



Counseling Ph.D. Program 2015

(Admit Term Summer Session - June, 2015)

Deadline: January 31st, 2015

Program Application Packet

Graduate Student Services

College of Education

104 Furman Hall

Oregon State University

Corvallis OR 97331-3502

Oregon State University Counseling Ph.D. Program

Overview

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

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

Mission

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

General Curricular Themes

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

Advanced Clinical Practice

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

Clinical Supervision

Doctoral students in counseling demonstrate levels of clinical supervision proficiency which meet or exceed the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In order to meet these standards and to demonstrate high levels of supervisory proficiency, students engage in varied curricular experiences. Faculty members assist students to develop increased competence in supervision through instruction, modeling and supervision of supervision.

University-Level Instruction

Doctoral students in counseling demonstrate advanced knowledge and skills for instruction of both pre-service and in-service counselors. At their core, the knowledge and skills should promote empowerment, greater social justice, and respect for diversity.

Excellence in Research

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

Leadership and Advocacy

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

Principles of Admission, Policies and Procedures

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

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

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

- A. Applicants are sought from a variety of groups and cultures within society. Admissions policies and procedures are designed to foster the identification and selection of all prospective students who possess the potential for Ph.D level work in counseling - to the extent of looking beyond the more traditional criteria when advisable and possible.
- B. Applicants are sought who have demonstrated a commitment to the profession of counseling through interest, preparation, experience, and professional leadership.
- C. The staffs of cooperating professional agencies and appropriate professional credentialing bodies are consulted relative to admission policies and procedures.

- D. The Counseling faculty has the sole responsibility for the selection of Ph.D candidates to recommend to the Dean for admission. The established admission criteria are consistent with, and in excess of those required of the OSU Graduate School.

Admissions Requirements

To guarantee consideration, the completed application packet must be received no later than January 31, 2015. Applications received after January 31, 2015 *will not be* considered for admission. Please refer to the "Application Checklist for Graduate Programs" for the steps to take in applying to the counseling program. To be considered for acceptance, the applicant must meet the following criteria:

(1) *Advanced Practice, Supervision and Counselor Education Career Goals*

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

(2) *Experience*

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

(3) *Competence in Clinical Skill*

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

(4) *Grade Point Average*

The Oregon State University Graduate School requires a minimum GPA of 3.0 on work completed toward the masters degree.

(5) *Academic Background*

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

(6) *Demonstrated Potential to Write at a Scholarly Level*

Doctoral candidates are expected to have the *potential* to write at a scholarly level. Each applicant submits a writing sample. Instructions for preparing the writing sample can be found in the

Application Materials portion of this handbook. Students may be required to seek developmental writing support during doctoral study.

(7) Commitment to Diversity

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

Program Sequence

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

Committee Composition and Program Meeting

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

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

Preliminary Examinations

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

Research Proposal Defense

Research proposals generally follow completion of a successful oral preliminary exam. The research

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

Defense of Dissertation

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

Time Limit

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

Residency Requirement

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

Evaluation and Retention of Students

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

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

any student responses to feedback received.

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

1. *Problem Identification Meeting*

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

2. *Recurring or Critical Problems*

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

3. *Insufficient Progress, Withdrawal, Counseling*

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

4. *Due Process Procedures*

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

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

Standards:

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

Ph.D Student Roles:

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

Classroom Student

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

Practicum Student

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

Internship Student

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

Emerging Professional and Scholar

Ph.D level study in academic and professional programs has the intent of producing increasingly

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

Course Requirements for the Counseling Doctoral Program

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

Counseling Ph.D. Master Schedule

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

n.b.,

1. X=3 credits.
2. All courses taken through OSU Extended campus except for TCE 603 Dissertation.
3. * = **registration will vary according to student opportunities, needs and pacing. Completion of the program in three years is not guaranteed. Students typically take from three to five years to complete.**

Below is the Memorandum of Agreement that applicants are required to sign upon the admission to the Ph.D program:

Memorandum of Agreement

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

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

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

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

Name: _____ Date: _____

NOTE: Should you change your mind about enrolling in our program after returning this form, please contact College of Education, Graduate Student Services as quickly as possible 541-737-4317.

**College of Education
Oregon State University**

Doctoral Counseling Faculty

Name	Program Role	Phone/Email	Research Expertise
Beckett, Catherine (Dr.)	Corvallis Campus, Doctoral Coordinator	503-319-8998 beckettl@onid.orst.edu	Grief and Loss Counseling, Complicated Grief
Blackman, Lorie (Dr.)	Corvallis Campus, Instructor/ Courtesy Faculty	541-737-4661 blackmal@onid.orst.edu	Interventions with Children, Assessment
Dykeman, Cass (Dr.)	Corvallis Campus, Assessment Lead	541-737-8204 dykemanc@onid.orst.edu	Math Anxiety Intervention, Psychopharmacology, Addiction Counseling
Eakin, Gene (Dr.)	Corvallis Campus, School Counseling Coordinator	541-737-8551 gene.eakin@oregonstate.edu	School Counseling, Motivation, School Counselor Education, Wellness/Prevention
Ng, Kok Mun (Dr.)	Corvallis Campus, Interim Clinical Coordinator	541-737-3741 kokmun.ng@oregonstate.edu	Multicultural counseling; attachment theory; internationalization of counseling; couples and family counseling
Rubel, Deborah (Dr.)	Corvallis Campus, CAU Discipline Liaison	541-737-5973 deborah.rubel@oregonstate.edu	Group Work, Pedagogy, Qualitative Research Methods
Stroud, Dan (Dr.)	Cascades Campus	541-322-3155 daniel.stroud@osusascades.edu	Group Counseling, Supervision

**OREGON STATE UNIVERSITY
PH.D PROGRAM
IN COUNSELING**

APPLICATION MATERIALS

Deadline: January 31st, 2015

PH.D PROGRAM IN COUNSELING APPLICATION CHECKLIST

Candidates will complete the following **2-step process** to apply for admission to the doctoral program.

1. Meet the university standards for admission to Graduate School at Oregon State University.
2. Complete the OSU Ph.D with a Major in Counseling program application process.

STEP 1 - Institutional Graduate School Application Requirements:

1. Apply online for Graduate School admission at:
<http://oregonstate.edu/admissions/graduate.html>
2. Mail supporting documents to: Graduate School Admissions, 300 Kerr Administration Building, Oregon State University, Corvallis, OR 97331
3. Print a copy of the online application for use in the Program Application below
4. If you are unable to complete an online application due to lack of computer or credit card access please contact the Graduate School at 541-737-4881 or graduate.admissions@oregonstate.edu to request a hard copy Graduate School application.

NOTE: Do Not use the "Applicant Letters of Reference" system on the Graduate School Application website. Counseling has specific letter requirements that do not fit within this system.

STEP 2 - Program Application Requirements:

Completed Application Packet Checklist:

- One copy of the application for Admission to Graduate School (see item 3 above).
- Unofficial** copies of all transcripts (the Graduate School will require official copies for their purposes).
- A current resume detailing educational, work, and volunteer experience and relevant skills.
- Program Application Materials:
 - Certification of Accuracy
 - Criminal Records Disclosure
 - Two *general* letters of recommendation
 - One letter of recommendation from a *current or recent clinical supervisor attesting to your counseling skills.*
 - Pre-Requisite Information Technology Competencies
 - Writing Sample
 - TOEFL Scores (*for International Applicants only*)
 - Completed OSU Master's Program Content Checklist

Submit the above STEP 2 items in one packet to arrive no later than January 31, 2015 to:

College of Education
Graduate Student Services
104 Furman Hall
Oregon State University
Corvallis, OR 97331-3502

If you have questions please call: College of Education, Graduate Student Services 541-737-4317

**APPLICATION FOR ADMISSION
COUNSELING Ph.D. Program**

(please type or print clearly – unclear email addresses may result in miscommunication)

NAME: _____ TELEPHONE: _____

PERMANENT MAILING ADDRESS _____

LOCAL MAILING ADDRESS _____

E-MAIL ADDRESS _____

Education:

Undergraduate degree from: _____ Date _____

Major _____ GPA _____

Graduate degree from: _____ Date _____

Major _____ GPA _____

Work Experience (begin with present):

<u>Dates (from/to)</u>	<u>Employer</u>	<u>Address/Telephone</u>
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References:

List name, title and your relationship to each of the three people who will be completing the attached recommendation forms:

1. _____

2. _____

3. _____

**OREGON STATE UNIVERSITY
PH.D PROGRAM IN COUNSELING**

GENERAL RECOMMENDATION FORM #1

NAME _____ TELEPHONE _____

ADDRESS _____

_____ gives permission for _____
Name of Applicant Name of Evaluator

to exchange information with Oregon State University Counseling Program. I understand that this consent allows the Evaluator and the Counseling Program to exchange information that might otherwise be protected from disclosure by law. This consent is valid for one year from the date signed.

Applicant's signature Date

EVALUATOR

The above named applicant is applying for admission to the Ph.D program in Counseling and has given your name as a reference. We request that you use this form for your recommendation and **feel free to attach additional comments or letters of recommendation**. Your appraisal of the applicant's personal qualities and professional promise as a **doctoral student and an advanced practitioner/counselor educator/supervisor** will assist us in making decisions on admissions. Therefore, careful and candid discrimination between strong and limited characteristics is more helpful than routine praise. Thank you for your help.

* * * *

As required by the Family Education Rights Act of 1974, a registered student may reserve the privilege of viewing this recommendation form. Thus, you should consider this evaluation to be non-confidential.

* * * *

PLEASE MAKE A BRIEF NARRATIVE STATEMENT HERE:

General Recommendation Form #1 (continued)

INSTRUCTIONS: Please rate the applicant on the qualities listed below by placing a check mark to the right of those you feel qualified to judge. Use as your standard of comparison other graduate students or professionals in the counseling field.

	Above Average	Average	Below Average	Unable to Rate
Academic Potential				
Breadth of General Knowledge				
Understanding of Human Behavior				
Written Expression of Ideas				
Oral Expression of Ideas				
Ability to Work With Others				
Openness to Different Cultures, Values, Beliefs, and Ways of Being				
Dependability				
Maturity and Judgment				
Self-Motivation				
Emotional Stability				
Self-Awareness				

Reference Name _____

Present Position _____

Address _____

Phone _____

Relation to Applicant _____

How well and how long have you known this applicant? _____

Signature _____ Date _____

Please place this completed form in an envelope, seal it, sign the envelope across the seal, and return it to the applicant.

**OREGON STATE UNIVERSITY
PH.D PROGRAM IN COUNSELING**

GENERAL RECOMMENDATION FORM #2

NAME _____ TELEPHONE _____

ADDRESS _____

_____ gives permission for _____
Name of Applicant Name of Evaluator

to exchange information with Oregon State University Counseling Program. I understand that this consent allows the Evaluator and the Counseling Program to exchange information that might otherwise be protected from disclosure by law. This consent is valid for one year from the date signed.

Applicant's signature Date

EVALUATOR

The above named applicant is applying for admission to the Ph.D program in Counseling and has given your name as a reference. We request that you use this form for your recommendation and **feel free to attach additional comments or letters of recommendation**. Your appraisal of the applicant's personal qualities and professional promise as a **doctoral student and an advanced practitioner/counselor educator/supervisor** will assist us in making decisions on admissions. Therefore, careful and candid discrimination between strong and limited characteristics is more helpful than routine praise. Thank you for your help.

* * * *

As required by the Family Education Rights Act of 1974, a registered student may reserve the privilege of viewing this recommendation form. Thus, you should consider this evaluation to be non-confidential.

* * * *

PLEASE MAKE A BRIEF NARRATIVE STATEMENT HERE:

General Recommendation Form #2 (continued)

INSTRUCTIONS: Please rate the applicant on the qualities listed below by placing a check mark to the right of those you feel qualified to judge. Use as your standard of comparison other graduate students or professionals in the counseling field.

	Above Average	Average	Below Average	Unable to Rate
Academic Potential				
Breadth of General Knowledge				
Understanding of Human Behavior				
Written Expression of Ideas				
Oral Expression of Ideas				
Ability to Work With Others				
Openness to Different Cultures, Values, Beliefs, and Ways of Being				
Dependability				
Maturity and Judgment				
Self-Motivation				
Emotional Stability				
Self-Awareness				
Professional Success Thus Far				

Reference Name _____

Present Position _____

Address _____

Phone _____

Relation to Applicant _____

How well and how long have you known this applicant? _____

Signature _____ Date _____

Please place this completed form in an envelope, seal it, sign the envelope across the seal, and return it to the applicant.

**OREGON STATE UNIVERSITY
PH.D PROGRAM IN COUNSELING**

****CURRENT OR RECENT CLINICAL SUPERVISOR RECOMMENDATION FORM****

NAME _____ TELEPHONE _____

ADDRESS _____

_____ gives permission for _____
Name of Applicant Name of Evaluator

to exchange information with Oregon State University Counseling Program. I understand that this consent allows the Evaluator and the Counseling Program to exchange information that might otherwise be protected from disclosure by law. This consent is valid for one year from the date signed.

Applicant's signature

Date

EVALUATOR

The above named applicant is applying for admission to the Ph.D program in Counseling and has given your name as a reference. We request that you use this form for your recommendation and **feel free to attach additional comments or letters of recommendation**. Your appraisal of the applicant's personal qualities, counseling skills, and professional promise as a **doctoral student and an advanced practitioner/counselor educator/supervisor** will assist us in making decisions on admissions. Therefore, careful and candid discrimination between strong and limited characteristics is more helpful than routine praise. Thank you for your help.

* * * *

As required by the Family Education Rights Act of 1974, a registered student may reserve the privilege of viewing this recommendation form. Thus, you should consider this evaluation to be non-confidential.

* * * *

PLEASE MAKE A BRIEF NARRATIVE STATEMENT HERE:

Clinical Supervisor Recommendation Form (continued)

INSTRUCTIONS: Please rate the applicant on the qualities listed below by placing a check mark to the right of those you feel qualified to judge. Use as your standard of comparison other graduate students or professionals in the counseling field.

	Above Average	Average	Below Average	Unable to Rate
Academic Potential				
Breadth of General Knowledge				
Understanding of Human Behavior				
Written Expression of Ideas				
Oral Expression of Ideas				
Ability to Work With Others				
Openness to Different Cultures, Values, Beliefs, and Ways of Being				
Dependability				
Maturity and Judgment				
Self-Motivation				
Emotional Stability				
Self-Awareness				
Ability to Conceptualize Client Cases				
Ability to Form Functional Relationships with Clients				
Ability to Implement Effective Counseling Interventions				
Ability to Accept Challenging Feedback During Supervision				

Reference Name _____

Present Position _____

Address _____

Phone _____

Relation to Applicant _____

How well and how long have you known this applicant? _____

Signature _____ Date _____

Please place this completed form in an envelope, seal it, sign the envelope across the seal, and return it to the applicant.

**OREGON STATE UNIVERSITY
PH.D PROGRAM IN COUNSELING**

**WRITING SAMPLE
Personal/Professional Mission Statement**

As part of a cohesive statement demonstrating your potential for scholarly writing, address the following items:

1. Your purpose for pursuing a doctoral degree at Oregon State University and how your life experiences have brought you to that purpose.
2. Your perception of the characteristics necessary to be a successful doctoral student in counseling and how your own qualities correspond to these characteristics. You are encouraged to give examples from your life experience.
3. Your understanding of the role of culture and other dimensions of diversity in counseling and counselor education and your commitment to working ethically and effectively across differences. You are encouraged to give examples from your life experience.
4. Your interest in research and the area(s) you are interested in researching. Again, you are encouraged to give examples from your life experience.

Please make sure your name is on your sample. The writing sample should be no longer than 3 double-spaced pages (12 pt font). For the purposes of this sample, potential for scholarly writing is defined as your ability to:

- Communicate a well-defined purpose.
- Communicate clear points that support this purpose.
- Support these points with specific information.
- Clearly connect and arrange the information.
- Use words that are appropriate in sentences that are clear, concise, and correct.

Understanding that applicants come from varied linguistic/educational backgrounds and may have diverse ability statuses, applicants are allowed judicious use of editing services. However, please note that scholarly writing is an integral part of the Ph.D Program in Counseling and students are expected to write **extensively**. During their studies, students must establish processes, within academic dishonesty guidelines, that allow them to communicate effectively in writing. Students who are not able to quickly establish such processes are subject to OSU Counseling Program Evaluation and Retention Procedures.

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PRE-REQUISITE INFORMATION TECHNOLOGY COMPETENCIES

Name of Applicant: _____

Minimum information technology competencies are required to enter this degree program. In this regard, you must be able to:

- * use World Wide Web as a research and information tool
- * download files from a hyperlink
- * download a graphic file from the web
- * use a web-based instructional program such as Blackboard
- * copy/paste text between the web and a word processor
- * upload a file to the web
- * extract files (zip/expand)
- * use email communications including attachments
- * open, read, and create PDF files
- * set up and manage files
- * have a basic understanding of, and ability to use, a computer OS
- * use a word processing software package
- * use a presentation software package
- * use video editing and video conversion software
- * load, unload, and setup software programs on a PC
- * discriminate between different types of internet services and understand connection speed

I certify that I have attained the above skills through (please list courses, programs, seminars, workshops, etc. and provide, where possible, appropriate documentation/proof):

Signature of Applicant

Date

Note that you must have access to adequate computer hardware and software, digital video recording equipment, and hardwired high speed internet service to meet minimum course requirements.

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CERTIFICATION OF ACCURACY

I, _____, certify that the information contained in
(Applicant's printed name)

in this application is true and correct to the best of my knowledge. I also certify that when a disclosure has been required by the program, my disclosure has been full, complete and accurate. I understand that if it is discovered that my application is incorrect or that my disclosure is not complete and accurate my application will be rejected or if admitted to the program, I will be subject to termination from the program.

Applicant's signature Date

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Criminal Record Disclosure

The profession of counseling involves close working relationships between practitioners and their clients. Because of the deep level of trust placed in counselors by their clients, it is essential that counselors be absolutely honest and trustworthy in their professional conduct, and in other aspects of their lives.

To help us determine your appropriateness for the counseling program, please answer the following questions. If you answer "yes" to either question, please attach an explanation on a separate sheet of paper. A "yes" answer will not automatically disqualify you from admission. This information (including your explanation) will be carefully considered by the counseling faculty in assessing your acceptance in the program. Prior to placement in any field experience, a criminal background check is conducted by the internship site.

1. Have you ever been charged or convicted in a court of law for any felony or misdemeanor other than a minor traffic offense?

(Yes or No) _____ (If yes, attach an explanation)

Please sign and return:

I have read and understand the information about criminal record and I have responded honestly. If I answered "Yes", I have attached the additional information required. I agree to inform the Counseling Program of any charges or convictions brought against me for any felony or misdemeanor (other than a minor traffic offense) while I am a student in the counseling program.

Date _____

Signed _____

Address _____

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MASTER’S PROGRAM CONTENT CHECKLIST FOR Ph.D. Applicants

Content Area	List Equivalent Graduate Level Course or Substantive Module in a Graduate Level Course and Year Completed
COUNSELING PROFESSIONAL ORIENTATION/ETHICS	
SOCIAL AND CULTURAL DIVERSITY	
HUMAN GROWTH AND DEVELOPMENT	
CAREER DEVELOPMENT	
HELPING RELATIONSHIPS	
GROUP WORK	
ASSESSMENT	
RESEARCH AND PROGRAM EVALUATION	
SUPERVISED COUNSELING INTERNSHIP – MINIMUM 600 HRS	

Please refer to CACREP (2009) II.G.1-8 and III.G.1-6 for descriptions of the content areas.