Coordinator. All materials and fees should be submitted to the Campus Coordinator.

DO NOT USE AN APPLICATION FORM OBTAINED DIRECTLY FROM NBCC OR THE STATE OF MICHIGAN IF YOU WANT TO REGISTER UNDER THIS OPTION!

Additionally, this option is recommended as the best choice for O.U. students because of the numerous advantages.

National Examination Sites:

<http://www.nbcc.org/>

NBCC contracts with schools around the country to serve as National Examination sites. These sites are open to ALL applicants for the NCE, regardless of their home school. Oakland University is identified as one of these National Exam sites and most often appears on the state and national registry as an October site. Applications for this option are obtained directly from NBCC.

It is possible to apply for the NCE through the State of Michigan. However, it is not recommended, as application by this option does not include national certification and will complicate the application process for national certification. While application through O.U. or NBCC may be costlier than applying through the State, it fulfills a requirement for both state licensure and national certification. Also note that Oakland University occasionally serves as both a National Site and Special Administration Site simultaneously. Regardless of the registration option chosen, ALL applicants take the same exam with the same examiner.

- **Eligibility**

The NCE is generally taken only by individuals who have completed a Master's degree in Counseling. However, students in a CACREP program are granted an exception **if they take the exam at their home school and register for the Special Administration.** With this exemption, Oakland University students can register for and take the NCE during their internship.

- **Scores**

Scores for applicants registered at the National Exam Sites are mailed soon after the exam is taken. Scores from applicants registered at the Special Administration Sites are mailed four to six weeks after the exam.

OU Masters in Counseling Counselor Competency and Fitness Statement

Oakland University's counseling programs are required, as CACREP-accredited programs, to hold students to the highest professional, personal, and ethical standards. The 2014 ACA Code of Ethics and Standards of Practice, Section F.6.b, states in part, "Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors 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" (pp. 13). The Ethical Guidelines for Counseling Supervisors, Published by the Association for Counselor Education and Supervision, states in guideline 2.12: "Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated."

In the counseling program and counseling courses, you will be required to demonstrate competencies that cannot always be adequately evaluated based on written assignments and classroom discussion alone. Therefore, passing grades require successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens-Smith, 1995). You are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. The counseling profession requires interpersonal, intrapersonal and performance-based competencies. Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but also for the well-being of the school or agency where you work and the reputation of the profession itself. As such, you are expected to conduct yourself with the same level of professionalism in the department that will be expected of you in a work setting. In summation, when problems and/or complaints experienced by faculty and staff accumulate, the department must take action in fulfillment of its commitment to high ethical standards. Although not an exhaustive list, here are examples of unacceptable behaviors.

1. Unprofessional and/or Unethical conduct
2. Repeated non-attendance and/or tardiness in classes, at internship placement and other required departmental functions
3. Repeated excuse making when tasks, assignments, tests, and/or appointments are not completed in a timely manner or require rescheduling
4. Difficulty tolerating different points of view, constructive feedback
5. Difficulty communicating respectfully or participating collaboratively with others (e.g., classmates, colleagues, clients, supervisors, and/or instructors)
6. Behavioral displays of mental or emotional difficulties that impede learning of others and/or represent a risk to others and/or self
7. Verbal or physical aggressiveness toward others
8. Consistent inability or unwillingness to carry out academic or internship expectations and responsibilities
9. Lack of awareness into negative consequences of own behaviors on others
10. Frequent blame of others or external factors for performance failures and difficulties in the academic or internship environment(s)
11. Behaviors that place others at risk in the academic or internship environments, including current substance abuse problems; exploitation of others; emotional, physical or verbal abuse; vindictive action toward others; or stealing from others
12. Difficulties with maintaining confidentiality and/or ethically handling clinical materials
13. Inability to demonstrate cultural competence with clients and/or peers during academic or internship environment(s)
14. Inability to provide effective services to clients
15. Failure to maintain regular contact with supervisors, including keeping them apprised of clinical and ethical issues pertaining to clients.
16. Inability to maintain appropriate boundaries with faculty, staff, supervisors, peers, and/or clients

You will be informed by your instructor if your performance on any of these factors is problematic and will be given specific

written feedback with guidelines for improvement as an ongoing part of our procedures for maintaining competency and fitness (See Guidelines for Procedures of Violation of Competency and Fitness).

Counseling not only demands the highest levels of performance, it also exposes counselors to stresses and challenges that may threaten individuals' coping abilities. Students are expected to take accountability for their personal wellness and demonstrate appropriate mental and emotional functioning to work effectively with clients and colleagues. The resources and references listed below may be helpful to students.

References

Baird, B. N. (2011). The internship, practicum, and field placement handbook: a guide for the helping professions (6th edition). Upper Saddle River, NJ: Prentice Hall.

Kottler, J. A. (2011) The therapist's workbook: Self-assessment, self-care, and self-improvement exercises for mental health professionals (2nd edition). San Francisco: John Wiley & Son.

Morrisette, P. J. (2001). Self-supervision: A primer for counselors and helping professionals. New York: Brunner-Routledge.

National Resources

American Counseling Association Ethical Standards: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Counseling Association Resources:

<http://counseling.org/Students/>

APA Formatting Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>

University Resources

Disability Support Services: <http://www.oakland.edu/dss>

Kresge Library Tutorials for Plagiarism: <https://research.library.oakland.edu/sp/subjects/tutorials.php>

Mental and Physical Health Services for students: <http://www.oakland.edu/ghc/>

Tutoring Center: <https://oakland.edu/tutoring/>

Writing Center: <http://www.oakland.edu/ouwc>

American Counseling Association Ethical Standards: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Counseling Association Resources:

<http://counseling.org/Students/>

APA Formatting Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>

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Writing Center: <http://www.oakland.edu/ouwc>

DEPARTMENT OF COUNSELING GRADING POLICY/ACADEMIC STANDING

4.0-3.9 superior grades reserved for students who exceed expectations in all respects (Equivalent to an "A+"). 3.8-3.6 excellent grades intended for students who exceed expectations in some respects (Equivalent to an "A"). 3.5-3.3 good grades intended for students who meet requirements in all respects (Equivalent to a "B+"). 3.2-3.0 minimally satisfactory performance in a graduate course (Equivalent to a "B").

Grades falling below a 3.0/unsatisfactory indicate that the student has not performed at the level expected for graduate study and will result in the student repeating the course and being placed on academic probation. In some cases, a class rubric is satisfactory or unsatisfactory. Unsatisfactory is equivalent to below 3.0. The student is also required to meet with their advisor and submit a new program plan and remediation plan at the beginning of their probation period.

Two courses with a grade under 3.0/unsatisfactory results in a review by the Academic Performance Committee and will result in dismissal or a remediation plan.

APPEAL OF GRADE:

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

CLASS ATTENDANCE:

Instructors determine their own policies regarding class attendance requirements. In most cases, attendance is required at all class sessions. Whenever possible, attendance questions should be resolved through student-instructor discussions. **Only in exceptional cases and with the instructor's permission will students be allowed to add a class or switch sections after having missed the first class session.**

ACADEMIC STANDING:

Students must maintain an overall grade point average of 3.0 or better and make satisfactory progress toward their degree to remain in good standing. Satisfactory progress is evaluated by the student's advisor, who consults with the department chair and faculty. No grade below a 2.0 may be applied to a degree. Two grades below 3.0/unsatisfactory or one below 2.0 leads to a progress evaluation and possible dismissal.

COUNSELOR COMPETENCY AND FITNESS:

Students must follow all professional standards and ethical guidelines for counselors and exhibit personal qualities and characteristics, which are necessary for effective functioning in the role of counselor. Students who do not uphold these standards will be considered to be not making satisfactory progress toward the degree. This will result in a progress evaluation and possible dismissal.

UNIVERSITY ACADEMIC CONDUCT REGULATIONS:

All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity includes representing oneself and one's work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or works not actually his or her own and is thereby seeking a grade that is not actually earned.

Faculty standards

In addition to other standards established or revised by the University from time-to-time, faculty members are expected to maintain the following standards in the context of academic conduct:

- to inform and instruct students about the procedures and standards of research and documentation required to complete work in a particular course or in the context of a particular discipline.
- to take practical steps to prevent and detect cheating.
- To report suspected academic misconduct to the Dean of Students, 144 Oakland Center, for consideration by the Academic Conduct Committee of the University Senate.
- To present evidence of plagiarism, cheating on exams or lab reports, falsification of records, or other forms of academic misconduct before the Academic Conduct Committee.

Student standards:

In addition to other standards established or revised by the University from time-to-time, including without limitation the Student Code of Conduct and/or the Academic Conduct Regulations, students are expected to abide by the following standards in the context of academic conduct:

1. To be aware of and practice the standards of honest scholarship.
2. To follow faculty instructions regarding exams and assignments (including group assignments) to avoid inadvertent misrepresentation of work.
3. To be certain that special rules regarding documentation of term papers, examination procedures, use of computer-based information and programs, etc., are clearly understood.
4. If a student believes that practices by a faculty member are conducive to cheating, he or she may convey this information to the faculty member, to the chairperson of the department, or to any member of the Academic Conduct Committee either directly or through the Dean of Students Office.

Examples of academic dishonesty include, without limitation, the following:

1. Cheating on assignments and examinations. This includes, but is not limited to the following when not authorized by the instructor: the use of any assistance or materials such as books and/or notes, acquiring exams or any other academic materials, the use of any other sources in writing drafts, papers, preparing reports, solving problems, works completed for a past or concurrent course, completing homework or carrying out other assignments. No student shall copy from someone else's work or help someone else copy work or substitute another's work as one's own. No student shall engage in any behavior specifically prohibited by an instructor in the course syllabus or class discussion.
2. Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit. By doing this, a student is, in effect, claiming credit for someone else's thinking. This can occur in drafts, papers and oral presentations. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is plagiarism.
3. Cheating on lab reports by falsifying data or submitting data not based on the student's own work.
4. Falsifying records or providing misinformation regarding one's credentials.
5. Unauthorized collaboration on assignments. This is unauthorized interaction with anyone in the fulfillment of academic requirements and applies to in-class or take-home coursework. Individual (unaided) work on exams, lab reports, homework, computer assignments and documentation of sources is expected unless the instructor specifically states in the syllabus that it is not necessary. Collaboration can also include calculating homework problems with another person, having another help rewrite a paper, sharing information/sources with others and checking coursework with others. This also includes unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

Use of original work. When an instructor assigns coursework, the instructor intends that work to be completed for his/her course only. Work students may have completed for a course taken in the past, or may be completing for a concurrent course, must not be submitted in both courses unless they receive permission to do so from both faculty members.

If the Academic Conduct Committee determines that misconduct has occurred, the Committee assesses sanctions as set forth in the Student Code of Conduct which include, among other things, reprimand, probation, suspension and expulsion (dismissal) from the University. All conduct records are maintained in the Dean of Students Office.

Department Guidelines for Grade Grievance:

If a student chooses to grieve a grade the following steps should be followed:

Step 1: All student grade grievances are first to be discussed with the course instructor. If a satisfactory resolution is not reached at this step, the student has the right to carry the grievance forward (step 2).

Step 2: The Grade Grievance Form must be submitted to the Chair of the Department of Counseling or designee no later than 10 University business days after final grades are posted on *SAIL*. The grade grievance procedure is not to be used to review the judgment of an instructor in assessing the quality of the student's work. The burden of proof rests with the student to demonstrate that the grade decision was made on the basis of any of the following conditions:

- a. The student believes that the grade received conflicts with the grading policy on the syllabus; or
- b. The student believes that there is an error in calculation with the grade.

The student must identify one of the three reasons permissible for the grade grievance, and submit the Grade Grievance Form, along with the following documentation:

- a. A thorough explanation of the reason identified for this review, including any relevant written materials – letters, memos, emails, or notes;
- b. A brief outline of the outcome of the initial meeting with the instructor;
- c. A copy of the course syllabus outlining assignments, tests, and examinations, along with their respective weights to the final grade calculation; and
- d. If applicable, a demonstration of the error in calculation by which the final grade was determined.

Since the written appeal will be the basis for the grievance, the student should ensure that it is clear, complete, and inclusive of all documentation the student wishes to have considered in the review process. It is the student's responsibility to present written evidence that the grade conflicted with the grading policy, the instructor made an error or the grade was given arbitrarily or with capriciousness or prejudice.

NOTE: Course grades assigned to a student based upon the results of a University Academic Conduct administrative or committee proceeding cannot be grieved.

Step 3: The Department Chair submits the Grade Grievance Form to the Academic Performance Committee. The Academic Performance Committee will review the Grade Grievance Form and relevant supporting documentation and use its best efforts to render a decision no later than 10 University business days after submission to the Committee. The Committee will not include the instructor against whom the grievance is lodged. The decision of the Academic Performance Committee is final and binding.

Informal Review Procedures for Competency or Fitness Issues:

When student competency or fitness issues come to faculty/staff attention, a faculty/staff member should attempt to resolve the issues by communicating directly with the student. This is considered an informal review. In many cases, this initial communication with the student will resolve the issues with no further occurrence of the issues. Informal reviews are documented by faculty/staff and placed in the student file.

Formal Review Procedure for Competency or Fitness Issues:

A formal review will occur if (1) the student competency or fitness issues are not resolved by informal review, (2) the faculty deems the issues warrant a formal review, and/or (3) a student does not reply to communications and/or attend meetings with a faculty/staff member.

1. A student concern form is completed by a faculty and/or staff member describing the issues. A faculty member(s) meets with the student to review and complete the student concern form (*see Student Concern Form*) and a copy is placed in the student's file. In the case of a staff member or part-time faculty member with a student concern the student concern form is completed by the staff member or part-time faculty member with a full time faculty member.

If the issues discussed in the student concern form are not resolved, the concern form is reviewed by the Department Chair and forwarded to the Department of Counseling Academic Performance Committee (which consists of three faculty).

The following procedures will occur following the completion of the student concern.

- If the issues are resolved, no further action is taken unless a second concern form is completed.
- If a student receives a second student concern form and/or there is a violation of Competency and Fitness standards (See page Counselor Competency and Fitness Standards) then the concern will automatically be referred to and reviewed by the Academic Performance Committee.
- If a student does not meet with the staff/faculty member within 10 University business days after receiving a request for such a meeting, then the student concern form will be automatically referred to the Academic Performance Committee.

If the issues are unresolved then the Department Chair will send a formal letter and/or email notification to the student stating that the issues will need to be reviewed by the Academic Performance Committee. The formal letter/email will include the following: (1) The issues summarized and (2) the student's rights during the review process.

The Academic Performance Committee will review the issues following department procedures. The Committee may resolve the issues in one of the following manners and will use its best efforts to notify the student in writing of its resolution within 10 University business days after the Committee's review:

1. The student concern is dismissed
2. If evidence supports action, then a remediation plan will be established:
 - a. A written student remediation plan with a specified time frame.
 - b. The Academic Performance Committee will review student progress & completion of the remediation plan.
 - c. Unsuccessful completion of the remediation plan requires an automatic review by the Academic Performance Committee with the possibility of the committee recommending dismissal.
 - d. Successful completion of the remediation plan requires no new action unless a student concern occurs.
3. A recommendation for dismissal is forwarded to the Chair of the Department with a copy to the Dean's office.
4. The student has a right appeal a decision of the Academic Performance Committee to the SEHS Dean by submitting a written appeal to the Dean within 10 University business days of the date that the notification is sent to the student. A student may only appeal a decision of the Academic Performance Committee on one or both of the following grounds: (i) substantial new evidence, which was not available at the time of the Academic Performance Committee review; and/or (ii) procedural error that significantly affected the outcome of the case. The SEHS Dean will decide any such appeal and the Dean's decision will be final and binding.

NOTE: In addition to the formal and informal procedures described above, student issues that constitute a violation of the University's Student Code of Conduct or Academic Code of Conduct will be referred to the Dean of Students for resolution.

**DOCTOR OF PHILOSOPHY IN EDUCATION:
COUNSELING PROGRAM PLAN = 64 CR HRS
Department of Counseling, Oakland University**

Name: _____ Date: _____
 Address: _____
 _____ Zip: _____
 Phone: _____ Phone: _____
 Email: _____ G Number: _____

PREREQUISITES TO DOCTORAL STUDY

COURSE	NUMBER	CR	SEM

FOUNDATION CORE (20 Hours)

COURSE	NUMBER	CR	SEM
PROFESSIONAL SEMINAR I	CNS 8941 (734)	4	
PROFESSIONAL SEMINAR II	CNS 8942 (735)	4	
APPLIED RESEARCH	CNS 8150 (793)	4	
RESEARCH METHODOLOGY (Qualitative Research)	CNS 8190 (732)	4	
ANALYTICAL METHODS (Quantitative Research)	CNS 8200 (733)	4	

DEPARTMENTAL CORE (28 Hours)

COURSE	NUMBER	CR	SEM
ADVANCED THEORIES	CNS 8120 (667)	4	
SOCIOCULTURAL, LEGAL & ETHICAL ISSUES	CNS 8140 (662)	4	
INSTRUCTIONAL THEORY	CNS 8180 (671)	4	
SUPERVISION	CNS 8940 (672)	4	
ADVANCED GROUP	CNS 8130 (673)	4	
ADVANCED PRACTICUM	CNS 8960 (780)	4	
DOCTORAL INTERNSHIP	CNS 8950 (790)	4	

COGNATE CORE (Minimum 12 Hours)

COURSE	NUMBER	CR	SEM

ADDITIONAL COURSEWORK

COURSE	NUMBER	CR	SEM

DISSERTATION (Minimum 4 Hours)

COURSE	NUMBER	CR	SEM
DISSERTATION RESEARCH	CNS 8999 (799)	4	

I have read and understand the OU Doctoral Student Handbook and the policies and procedures established for the program.

COMMITTEE SIGNATURES:

 Advisory Committee Chair

 Advisory Committee Member

 Student

Please forward your signed form to 450A Pawley Hall, and keep a signed copy for your records.

COURSEWORK

The Ph.D. in Education with a Major in Counseling requires completion of a minimum of 64 semester hours of study, as described in the Graduate Catalog.

Required Courses

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

CNS 8941	Doctoral Professional Seminar I	4 credits
CNS 8942	Doctoral Professional Seminar II	4 credits
CNS 8150	Applied Research	4 credits
CNS 8190	Research Methodology (Qualitative Research)	4 credits
CNS 8200	Analytical Methods (Quantitative Research)	4 credits

Department Core:

CNS 8120	Advanced Theories	4 credits
CNS 8140	Sociocultural, Legal, and Ethical Issues in Counseling	4 credits
CNS 8180	Instructional Theory and Methods in Counseling	4 credits
CNS 8940	Seminar in Counselor Supervision	4 credits
CNS 8130	Advanced Group Counseling	4 credits
CNS 8960	Advanced Practicum	4 credits
CNS 8950	Doctoral Internship	4 credits

Dissertation:

CNS 8999	Dissertation Research	4 credits
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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 8130 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 8960 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 8960, Advanced Practicum, must be completed prior to enrollment in CNS 8940.

CNS 8940 Seminar in Counselor Supervision:

Admission to CNS 8940 requires satisfactory completion of CNS 8940, 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.

Cognate:

In addition to required courses each doctoral student is required, with the help of their Advisor, to identify an area of specialization, or Cognate, defined as a minimum of 12 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). With approval, an elective course(s) may substitute for one of the specialization course(s) to satisfy the Cognate requirement. Additionally, depending on the student's career goals, Cognate courses may be arranged (with Advisor approval) with other departments in the School of Education and Human Services. Cognate courses are run year to year based on enrollment.

Advanced Specialization in Addictions Counseling - 12 credits – Application deadline May 15th

Michael P. Chaney, Coordinator (248 370-3084 or chaney@oakland.edu)

- Prerequisite: CNS 6600 Addictions Counseling (4)**
CNS 7010 Conceptual Models of Addiction (4)
CNS 7015 Counseling the Chemically Dependent (4)
CNS 7940 Advanced Seminar and Practice in Addictions (4)

Advanced Specialization in Child & Adolescent Counseling - 12 credits – Application deadline July 15th

Robert Fink, Coordinator (248 370-2012 or fink@oakland.edu)

- Prerequisites: CNS 505 (Clinical Counseling Skills) and coordinator's permission**
CNS 7030 Counseling in Infancy and Early Childhood (4)
CNS 7035 Counseling the Older Child and Adolescent (4)
CNS 7931 Advanced Internship: Child and Adolescent Counseling (4)

Advanced Specialization in Mental Health Counseling - 12 credits – Application deadline February 15th

James T. Hansen, Coordinator (248 370-3071 or jthansen@oakland.edu)

- Prerequisites: Coordinator's permission**
CNS 7055 Intelligence and Personality Assessment (4)
CNS 7060 Psychopathology (4)
CNS 686 Fieldwork in Mental Health Counseling (4)

Advanced Specialization in Student Affairs Administration - 12 credits – Application deadline July 1st

Lisa Hawley, Coordinator (248 370-2841 or hawley@oakland.edu)

- Prerequisites: CNS661 (Techniques in Counseling) and coordinator's permission**
EL 6683 Introduction to Administration of Student Services in Higher Education (4)
CNS 6085 Counseling & Advising the College Student: Admissions, Advising, Retention, Career Planning (4)
CNS 6095 College Student Development and the Campus Setting (4)

CNS 8950 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 new experiences under supervision, along with class/seminar participation and related assignments. Opportunities for research, 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. Students will complete CNS 8950 and their internship hours during the Winter semester. Students must complete and sign their internship plan with their Advisory Committee in the Fall semester prior to enrolling in CNS 8950. Completion of the internship plan serves the dual purpose of (a) formalizing their Winter internship and (b) satisfying one of the two qualifying steps for taking their comprehensive examination in the Spring (see section on Comprehensive Examinations).

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. Because the purpose of the Doctoral Internship is to expand professional experiences, current job responsibilities cannot be used to satisfy the 600-hour internship requirement. All doctoral interns are required to document 600 hours including research, teaching, clinical, 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:

1. Research

Research activities in the internship may be performed either on-campus or off-campus, as approved, and with of an experienced faculty member or researcher. For example, a program evaluation may be conducted at a local agency.

2. 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.

3. 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.

4. 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.

The Independent Study form (see Appendix) that describes the proposal, must be signed by the supervising faculty member and provided to the student's Advisory Committee. The student must register for Independent Study under CNS 8970. 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 (the last full week of May), 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

Before sitting for the comprehensive exams, students must have completed all coursework, excluding the internship and the dissertation course (CNS 8999). Students must complete the application form (see Appendix) by February 15 and be approved by the Doctoral Coordinator to take the examination. Applicants will be notified of their approval or denial to sit for the examination within 2 weeks of application.

Students are encouraged to study in groups and are recommended 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)

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. Students are expected to describe their dissertation topic with their Advisory Committees prior to the Comprehensive Examination. 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. Departmental staff or 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.

Evaluation of Exam:

For the on-site exam, two full-time faculty member evaluation teams are organized, and questions are written, following the February 15th application deadline for students. Teams will grade and report results of the on-site exam to the Doctoral

Program Coordinator within 4 weeks following the exam. The Doctoral Program Coordinator communicates results of the exam to students and student questions about their results are discussed with the relevant faculty member evaluation team.

For the take-home exam, the advisory committees will report results to the Doctoral Coordinator by the first week of Fall semester classes. The Advisory Committee or chair reviews take home exam results with their advisees.

For both the on-site and the take exam, grades are either *Pass or Fail*.

Retaking Examinations:

If the student does not pass a portion of the Comprehensive Examinations, the Advisory Committee and 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 consider their potential dissertation project from the outset of the program. Course projects might be tailored to areas of interest, thereby facilitating mastery of knowledge needed to design and write a dissertation. Effective planning and coordination of learning experiences prior to completing comprehensive examinations and achieving candidacy can both accelerate completion of the dissertation as well as reduce the stresses involved in the dissertation process.

Two Professional Seminar courses (Proseminar I and II) are taken together by first and second year students. The emphases of both Proseminar I and II are designed to orient students to doctoral level work, advance students' critical thinking, writing skills, knowledge about publishing, development of potential dissertation topics, and development as a counselor educator. Proseminar II serves as a continuation of Professional Seminar I to (a) further promote skills in scholarship and writing, and (b) further develop a potential dissertation.

The course, Applied Research, addresses topics of research design, mixed methods (qualitative and quantitative methods combined), formulation of research hypotheses, and pragmatic concerns inherent in data collection. This course is designed to help students understand how the logic of research design fits with analytic procedures. The course further prepares students for the dissertation work.

Dissertation Coursework:

CNS 8999 Dissertation Research:

This individualized course assists with the process of completing a dissertation project. Students who have passed their comprehensive examination and are doctoral candidates are required to enroll in CNS 8999 (2 credits minimum) each fall and winter semester until they successfully defend their dissertations. Students work with their dissertation chair in clarifying a research question, 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.

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 spring and 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 8999 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 Approval of Dissertation Committee form (see Appendix), 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. Students must provide every committee member with a complete copy of the document *as it will be defended*, in either electronic form (e.g., attachment) or a hardcopy form (spiral, plastic, or notebook), in accordance with each committee member's preferred form. The document must be provided 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).

Scheduling of Proposal Defense:

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

The candidate is expected to submit draft copies of the proposal to other committee members, as directed by the DCC, for review no less than 14 days prior to a Proposal Defense. 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, the Candidate and the DCC are responsible for coordinating with the Department Secretary to schedule a defense.

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 Department of Counseling.

Structure:

The Proposal Defense is a working meeting consisting of a brief 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.

Required changes:

In the event of approval with changes, a memorandum from the DCC detailing the required changes must accompany the signed Dissertation Proposal Defense Form (see Appendix). Once the proposal is approved, a copy of the Form must be sent to Graduate Study.

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 Regulatory Compliance

<https://wwwp.oakland.edu/research/compliance/>. Critical information is found there including instructions on how to submit IRB applications and how to complete a mandatory training in human subjects research offered through the Collaborative Institutional Training Initiative (CITI) Program. Please see OU IRB's most recent **CITI training requirements**. No IRB applications can be submitted before completing CITI training. No recruitment of subjects of collection of data is permitted until the Institutional Review Board has reviewed the project application and accepted its consent forms and other procedures.

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. The Candidate and the DCC are responsible for scheduling a Pre-Defense with the Department Secretary.

Pre-Defense of Dissertation:

The Pre-Defense is designed to provide an opportunity for the Candidate and the DCC and/or 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 oral presentation by the Candidate to the DCC and/or 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 DCC and/or Dissertation Committee deliberates. The Candidate then returns to hear any concerns.

In the event of approval with changes, a memorandum from the DCC detailing the required changes must be provided. 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 Request:

When the Candidate and the Dissertation Committee agree that the dissertation is complete, an online Doctoral Dissertation Defense Announcement Form is completed (see

[https://eforms.oakland.edu/PerfectForms/PresentationServer/\(S\(z1jcdk3nrk1o5sfss0pfjhzj\)\)/Form.aspx/Play/GiAgAgAh?f=GiAgAgAh](https://eforms.oakland.edu/PerfectForms/PresentationServer/(S(z1jcdk3nrk1o5sfss0pfjhzj))/Form.aspx/Play/GiAgAgAh?f=GiAgAgAh))

The defense date must be announced at least 2 weeks in advance to Graduate Study and the SEHS and University communities, following University guidelines. Members of the Oakland University faculty and other doctoral students are welcome to attend the defense.

Coordination:

The Candidate and the DCC are responsible to coordinate with the Department Secretary to schedule a Defense.

Announcement:

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

Defense of Dissertation:

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 dissertation 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:

All members of the Dissertation Committee must sign the Dissertation Approval Signature Page (title page) to indicate their satisfaction with the completed manuscript when all required changes are complete.

Submission of dissertation:

After the examination committee has approved in writing the successful defense of the dissertation, the student submits three (3) approved copies to Graduate Study and Lifelong Learning. The dissertation must comply with the University format standards as published in the “Guide to the Preparation of Theses and Dissertations.”

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

Graduation. Students must apply to graduate by submitting an Application for Degree online. Students should apply to graduate for the term they will complete requirements. Application deadlines are listed on the graduate web site <https://www.oakland.edu/grad/current-graduate-students/graduation/>

Commencement. Commencement is held twice each year. Students who graduate in April (winter) are invited to the May ceremony. Students who graduate in August (summer) and December (fall) are invited to the December ceremony. For commencement information, visit the Oakland University Commencement Web site at <https://www.oakland.edu/commencement/>.

Please note *graduation* and *commencement* are two different events. Graduation is the assigning of the degree and the final transcript posting the degree. Commencement is the ceremony. Students must apply for graduation if they want their final transcript and commencement to attend the graduation ceremony.

Please contact the registrar's office to request your final transcripts <https://www.oakland.edu/registrar/records/transcripts/>

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 the Office of Graduate Studies. Candidates and their advisor 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.

Timeline of Events and Deadlines

1st Year

Fall--Interview full-time faculty members to identify a potential Advisor.

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.

PROFESSIONAL ORGANIZATIONS

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.

American Counseling Association (ACA) <https://www.oakland.edu/counseling/orgs/>.

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings.

By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 55,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base. ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before Congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media. For more information, contact:

Michigan Counseling Association (MCA) <http://www.michigancounselingassociation.com/>

The central mission and purpose of the Michigan Counseling Association is to enhance human development throughout the lifespan and to promote the counseling profession. MCA is a Branch of the American Counseling Association, and subscribes to the ethical guidelines and by-laws of ACA. Membership options are available to individuals interested in or actively engaged in counseling, guidance and personnel services. MCA, an active organization for over 30 years, is the largest professional counseling organization in Michigan. There are over 2,200 members who also belong to divisional affiliations for areas of specialization. For more information, contact:

ACA and MCA (Student Membership) <https://www.oakland.edu/counseling/orgs/>.

Counseling students are encouraged to join professional organizations that stimulate greater personal and professional involvement in the counseling field. Some of these organizations are the American Counseling Association (ACA) and the Michigan Counseling Association (MCA). Students may join at a special discount rate. Membership in ACA also makes possible enrollment in a professional liability insurance program at student rates. For more information you can visit the counseling organizations website:

Chi Sigma Iota (CSI) <http://www.oakland.edu/counseling/orgs>

Chi Sigma Iota, the international honor society of counseling professionals and professionals-in-training, promotes scholarship, research, and professionalism in the study and practice of counseling. Membership in Chi Sigma Iota can contribute to professional development by introducing students to a network of professionals dedicated to excellence in the field of counseling. In addition, students receive a certificate of membership and recognition at the annual GCSA Spring Conference. To be eligible for membership in the Oakland University Theta Chapter, students must be enrolled in the counseling program leading to a graduate degree, and have completed at least 12 credit hours with a minimum cumulative GPA of 3.5. Applications are on-line.

Chi Sigma Iota activities include professional lectures, a departmental newsletter, planning and implementation of an annual spring conference and social activities. Members are also involved in fund-raising and volunteer activities that are designed to stimulate the growth and development of the organization and benefit the counseling area.

OAKLAND UNIVERSITY COUNSELING SERVICES

School of Education and Human Services (SEHS) Counseling Center

<http://www.oakland.edu/sehs/cc/>

The SEHS Counseling Center offers personal counseling services to students and members of the community at no charge (248-370-2633). Sessions are conducted by practicum counselors who are supervised by faculty members through a counseling practicum course at the master's level. Clients include children, adolescents, and adults who are seeking counseling for a variety of issues.

The Adult Career Counseling Center <http://www.oakland.edu/sehs/accc/>

The Adult Career Counseling Center (ACCC) provides services for adults from the community who seek guidance in examining career possibilities (248-370-3092). The ACCC provides computer-assisted career guidance, individual career counseling and referral services at no charge. The ACCC is located in Room 250A Pawley Hall. Graduate students in the counseling program have an opportunity to work at the ACCC as graduate assistants or practicum counselors.

University Counseling Center (Graham) <http://www.oakland.edu/ghc/>

The Graham Counseling Center (248-370-3465) offers counseling, testing, and evaluation in the following areas: personal relationship, and I.Q. testing. These services are available for students, faculty and staff.

MISCELLANEOUS STUDENT SERVICES

Academic Skills Center <http://www.oakland.edu/tutoring>

The Academic Skills Center (ASC) offers a variety of services and programs to help students become independent learners and achieve their best academically. Services available at the ASC include the following: walk-in and appointment tutoring, Supplemental Instruction (SI), self-paced instructional materials, undergraduate readmissions, and much more. All services and support programs are available at no additional cost to currently enrolled OU students. Visit the ASC at its main office located at 318 Meadow Brook Road, Room 103.

Computer Services <https://www.oakland.edu/uts/common-good-core-resources/storage/>

Oakland University has many computer facilities on campus: All students at Oakland University are eligible to receive a free, unlimited access, Internet account with e-mail, world-wide-web, literature search, and full-text retrieval services, etc., which can be accessed from Oakland University or home. Please check the website for locations and hours.

Disability Support Services: <https://www.oakland.edu/dss/>

Disability Support Services acts as an advocate for students with disabilities and works with 500-600 students per semester. In addition to helping students understand university policies and practices, we assist students in addressing personal and academic concerns. We supply referrals to other university offices when appropriate.

Division of Student Affairs <https://www.oakland.edu/studentaffairs/>

The Division of Student Affairs sponsors a variety of programs and services, such as student clubs, health and counseling services, free tutoring, outstanding residential and dining programs, study skills seminars, recreation and more.

Kresge Library Services <http://library.oakland.edu/>

Kresge Library contains most of the library's collections, including magazines, circulating books, reference works and major library services, as well as two computer labs with 70 work stations. Librarians are available to answer questions, help students find information and use library materials. Teaching faculty and library faculty members collaborate on lectures and demonstrations regarding library usage and research techniques. Information on the Oakland University library holdings is made available through the DALNET on-line catalog which includes information on the collections of libraries at Wayne State University, the University of Detroit-Mercy, the Detroit Public Library, and many other libraries in the area. Books and journals not found in the Kresge Library collections can be obtained from other libraries through interlibrary loan. The library's on-line search service provides for customized computer-generated bibliographies of citations in a broad range of subjects. Many databases are available on-line over the campus network or on CD-ROMs for patron use in the library.

The Kresge Library is open 100 hours per week during the Fall and Winter Terms, with a somewhat reduced schedule during the Spring and Summer Terms. Individual study carrels as well as group meeting rooms are available for student use.

Kresge Writing Center <https://www.oakland.edu/ouwc/>

The Oakland University Writing Center offers free support in all stages of the writing process for students enrolled at Oakland University or any of its satellite programs.

Its highly trained peer and faculty consultants can help students:

- Comprehend assignment goals;
- Translate instructor feedback into a revision plan;
- Develop confidence for new writing tasks;
- Choose assignment topics;
- Verbalize ideas;
- Transfer thoughts from head to hand;
- Gain awareness of audience, situation, and purpose;
- Organize thoughts;
- Generate clear and concise theses;
- Articulate informed arguments with appropriate claims and reasons;
- Gain control of grammar and mechanics;
- Locate and employ appropriate resources for research projects; and
- Learn and follow APA, MLA, Chicago, and other documentation guidelines for writing

While Walk-ins are welcome, students are encouraged to make an appointment; please do so by using the online scheduler. If you have other questions, please e-mail ouwc@oakland.edu or contact them at (248) 370-3120

In addition, students can enroll in the one-credit course, RHT 104, a supervised tutorial in which a student meets with a Rhetoric faculty member for weekly writing assistance.

OAKLAND UNIVERSITY
School of Education and Human Services - Department of Counseling
Application and Requirements for CNS 8970

Special Problems in Counseling and Personnel work (2,4 credits)

CNS 8970 is a course providing students the opportunity to pursue individual research interests. The student will develop a project and report on it in writing. The student will conduct research in libraries, personnel offices, government, community agencies or schools in the process of thoroughly investigating a problem.

Independent study:

- Is an opportunity for a student to work with a faculty member on a special project designed by the student and/or the faculty supervisor.
- Results in a concrete project or some clearly specified result that can be identified as the outcome of the independent study.
- Consists of a minimum of 38 hours (24 hours class time plus 14 hours of study time for a 2 credit class) of work for each two hours of credit.
- Requires that the student work “independently” to achieve the goals of the independent study contract.
- Requires that the student meet with the faculty supervisor at least once per month during the time of the independent study to review progress.
- Must be agreed upon by the faculty supervisor prior to enrollment.
- Must be completed by the end of the term of registration unless another date is specifically agreed upon by the student and faculty supervisor.

The typical outline for a written project usually includes sections such as the following:

1. Introduction: Brief description of the project including goals and the scope of the project.
2. Definition of the problem to be investigated or techniques to be demonstrated. (Also include definitions of terms and possible limitations.)
3. Objectives to be accomplished.
4. Review of the literature on the topic.
5. Procedures followed step by step and a description of the project including data collected.
6. Tables and/or a summary statement that gives the findings and results.
7. Conclusions related to goals and recommendations.
8. List of selected references.

Students will meet with their faculty sponsors on an individual basis to organize and complete the research project.

Before registering for the course an application must be completed and approved by a member of the faculty.

For further information contact the department chairperson, Dr. Todd Leibert at 248-370-2626.

OAKLAND UNIVERSITY

CNS 8970

Application for Special Problems in Counseling and Personnel work

Semester: _____ Date: _____ Credits: _____

Student Name: _____ Student Number: _____

Address

Street: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____

Directions

1. List topic or focus of your project: _____

2. Describe your proposed project: _____

3. Outcomes: _____

Date for completion of independent study: _____

Grade: Will be based on an evaluation of the above list of outcomes of the independent study.

4. Obtain faculty member's signature as a sponsor.

I agree to serve as a sponsor for this research project.

Signature: _____ Date: _____

Return a copy of this form to independent study sponsor to be placed in your student file

OAKLAND UNIVERSITY

Department of Counseling Application for

9. Conclusions related to goals and recommendations.

Approval of Dissertation Committee

Notification to Graduate Study and Lifelong Learning

Department of Counseling, Oakland University

IDENTIFICATION OF DISSERTATION COMMITTEE MEMBERS

We have agreed to serve on the dissertation committee of _____.

The tentative title of this dissertation is

Chair (Print)

Date

Chair (Signature)

Member (Print)

Date

Member (Signature)

Member (Print)

Date

Member (Signature)

Outside Member (Print)

Date

Outside (Member Signature)

Optional Member (Print)

Date

Optional (Member Signature)

Dissertation Proposal Defense Form

Department of Counseling, Oakland University

Candidate's Name _____ (Last 4 Grizzly ID only) G _____

Date _____

Title of Dissertation _____

Doctoral Committee Approval

My Dissertation Committee Chair and committee has:

_____ Approved the proposal

_____ Disapproved (attach memo to explain disapproval)

Dissertation Committee Chair Signature

Date

(Upon approval of the proposal, a copy of this form will be sent to Graduate Study and Lifelong Learning.)

Dissertation Defense Form

Department of Counseling, Oakland University

Candidate's Name _____ (Last 4 Grizzly ID only) G _____

Date _____

Title of Dissertation _____

DECISION:

_____ Approval _____ Approval with changes* _____ Disapproval (attach memo to explain disapproval)

*In the case of approval with changes, all required changes should be listed on this form or on an attachment to this form. All Dissertation Committee members but the chair can sign the Title Page form; the chair will separately verify and initial each change and approve the dissertation as modified.

Dissertation Committee Chair Signature

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