



**Ph.D. IN COUNSELOR EDUCATION AND SUPERVISION  
PROGRAM HANDBOOK  
2020-2021**

**New Orleans Baptist Theological Seminary**

**3939 Gentilly Boulevard  
New Orleans, LA 70126-4858  
© 2017 by the New Orleans Baptist Theological  
Seminary  
All rights reserved.**

## Table of Contents

<b>Introduction</b> .....	4
<b>I. Mission Statement of Program and Program Objectives</b> .....	4
Mission Statement of the Ph.D. in Counselor Education and Supervision Program	4
Mission Statement of the Counseling Program (CACREP 1.N, 2.A)..	4
Our Foundation: Scripture.....	4
Our Program Objectives.....	5
Diversity (CACREP 1.J) .....	5
<b>II. Professional Identity and Professional Counseling Organizations</b> .....	6
<b>III. Matriculation Requirements</b> .....	7
Advising and Faculty Guidance.....	7
Student Responsibilities .....	7
Required Counseling Seminars.....	8
Additional Course Descriptions and Information.....	9
Introduction to Doctoral Research and Writing (3 hours) .....	9
Teaching in Higher Education (3 hours) .....	9
Supervised Reading Colloquia (3 hours) .....	9
Doctoral Practicum and Internships (9 hours) .....	9
Teaching Opportunities.....	9
Directed Study.....	11
Counseling Seminar and Colloquia Structure .....	11
Seminar Attendance.....	11
Seminar Grades .....	11
Counseling Licensure .....	11
Qualifying Examination (1 hour) .....	12
Prerequisites .....	12
Schedule and Application.....	12
Content.....	12
Evaluation.....	12
Oral Comprehensive Examination (1 hour) .....	12
Schedule and Application.....	13
Development and Content.....	13
Evaluation.....	13
Dissertation Development and Approval.....	14
Dissertation Process.....	14
Dissertation Research Proposal (1 hour) .....	15
Components of the Quantitative Research Proposal.....	15
Components of the Qualitative Research Proposal.....	16
Approval of Research Proposal.....	16
Report of Decision.....	16
Prospectus Development Course (3 hour) .....	16

Dissertation Prospectus Approval (1 hour) .....	17
Components of the Quantitative Prospectus.....	17
Components of the Qualitative Prospectus.....	19
ReDOC Review of the Prospectus.....	19
Guidance Committee Approval of the Prospectus .....	19
Prospectus Approval Deadline .....	20
Dissertation Research and Writing (6 hours) .....	20
Guidance Committee Assistance During Research and Writing .....	20
Proofreading/Typing .....	20
Style Guide, Academic Writing, and Research .....	21
Research and Statistics.....	21
Doctoral Form and Style Consultant Dissertation Chapter Review .....	22
Submission of the Dissertation for Defense.....	22
Oral Defense of the Dissertation (1 hour) .....	23
Dissertation Evaluation .....	24
Criteria for Evaluation.....	24
Options.....	24
Reporting.....	25
Final Dissertation Submission .....	25
Graduation .....	25
<b>IV. Expectations of Students.....</b>	<b>26</b>
Ethical Conduct and Development .....	26
Personal Conduct and Development .....	27
Academic & Professional Conduct and Development.....	27
<b>V. Academic Appeal Policy.....</b>	<b>28</b>
Academic Appeals Procedure .....	28
<b>VI. Written Endorsement Policy.....</b>	<b>29</b>
<b>VII. Policy for Student Retention, Remediation, and Dismissal.....</b>	<b>29</b>
Student Retention.....	29
The Remediation Process.....	29
Termination of Doctoral Program.....	30
<b>For Additional Information.....</b>	<b>30</b>
<b>Appendix A: Principles for the Study of Human Behavior.....</b>	<b>32</b>

Revised 5.20.2020

## **Introduction**

The Ph.D. in Counselor Education and Supervision is an accredited, resident, academic research doctoral degree offered by New Orleans Baptist Theological Seminary (NOBTS). This program is related directly to the official statement of purpose of the seminary:

New Orleans Baptist Theological Seminary exists to prepare God-called men and women for vocational service in Baptist churches and in other Christian ministries throughout the world through programs of spiritual development, theological studies, and practical preparation in ministry.

The *Ph.D. in Counselor Education and Supervision Program Handbook* is the official handbook for students enrolled in the doctoral program in counseling. The Handbook supplements and is subject to the provisions found in the New Orleans Baptist Theological Seminary *Graduate Catalog* and the *Manual for Research Doctoral Programs*. Many policies and procedures set forth in the *Graduate Catalog* and the *Manual for Research Doctoral Programs* are not repeated in this handbook, but are binding on Ph.D. counseling students. The seminary retains the right to change programs, policies, courses, schedules, teachers, requirements, and all other aspects of the curriculum at any time.

The *Handbook* provides students as well as faculty members with information on the format, policies, procedures, and related matters for the Ph.D. in Counselor Education and Supervision at New Orleans Baptist Theological Seminary. Both students and faculty members are expected to master the contents of this manual and abide by its stipulations.

### **I. Mission Statement of Program and Program Objectives**

The counseling program supports the mission of New Orleans Baptist Theological Seminary in preparing servants to walk with Christ, proclaim His truth, and fulfill His mission.

#### **Mission Statement of the Ph.D. in Counselor Education and Supervision Program**

The mission of the Ph.D. in Counselor Education and Supervision program is to prepare, in a biblical call to service and ministry, competent counselor educators, supervisors, clinical practitioners, researchers, scholars, leaders, and advocates.

#### **Mission Statement of the Counseling Program (CACREP 1.N, 2.A)**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and to prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

## **Our Foundation: Scripture**

The counseling program is built on the foundation and authority of God's Word. We believe approaching hurting people and their problems from a Christian worldview, based on scriptural authority, enables ministers to evaluate with greater accuracy the spiritual, biological, psychological, and social dimensions that affect the development of every person. We stand on the principle that true healing comes from God and that he graciously allows us to be instruments in the healing process, guiding people to biblical solutions to life's problems. Such counseling also draws from the critical assessment of knowledge gained from the observation, theory, and testing of human behavior (See Appendix A).

## **Our Program Objectives**

The Doctor of Philosophy in Counselor Education and Supervision program provides students with an integration of academic course work and applied learning experiences. Students are expected to master course work considered essential to the doctoral level professional preparation of counselor leaders who seek to offer services consistent with a biblical worldview.

Students are encouraged to evaluate their own specific needs and to take advantage of available resources for personal and professional development. The following learning outcomes are applicable to all students:

- Counseling: Be able to critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings.
- Supervision: Be able to apply supervision theory and skills to clinical supervision.
- Teaching: Be able to demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.
- Research and Scholarship: Be able to critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling.
- Leadership and Advocacy: Be able to provide leadership and advocacy within the profession and on behalf of its clientele.
- Spirituality: Be able to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

## **Diversity (CACREP 1.J)**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created humans in His own image, and that Christ died for mankind; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect

and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

The counseling program provides an academic community for students, faculty, and staff to teach and learn from the experiences of others and to submit personal values and assumptions for reflection and critical examination. Student learning, professional and personal growth occur in a climate that encourages a deepened appreciation of differences. Therefore, we do not discriminate in our educational and counselor training programs on the bases of race, color, gender, age, national/ethnic origin, sexual orientation, and physical or mental disability.

While recognizing the importance of all dimensions of diversity as mentioned above, the counseling program adheres to the following initiatives:

- To increase, through recruitment and retention measures, the diverse representation of students, faculty, and staff;
- Promote full implementation of professional standards of practice and multicultural counseling competencies across the curriculum and in specialized courses;
- To include issues of diversity throughout the instructional programs and professional development activities;
- To develop graduate assistantships opportunities to serve diverse student groups;
- To provide departmental opportunities for students and faculty to engage in the exchange of ideas and information related to diversity; and
- To maintain ongoing educational opportunities and equality of access to our academic community.
- To equip students to ethically utilize spirituality as a force for healing when and where appropriate.

## **II. Professional Identity and Professional Counseling Organizations**

As part of their professional identity, counseling students are expected to be involved in state and national counseling organizations, such as:

- The American Counseling Association (ACA): <https://www.counseling.org/>
- The Louisiana Counseling Association (LCA): [www.lacounseling.org/](http://www.lacounseling.org/)
- The American Association of Christian Counselors (AACC): [www.aacc.net/](http://www.aacc.net/)

Students should also consider certification as National Certified Counselors (NCC): [www.nbcc.org/](http://www.nbcc.org/).

Membership in organizations such as these provide opportunities for:

1. Reduced membership rates and conference registration fees
2. Professional meetings, conferences, workshops, seminars
3. Membership services such as liability insurance, legal information and services, and library resources
4. Affiliation with specialized fields in counseling
5. Professional publications such as journals and newsletters
6. Networking with fellow professionals
7. Advocacy and leadership opportunities for clients and the profession

In addition, students are encouraged to look for opportunities to present at local, state, and national counseling venues, and submit articles based on research and scholarship related to the

counseling field. All doctoral students must demonstrate eligibility prior to graduation for licensure in counseling or a counseling-related field in the state where they plan to live and work.

### **III. Matriculation Requirements**

The NOBTS Research Doctoral Oversight Committee (ReDOC) provides administrative oversight for all research doctoral programs, including the Ph.D. in Counselor Education and Supervision. The ReDOC is composed of the Associate Dean of Research Doctoral Programs, a representative from each of the academic divisions that offer Ph.D. majors, two at-large faculty members, the Dean of Graduate Studies, the Associate Dean of Graduate Studies, and the Registrar. The *Manual for Research Doctoral Programs* is the official handbook for research doctoral programs. It includes information on current procedures and policies. The *Ph.D. in Counselor Education and Supervision Program Handbook* provides information specific to the doctoral counseling program, subject to the *Graduate Catalog* and the *Manual for Research Doctoral Programs* and in coordination with the counseling program *Ph.D. Practicum and Internship Handbook*.

#### **Advising and Faculty Guidance**

Upon acceptance into the program, students are assigned a/an:

1. Advisor: a faculty member from the counseling program will be assigned to serve as a faculty advisor to the student concerning program matters and preparation for the qualifying examination.
2. Two-member guidance committee: Upon successful completion of the qualifying examination, a two-member guidance committee will be assigned to provide direction, supervision, and evaluation of the student during the senior residency and candidacy stages of the program.

#### **Student Responsibilities**

The student has final and ultimate responsibility for performance throughout the doctoral program. This responsibility is to be fulfilled in the following areas:

1. The student must adhere to the applicable dates published in the *Graduate Catalog* and the guidelines outlined in this manual and the *Manual for Research Doctoral Programs* for registration and submission of various counseling program documents, such as examination applications, petitions and requests, and the dissertation.
2. All written materials submitted to NOBTS must be the work of the student, who is responsible and accountable for content, form, style, and editing.
3. The student should maintain regular contact with the advisor or guidance committee chairperson for direction and counsel throughout the doctoral program. The student will meet annually with their Advisor or Chair for an Annual Student Review, and the student should consult with the chairperson before registering each semester. The student should consult the ReDOC manual and/or this manual before consulting with the advisor or chairperson concerning regular program content.
4. The student is expected to maintain an academic portfolio in Tevera.
5. The student is responsible to maintain current information on address, phone, email, and emergency contact information with the seminary via NOBTS online. Updated

information also should be shared directly with the counseling program office and the Office of Research Doctoral Programs.

<b>Degree Requirements PhD in Counselor Education and Supervision</b>	
<b>PhD Preresidency (One year or less of leveling)</b>	
<b>PhD Residency/ThM Candidacy (34 hours)</b>	
Introduction to Doctoral Research and Writing	3 hours
2 Supervised Reading Colloquia (3 hours each)	6 hours
5 PhD seminars (3 hours each)	15 hours
Teaching in Higher Education	3 hours
Doctoral Practicum and Doctoral Internship 1 (3 hours each)	6 hours
Qualifying Examination	1 hour
Doctoral Orientation (includes COOP9000)	(no credit)
<b>PhD Senior Residency (23 hours)</b>	
2 PhD seminars (3 hours each)	6 hours
2 Supervised Reading Colloquia (3 hours each)	6 hours
Doctoral Internship 2	3 hours
Dissertation Research Proposal approval	1 hour
Quantitative or Qualitative Statistics	3 hours
Prospectus Development	3 hours
Oral Comprehensive Examination	1 hour
<b>PhD Candidacy (8 hours)</b>	
Dissertation Prospectus approval	1 hour
Dissertation Research and Writing	6 hours
Dissertation Defense	1 hour
<b>Total Required: 65 hours</b>	

### **Required Counseling Seminars**

A Ph.D. in Counselor Education and Supervision major requires seven core counseling seminars:

1. Biblical and Theological Foundations of Counseling (3 hours)
2. Contemporary Approaches in Counseling (3 hours)
3. Counseling in the Church (3 hours)
4. Counseling Supervision Theory and Practice (3 hours)
5. Neuropsychology and Psychopharmacology (3 hours)
6. Social Problems and Advocacy (3 hours)

## 7. Program Evaluation and Research Design (3 hours)

Additional requirements include:

- Four colloquia
- Advanced Quantitative Statistics OR Advanced Qualitative Methods
- Practicum (counseling clinical practice of 40 direct and 100 indirect hours)
- Internships (1-hour biweekly supervision plus group supervision)—select three of the following five areas: advocacy and leadership, teaching, supervision, research, and counseling

In addition, students must meet the equivalency for licensure as professional counselors and/or clinical membership in AAMFT before the oral defense of the dissertation.

## **Additional Course Descriptions and Information**

### **Introduction to Doctoral Research and Writing (3 hours)**

The Introduction to Doctoral Research and Writing course is offered as a colloquium that meets on three days prior to the beginning of each semester. The course is designed to introduce the student to the literature and techniques of doctoral research. Special attention will be given to the development of research proposals and the presentation of research, including individual guidance in the form and style of research writing. The student should register for the course during the first semester of doctoral work. This course is assessed on a pass/fail basis.

### **Teaching in Higher Education (3 hours)**

The Teaching in Higher Education seminar is typically offered in a summer format. See the ReDOC schedule for more information.

### **Supervised Reading Colloquia (3 hours)**

Four semesters of supervised reading colloquia are required for the Ph.D. degree program. These are guided reading studies that meet periodically throughout the year. The student must register for the appropriate supervised reading colloquium each semester according to the program requirements. At least two supervised reading colloquia must be completed prior to the qualifying examination, and the remainder must be completed prior to the oral comprehensive examination. Supervised reading colloquia are assessed on a pass/fail basis.

### **Doctoral Practicum and Internships (9 hours)**

Students are required to complete a Doctoral Practicum and two Doctoral Internships. Please see all details in the *Ph.D. Practicum and Internship Handbook*.

### **Teaching Opportunities**

**Teaching Assistants.** Faculty members may enlist a teaching assistant from among the available doctoral students for assistance in grading, teaching classes in the absence of the professor, researching various subjects, and performing other service functions. The faculty member will complete an employee authorization form for the division chair to sign and forward to the Graduate Dean for final approval and submission to the business office. Teaching assistants are paid a modest stipend on a monthly basis (four months per semester) during the period of

service. On or before the first day worked, the student will need to complete the proper paperwork for payroll procedures through the seminary business office.

**Southern Baptist Doctoral Teaching Fellowship.** Counseling students may apply for the Southern Baptist Doctoral Teaching Fellowship.

1. Fellowship: The Southern Baptist Doctoral Teaching Fellowship provides financial assistance and teaching opportunities to qualified doctoral students through funds generated by the Cooperative Program of the Southern Baptist Convention. Students who qualify for the program are guaranteed at least one teaching opportunity during their doctoral studies. Remuneration will be based on the current seminary scale for adjunctive faculty. Once approved for the fellowship, continued participation past the initial semester will be based on the needs of the seminary and the interests of the student.
2. Eligibility: To be eligible for this fellowship a student must be currently enrolled in the Ph.D. program and must have completed the Teaching Methods and Learning Theory course or the seminary orientation for new adjunctive faculty prior to the beginning of the semester when the classes will be taught. Students who have completed the Th.M. degree will be eligible to teach either in Leavell College or the graduate program. Students who have not completed the Th.M. degree will be eligible to teach only in Leavell College. All requirements for adjunctive faculty, including adherence to the current Baptist Faith and Message and the New Orleans Baptist Theological Seminary Articles of Religious Belief, apply to this fellowship.
3. Application Process: Interested students should submit a completed application form to the Office of Research Doctoral Programs. Application forms are available from this office or from the research doctoral area of the seminary Web site. Each application will be reviewed by the Associate Dean and the faculty of the counseling program and voted on by Division of Church and Community Ministries. The Associate Dean will then forward the completed application with division recommendation to the appropriate Dean for approval by the Provost and President. Upon final approval of the application, the Associate Dean will assign a faculty mentor for the student. Normally this mentor will be the student's faculty advisor or chair of the student's guidance committee. Although applications are accepted throughout the year, students should keep in mind that the process of scheduling teaching assignments begins in January. Applicants who are approved will be scheduled as teaching opportunities become available.
4. Implementation Process: Once the student has completed the Teaching Methods and Learning Theory course or seminary orientation for new adjunctive faculty, the faculty mentor will work with the student through the normal scheduling process for the graduate and undergraduate courses to find a teaching opportunity that meets the interests and abilities of the student and the needs of the seminary. Prior to the beginning of the semester in which the student will teach, a syllabus for the course and a textbooks requisition form must be presented to the faculty mentor for approval. During the semester that the student teaches, periodic meetings will be scheduled to discuss the progress of the class and any problems encountered by the student. At least once during the first semester the student teaches, the faculty mentor will sit in on a class and then meet with the student to provide feedback. If the student is teaching an online course, the mentor will be added to the Blackboard shell as an instructor to enable periodic review of course activity.

### **Directed Study**

A directed study provides a unique opportunity for a student to work one-on-one with a professor. Directed studies enable a student (1) to engage in specialized research under a professor's supervision or (2) to cover an area not covered in the regular seminar offerings during a student's scheduled seminar work. For information and policies on directed studies, please consult the ReDOC Manual.

### **Counseling Seminar and Colloquia Structure**

Students may take one seminar and one colloquium each semester. The seminar and colloquium are offered in class meetings each semester typically from Friday from 1 p.m. to 9 p.m., and Saturday 8 a.m. to 11 a.m. The Research seminars usually are offered during the summer term. Students will be required to complete pre-seminar work, post-seminar work, as well as possible online interaction during the semester..

### **Seminar Attendance**

Students enrolled in seminars are expected to attend every meeting of the seminar and to be prepared for participation in the discussion. Missing a seminar meeting may result in a failing grade or withdrawal from the seminar. If an emergency situation arises, the student should contact the professor immediately to discuss options, including synchronous video. The professor should communicate the request to the ReDOC office. If the student is allowed to continue in the seminar, additional work may be assigned to compensate for the absence. Repeated absences in multiple seminars may be grounds for dismissal from the program.

### **Seminar Grades**

A student must maintain a 3.0 grade point average on a 4.0 scale. No seminar grade below "B" will count toward degree requirements. Thus, a student making a grade of "C" must take an additional seminar or course. If a student makes a grade of "C" in a course or seminar, the division chair and faculty advisor or guidance committee chair will meet with the student for evaluation of the student's continued participation in the program. Either of the following may be recommended:

- The student may be allowed to continue in the program the next semester.
- The student may be dismissed from the program.
- Two seminar or course grades of "C" will result in the automatic dismissal of the student from the doctoral program.

### **Counseling Licensure**

Students must meet the equivalency for licensure according to the LPC Board of Louisiana as professional counselors and/or clinical membership in AAMFT before the oral defense of the dissertation. The student should obtain the LPC/AAMFT Equivalency Evaluation Form from the department office and submit it to the guidance committee chairperson for committee confirmation no later than two weeks prior to the oral defense of the dissertation. The chairperson will forward the approved form to the Associate Dean no later than one week before the oral defense of the dissertation. The Associate Dean will notify the student in writing and send copies of the letter to the guidance committee chairperson, division chairperson, and Registrar.

## **Qualifying Examination (1 hour)**

### **Prerequisites**

Counseling majors are eligible to take the qualifying examination after completing four to five seminars (at least two in the major field) and two supervised reading colloquia. A Study Guide is posted on Blackboard at the following site: COUN9311 PhD Handbooks and Materials/Content/Qualifying Exam Study Guide.

### **Schedule and Application**

The qualifying examination is scheduled by the seminary and is offered twice a year, in January and August. The student should consult the *Graduate Catalog* for the specific dates. This written examination is given over a period of three days (three hours per day). The semester prior to taking the qualifying examination, the student should submit the Application for Qualifying Examination or Oral Comprehensive Examination form to the faculty advisor for signature and then forward the application to the Office of Research Doctoral Programs. The form must be received by the Office of Research Doctoral Programs by November 1 for the January exam or April 1 for the August exam.

### **Content**

The qualifying examination addresses the overall counseling field. The student should consult with the faculty advisor regarding specifics and other areas (such as seminar or course work) to be included in the examination. Also, the student should inquire about materials to be brought to the examination.

### **Evaluation**

The examinations are evaluated by the faculty members in the counseling department, and the results are reported to the Associate Dean's office. The Associate Dean will advise the student in writing regarding the outcome of the examination, although the faculty advisor may do so orally prior to the written notification. The qualifying examination is graded on a pass/fail basis and carries one semester hour of credit upon successful completion.

A student who does not pass the qualifying examination may be given one additional opportunity upon the recommendation of the division and the approval of the Research Doctoral Oversight Committee (see Section II.L. in the *Manual for Research Doctoral Programs*). In the case of reexamination, the nature of the examination will be determined by the faculty members in the counseling department. A decision not to allow a retest or a second failure will result in the student's termination from the doctoral program.

Upon passing the qualifying examination, the student is admitted to the senior residency stage of the program. The Associate Dean, in consultation with the chair of the division, will assign the student a two-member guidance committee.

## **Oral Comprehensive Examination (1 hour)**

The oral comprehensive examination is a two-hour examination scheduled after all seminars, supervised reading colloquia, and any other required courses have been completed and a satisfactory research proposal has been approved by the division. A Study Guide is posted on Blackboard at the following site: COUN9311 PhD Handbooks and Materials/Content/Qualifying Exam Study Guide.

### **Schedule and Application**

When ready to take the oral comprehensive examination, the student should submit the completed Application for Qualifying Examination or Oral Comprehensive Examination form (obtained in the Office of Research Doctoral Programs or online) to the guidance committee chairperson for signature and forward the application to the Associate Dean at least two weeks before the examination. After the application has been approved by the Associate Dean, the guidance committee chairperson will schedule the examination with the other member of the guidance committee and the student. Although the examination is conducted by the guidance committee, the examination is open to the faculty. The location of the examination is arranged by the chairperson, who is then responsible to communicate both the exact time and place to the student, the other member of the guidance committee, the division chairperson, and the Associate Dean.

### **Development and Content**

In consultation with the other member of the guidance committee and other faculty as necessary, the chairperson will develop and lead the oral comprehensive examination. In general, the examination addresses the content of all course work in both major and minor fields and related background material as deemed appropriate by the guidance committee. The content of the oral comprehensive examination varies somewhat among the various areas of study; thus, the student should consult the guidance committee chairperson concerning preparation for the examination and materials to be brought to the examination.

### **Evaluation**

The examination is evaluated by the guidance committee immediately following the two hours of testing. The evaluation is based on the student's overall knowledge of the field with respect to both breadth and accuracy; ability to maintain engaging dialogue on themes in the field; proficiency in communicating logically and clearly; and an understanding of major and divergent theories, developments, or methods in the field.

The chairperson will communicate the outcome of the examination to the student in the presence of the other member of the guidance committee immediately following the examination and a brief period of reflection by the guidance committee. The results of the examination are reported by the chairperson to the Associate Dean on the Oral Comprehensive Examination Report form. The Associate Dean will confirm the results of the examination to the student in writing and send a copy of the letter to the division chairperson, guidance committee, and Registrar. The examination is graded on a pass/fail basis and carries one semester hour of credit upon successful completion.

A student who does not pass the oral comprehensive examination may be given one additional opportunity upon the recommendation of the guidance committee and division of study and the approval of the Research Doctoral Oversight Committee (see Section II.L. in the *Manual for Research Doctoral Programs*). A second failure will result in the student's termination from the doctoral program.

Upon passing the oral comprehensive examination, the student is admitted to the candidacy stage of the program.

After the student passes the oral comprehensive examination, the student must maintain enrollment by registering for dissertation writing for the remainder of the program.

Failure to attain candidacy by the last day of the 11th consecutive active semester of the doctoral program is grounds for review and termination of the student's program.

## **Dissertation Development and Approval**

### **Dissertation Process**

Approval of a dissertation goes through several steps:

1. The student and chairperson agree on an appropriate topic.
2. The student prepares a research proposal that is submitted to the guidance committee and the counseling program faculty for approval.
3. At some point before the final submission of the Prospectus, the student should have taken either COUN9302 Advanced Quantitative Statistics, and worked with the professor to develop the statistical plan, or COUN9365 Advanced Qualitative methods, and worked with the professor to develop the qualitative methodology to be used.
4. In the course RDOC9303 Prospectus Development, the student begins the development of a prospectus.
5. After passing the oral comprehensive examination, the candidate submits a prospectus to the guidance committee for preliminary review.
6. If acceptable to the guidance committee, the revised prospectus is forwarded to ReDOC for review.
7. The guidance committee works with the student to finalize the document.
8. The candidate completes the dissertation and submits it to the Office of Research Doctoral Programs for evaluation by the Doctoral Form and Style Consultant and the guidance committee.
9. The candidate schedules the oral defense of the dissertation with the guidance committee and successfully defends the dissertation.

**Purpose of the Dissertation.** The purpose of the dissertation is to show

- ability to do independent and original research in the field of the candidate's graduate study
- mastery of a research methodology or methodologies
- competency to report logically the research conducted
- expertise in presenting the research in correct grammar and acceptable style

**Selection of a Topic.** Since selecting a research topic for a dissertation can be a difficult task, a student is advised to begin searching for a topic upon entering the doctoral program. At all stages in selecting a dissertation topic, the student should stay in close contact with the chairperson, and ideas should be discussed regularly with the chairperson. The research topic must contribute to the field of counseling, focusing on areas relevant to counseling practice, counselor education, and/or supervision.

The research topic should be characterized by

- originality—the student studies a research problem in a new or substantially different way than prior approaches
- individuality—the student takes primary responsibility for conceiving, conducting, and reporting research

- proper methodology—the research is characterized by exactness and precision
- contribution to the field of counseling—the topic is of interest to the academic guild

In selecting a topic, the student should ask and answer questions such as

- Will this topic sustain my interest over an extended period of time?
- Are the requirements of research in my range of competence?
- Will the research demand that I acquire proficiency in some new area such as a new methodology, language skills, or statistics?
- Is the topic manageable in size?
- What has been done already in this area?
- Does this research have the potential of making a contribution such as uncovering new facts, suggesting relationships previously unrecognized, challenging or modifying existing truths, affording new insights, or suggesting new interpretations of known facts?
- Will the research demonstrate mastery of the subject?
- Will the research demonstrate mastery of an appropriate methodology?
- Is this research topic compatible with the degree?
- Is this research topic compatible with a counseling major?
- Are sufficient materials available for doctoral research?

Ideas for a dissertation topic might be found in a variety of places, such as

- Ongoing research in a specific area of interest of a faculty member
- Research papers written in college or seminary
- Seminar papers
- Seminar discussions
- Attendance at professional meetings
- Reading done for the qualifying examination, the oral comprehensive examination, and seminar papers. Special attention should be given to footnotes, which often suggest possible topics and areas of needed work.
- Future research sections of completed dissertations

The student should examine carefully the subject in the appropriate reference works and dissertation abstracts before submitting the research proposal. Another search may be necessary prior to submitting the prospectus.

### **Dissertation Research Proposal (1 hour)**

The research proposal is the student's first formal proposal to the guidance committee regarding the dissertation topic. As such, the research proposal is a formal document with a title page. The student must have completed successfully the qualifying examination before this document can be submitted. Further, approval of the research proposal must be secured prior to scheduling the oral comprehensive examination. This document is normally 3-6 pages in length, not including bibliography.

### **Components of the Quantitative Research Proposal**

The research proposal should include the following components:

1. Research question: What research question will be answered because of this dissertation?
2. Hypothesis(es): Give a statement of your research hypothesis. What do you expect to discover?
3. Literature search: The purpose of the search is to demonstrate the uniqueness of the dissertation research.

4. Importance of the study: Include a description of the importance of the proposal. What will this research contribute to the counseling field?
5. Methodology: Give a brief description of the methodology to be employed. Discuss the data needed and how they will be interpreted. Identify key issues that are relevant to the research methodology.
6. Competence of the researcher: Describe particular skills and competencies necessary for successful completion of the study. If the researcher does not have the needed competencies, he or she should describe how and when the competencies will be gained.
7. Initial bibliography: The initial bibliography should include key works that have been examined and indicate awareness of major works in the field of inquiry.

### **Components of the Qualitative Research Proposal**

The research proposal should include the following components:

1. Overview of the research problem or area
2. Rationale for the study
3. Statement of the Problem
4. Methodology (Research Design)
5. Competence of the researcher: Describe particular skills and competencies necessary for successful completion of the study. If the researcher does not have the needed competencies, he or she should describe how and when the competencies will be gained.
6. Initial bibliography: The initial bibliography should include key works that have been examined and indicate awareness of major works in the field of inquiry.

### **Approval of Research Proposal**

The student should submit four copies of the research proposal to the guidance committee chairperson by November 1 for the January Prospectus Development course and April 1 for the summer course. The guidance committee will review the research proposal for initial approval. The chairperson will enlist two additional readers from the counseling program to evaluate the research proposal. Final approval of the research proposal will be given by these four persons. Major changes in the direction of the dissertation after the research proposal has been approved will require resubmission to the guidance committee and division for approval according to the above procedure.

### **Report of Decision**

When a decision is made, the guidance committee chairperson will complete the Research Proposal Report form and submit it to the Associate Dean. If the research proposal is approved, two copies of the final approved proposal should be submitted to the Associate Dean with the report form.

The Office of Research Doctoral Programs must receive the Research Proposal Report and copies of the approved proposal by the last day of the semester for the student to be included in the subsequent Prospectus Development course. Decisions other than approval also should be forwarded to the Office of Research Doctoral Programs by the last day of the semester.

### **Prospectus Development Course (3 hour)**

The Prospectus Development course is offered during January and summer doctoral mini-terms. To be eligible for this course, a student must have passed the qualifying examination

and have a research proposal approved by the academic division, as described above. Students who submit a research proposal by the November 1 or April 1 deadline should register for the course during online registration. If the division does not approve the research proposal, the student will be dropped from the course without penalty.

In this course, the student will be concerned primarily with producing a defensible prospectus for the dissertation. The course is graded on a pass/fail basis.

Prior to the course, the professor will send each student a syllabus listing assignments to be completed before the course. In order for the student to make the best use of time in the course and to prepare an acceptable prospectus, it is crucial that extensive work be done prior to the course as described in the syllabus.

The student is **not** allowed to present a prospectus to the guidance committee before satisfactory completion of this course.

### **Dissertation Prospectus Approval (1 hour)**

Guidance for the preparation of the prospectus is given in the Prospectus Development course. Upon passing the oral comprehensive examination, the candidate may officially submit the prospectus to the guidance committee. Two copies should be submitted to the chairperson. The guidance committee will review the document and request and secure appropriate revisions in preparation for ReDOC review.

The student may present the prospectus to the guidance committee prior to the oral comprehensive examination. However, the committee may not review the prospectus until after the examination is passed. The guidance committee may accept the prospectus for review immediately after the examination, provided the student passes the examination. Evaluation of the prospectus is not part of the oral comprehensive examination. After the guidance committee's satisfactory preliminary review of the prospectus, the student should submit 9 corrected copies of the prospectus to the Associate Dean for review by ReDOC. The copies are due to the Office of Research Doctoral Programs no later than one week before the ReDOC meeting.

### **Components of the Quantitative Prospectus**

1. **Research Question** (problem statement, purpose): Give a clear statement of what the researcher seeks to accomplish—the goal of the research effort. Address questions such as What will the researcher discover? What will the research demonstrate? Behind the thesis statement there should be a research question (either stated or implied). The readers should read this section and know the basic thrust of the research proposal. The thesis should have some element of “interpretation” and discovery of something “new.” Some students divide the thesis or problem into sub-problems, but this is not required or even appropriate for all dissertations. When done, sub-problems should be research units (including interpretation of data)
2. **Hypothesis or hypotheses**: A hypothesis is a conjectural supposition of what the researcher expects to discover. There is no set number (or required set correlation to sub-problems when used). With empirical research these should be measurable; with some other forms of research they should be discoverable.
3. **Problem Setting**: Students should consider including some or all of the following: (1) Assumptions—underlying self-evident assumptions undergirding the research proposal (these look to the present, not the future) (2) Delimitations—circumscriptions placed on

the study to eliminate ambiguity and to exclude certain inferred items one does not intend to be in the study. (3) Definitions of terms—key terms related to the proposal are defined. These are generally operable definitions, with some definitions possibly taken from the professional literature.

4. **Review of Related Literature:** This section should have an introduction that overviews the approach of the review and the structure of the review. A review of literature should focus on presenting a coherent argument that leads to a description of the study. At the end of the section, the reader should be able to conclude that there is the need for another study—the proposed dissertation. For most entries the following should be included: (1) Description of the research methodology (type of research, description of sample population, etc.) (2) Summary of the conclusions asserted (3) Analysis and evaluation of the contribution of this research to the field The review normally begins with the more general works and moves toward the more specific.
5. **The Importance of the Study:** The focus of this section should be the contribution of the research to the field of counseling. This section should logically be related to and emerge out of the review of literature.
6. **Research Methodology:** This section should be “customized” for each dissertation. There is no one outline. Each methodology should dictate its own outline. The kind of items that need to be addressed in this section are (1) Identification of the primary data and possibly key secondary data (2) Criteria for admissibility of the data (3) Where the data are located (4) How the data will be secured? (5) How the data will be interpreted [statistical procedures generate data but do not interpret them]?

Students consider all of the above items, but they should write the methodology section (narrative, not “fill in the blank”) specific to the methodology used, focusing on the above items as appropriate.

A key word is *replication*. A researcher in the field should be able to read this section and replicate the research. Thus this section should be a detailed blueprint.

The length of this section will vary considerably, depending on the particular dissertation.

An outline used by many in the social sciences (descriptive survey and experimental research) is the following:

- (1) Subjects—discussion of the identity and selection of the subjects
- (2) Measures—discussion of various instruments to be used. For a dissertation all instruments must have (a) validity and (b) reliability. These must be documented or the researcher must present a plan to demonstrate them. Without validity and reliability, the research is not valid for a dissertation.
- (3) Procedure—detailed outline of all procedures, such as distribution of surveys, assignment of random numbers, division of experimental and control groups, outlines of experimental treatments, etc.
- (4) Data analysis—What will be done with the data generated by the statistics? How will it be presented? What will the researcher be looking for in interpretation?

Students whose research involves human subjects must follow the Institutional Review Board procedure outlined in III.I. Institutional Review Board in the *Manual for Research Doctoral Programs*.

Students planning to use psychological testing instruments must submit with the prospectus a Psychological Testing Application Form signed by the guidance committee

supplying information regarding a licensed psychologist who has agreed to supervise the data collection and interpretation. Following ReDOC review, the prospectus and application form will be forwarded to the Dean of Graduate Studies, who, in consultation with the counseling faculty, will make the final decision. The Associate Dean will notify the student of the decision in writing.

Upon completion of the research, the student must submit to the Office of Research Doctoral Programs the Psychological Testing Supervisor Verification Form completed by the supervising psychologist.

7. **Qualifications of the Researcher:** This section should focus on the student documenting that he or she has the specific qualifications needed for the proposed research. This not a resume.
8. **Proposed Outline of the Dissertation**
9. **Selected Bibliography**

### **Components of the Qualitative Prospectus**

1. Introduction
  - a. Overview
  - b. Topic and Purpose
  - c. Significance for knowledge, practice, policy and/or action
  - d. Framework and general research question
  - e. Limitations
2. Literature Review
  - a. Theoretical traditions and current thoughts for framing the question
  - b. Review and critique of related empirical research
3. Design and Methodology
  - a. Overall approach and rationale
  - b. Site or population selection and sampling strategies
  - c. Access, role, reciprocity, trust, rapport (researcher's position)
  - d. Personal biography
  - e. Ethical and political considerations
  - f. Data collection methods
  - g. Data analysis procedures
  - h. Procedures to address trustworthiness and credibility
4. Appendices (entry letters, data collection and management details, sampling strategies, timelines, budgets, notes from pilot studies, IRB approval, etc.)

### **ReDOC Review of the Prospectus**

The guidance committee chairperson will attend the ReDOC review, which will focus on feedback, dialogue, and understanding. ReDOC will submit a report to the guidance committee chairperson.

### **Guidance Committee Approval of the Prospectus**

An approved prospectus functions as a covenant between the candidate and the faculty. The candidate is assured that a satisfactory dissertation which follows the content and methodology of the prospectus, represents valid interpretation of data, and is written in acceptable style and form will be accepted by the faculty.

Once a prospectus has been approved by the guidance committee, a candidate may not change any word of the dissertation title nor make major changes in the outline or methodology without permission from the guidance committee. The chairperson may give permission to make minor changes. The guidance committee will receive the ReDOC report and work with the student to finalize the document as deemed appropriate.

The guidance committee will grant final approval or rejection of the prospectus. When the prospectus is approved, the guidance committee chairperson will submit the following to the Office of Research Doctoral Programs: (1) a Prospectus Approval Report form, (2) a copy of the approved prospectus, and (3) a brief report on the committee's response to the ReDOC review.

When the prospectus is approved, the student will be given authorization to proceed with the dissertation. Notification will be made to the student by the Associate Dean.

No research with human subjects may be done until the student receives notification from the Associate Dean that the guidance committee has approved the prospectus, which requires prior approval from the Institutional Review Board.

### **Prospectus Approval Deadline**

A student must have a prospectus approved by the guidance committee no later than the last day of the student's 12th consecutive semester in the program, although approval should be sought as soon as possible to allow adequate time for research and writing. Failure to meet this deadline is grounds for review and termination of the student's program.

### **Dissertation Research and Writing (6 hours)**

The dissertation is to be a research document in the field of counseling containing no less than 25,000 nor more than 50,000 words. Exceptions must be authorized by the student's guidance committee.

### **Guidance Committee Assistance During Research and Writing**

Throughout the research and writing process, students should work closely with their chairperson. Minimally, students should report to the chairperson regarding progress on the dissertation at least once each month. Any exception must be approved by the student's guidance committee.

### **Proofreading/Typing**

The candidate should submit a dissertation to the faculty that is as free as possible from errors. The dissertation should represent the candidate's ability to do research and produce a work of good literary quality. Prior to submission of the dissertation, the candidate should proofread and edit the text regarding typing, form, style, clarity, content, and logic. The writing of a dissertation is a scholarly discipline and should be the work of the candidate in all respects.

A typist may be enlisted; however, the typist should not edit, correct, or rewrite any portion of the dissertation. The typist should be given a final copy of the text that indicates clearly the way the candidate desires it to be typed, including form. The candidate is responsible for making decisions regarding form and style.

A proofreader may be enlisted; however, the role of the proofreader should be limited to indicating typographical errors, incorrect form, incorrect grammar, and poor style. The proofreader should not function as an editor, rewriting sentences or paragraphs. A candidate is not allowed to enlist or hire one who is an "expert in writing" to edit (rewrite, restyle, or refine)

the text. Since the dissertation is part of the academic requirements leading to a doctoral degree, a candidate should present the best finished product of which he or she is capable.

The candidate should assume all responsibility for the final product. A candidate should be prepared to certify that the dissertation represents his or her own work in every aspect, except for guidance given by or authorized by the guidance committee.

### **Style Guide, Academic Writing, and Research**

The following guidelines provide information and standards expected from students in the development and writing of seminar papers and dissertations.

All writing must conform to the standards of the latest edition of the *Publication Manual of the American Psychological Association* (APA), except where indicated by latest edition of the *NOBTS Manual for Research Doctoral Programs*. For the dissertation in particular, the standards must be evident at *all* stages of the writing process, including the development and writing of the research proposal, prospectus, and all drafts of the dissertation.

The following areas require special attention in the writing process.

- **Organization:**
  - Thoughts must be ordered logically. “In scholarly writing, sound organizational structure is the key to clear, precise, and logical communication. . . . Ordering your thoughts logically at both sentence and paragraph levels will also strengthen the impact of your writing” (*Publication Manual of the APA*, 7<sup>th</sup> ed., 41)
- **Writing Style (APA, 7<sup>th</sup> ed.):**
  - “The main objective of scholarly writing is clear communication, which can be achieved by presenting ideas in an orderly and concise manner” (p. 111).
  - Aim for “continuity in words, concepts, and thematic development from the opening statement to the conclusion” (p. 65).
  - Aim for smoothness of expression—*avoid creative writing*: “Although scientific writing differs in form and content from creative or literary writing, it need not lack style or be dull. When writing a scholarly paper, keep in mind that scientific prose and creative or literary writing serve different purposes. Devices that are often used in creative writing—for example, setting up ambiguity; inserting the unexpected; omitting the expected; and suddenly shifting topic, tense, or person—do not support the objective of clear communication in scientific writing. Similarly, devices or embellishments that attract attention to words and sounds instead of to ideas are inappropriate in scientific writing” (p. 115).
  - Economy of Expression: Avoid wordiness. Say only what needs to be said. For example:
    - Change *based on the fact that* to *because*.
    - Change *at the present time* to *now*.
    - Change *there were several students who completed* to *several students completed*
  - “Unconstrained wordiness lapses into embellishment and flowery writing, which are inappropriate in academic style” (p. 114).

### **Research and Statistics**

Students are expected to follow best practices in their research and in their use of statistical procedures. For example, as a general rule, when using a multiple regression analysis

for research, the NOBTS Counseling Department requires students to utilize a sample size of 15 cases for each independent variable, with no less than 100 in the sample. If the student would like to appeal this general rule, the student should write the justification for using a different formula to determine sample size, and include references from current and relevant literature regarding sample sizes for social research.

### **Doctoral Form and Style Consultant Dissertation Chapter Review**

Before the dissertation is submitted, one chapter (other than the introduction) of the dissertation can be reviewed and approved by the Doctoral Form and Style Consultant. The review is optional at the discretion of the student or guidance committee chairperson, but it should be completed at least one month before submission of the dissertation. The student should contact the consultant at least two months before planning to present the chapter for review, as review slots are scheduled on a first- come-first-served basis. The review slot should be treated as a deadline; if the chapter is submitted after the scheduled date, there is no guarantee that the material can be reviewed for the upcoming dissertation deadline. The chapter should be in final form, with no known errors. A chapter can be submitted for review only one time.

The consultant will review the chapter and mark the copy noting typographical errors, grammatical errors, and problems related to the appropriate style guide and NOBTS form and style preferences. The marked copy will be returned to the student along with a Form and Style Assessment Report indicating kinds of errors noted. The student should incorporate suggestions into the chapter and the remainder of the dissertation.

Turnaround time is scheduled for three days. The consultant may require a meeting with the student.

A copy of the Form and Style Assessment Report is provided to the guidance committee. The chairperson will discuss the report with the student if necessary. A copy of the report also will be filed in the Office of Research Doctoral Programs.

### **Submission of the Dissertation for Defense**

At least four months must elapse between guidance committee approval of the prospectus and submission of the dissertation for defense. The student should contact the Doctoral Form and Style Consultant to confirm the anticipated submission date at least one month before submission.

The student or the guidance committee may wish to request an external reader as the third faculty reader. An external reader must (1) hold an earned Ph.D. in the field and (2) teach in an academic institution, be active in professional societies, or have made a significant contribution to the field. An external reader needs the approval of the guidance committee, division of study, and Associate Dean.

A student who wishes to request an external reader should submit a request to the chairperson of the guidance committee, who will forward the request to the chair of the division for division consideration. No later than the September 1 or February 1 preceding submission of the dissertation, the division must forward their recommendation to the Associate Dean for final approval.

A student may contact the proposed external reader informally, but a formal invitation must be issued by the Associate Dean, who will notify the division chair, guidance committee chair, and student of the response.

Four plain-paper copies of the completed dissertation (in four separate boxes) must be submitted unbound to the Office of Research Doctoral Programs by the October 1 or March 1 deadline. The Dissertation Fee and Order Form and appropriate payment should accompany the dissertation copies. The student will receive confirmation of the submission.

Copies of the dissertation will be forwarded to the guidance committee and the Doctoral Form and Style Consultant if dissertation and diploma fees have been paid. The consultant will do the following:

1. Check to be sure items indicated in the chapter review have been corrected.
2. Review and mark the dissertation copy noting typographical errors, grammatical errors, and problems related to the appropriate style guide and NOBTS form and style preferences.
3. Provide a Form and Style Assessment Report to the guidance committee and to the student, if the guidance committee permits.

Within two weeks, the guidance committee will make a preliminary assessment of the dissertation, considering content as well as the consultant's Form and Style Assessment Report, to determine whether a defense will be allowed. The guidance committee should indicate their decision on the Dissertation Defense Agreement form and forward it to the Associate Dean no later than the October 15 or March 15 following submission of the dissertation. Defenses should be held within the next four weeks.

If a defense is not allowed, the submission will count as a failure. The guidance committee chairperson should report the failure to the Office of Research Doctoral Programs on the Report of Dissertation Defense form.

### **Oral Defense of the Dissertation (1 hour)**

Once the dissertation has been submitted to the Office of Research Doctoral Programs and the guidance committee has decided to allow a defense, the Associate Dean, in consultation with the division chairperson, will forward a copy of the dissertation to the external reader or assign a faculty reader (third member of the committee) and notify the student and guidance committee chairperson. At that time the candidate should take the initiative to contact the guidance committee chairperson to arrange the oral defense of the dissertation.

The chairperson should notify the Office of Research Doctoral Programs of the date, time, and location of the defense when it is scheduled. The oral defense of the dissertation should occur prior to November 15 or April 15.

No later than two weeks prior to the oral defense of the dissertation, an approved LPC/AAMFT Licensure Report Form for counseling majors must be forwarded by the guidance committee chairperson to the Office of Research Doctoral Programs. Without proof of licensure/equivalency, the oral defense cannot be conducted.

The oral defense of the dissertation is two hours in duration and deals with the dissertation and related subject matter. The defense is conducted by the guidance committee; however, any faculty member may attend. Some guidelines and suggestions in preparation for the defense include the following:

1. Your presentation should not last more than 40 minutes.
2. Members of the committee have all read your dissertation. There is no need to dwell on the literature review. The committee is more interested in a brief synopsis of the most important issues in the literature (pertaining to your research), and the methodology (brief).

3. The committee is particularly interested in hearing about and discussing your results. Focus on the results that have significance.
4. A professional presentation is expected. You are advised to practice and time it, and to polish it.

## **Dissertation Evaluation**

### **Criteria for Evaluation**

At the time of the oral defense of the dissertation, the evaluation of a dissertation generally is divided into two categories:

1. Content—this includes such items as thoroughness of research, validity of interpretations, coherence of argument, overall quality of the document, and contribution to the field of study.
2. Form and style—this includes such items as typing, grammar, writing style, quality of reproductions, and form.

### **Options**

The guidance committee has three options regarding evaluation of the dissertation:

1. Pass—based upon an acceptable defense and a dissertation that, as submitted, meets acceptable professional standards of publication
2. Fail—the dissertation is not acceptable in content and/or form and style

Any one of the following requires that a guidance committee fail a dissertation:

- Inadequate oral defense of the dissertation
- Substantial weaknesses in content or form and style
- Failure to meet acceptable standards of publication in the field
- Changes requiring the rewriting or reprinting of substantial sections

In the case of rejection of the dissertation, the guidance committee may or may not decide to look with favor upon its resubmission. If a resubmission is allowed, a period of three months must elapse before it may be presented again. Another oral defense of the dissertation may or may not be required.

3. Fail with Program Continuance option

A student whose dissertation defense is satisfactory but whose dissertation does not pass for minor content and/or form and style reasons may, with the approval of the guidance committee, be allowed to register for RDOC9000 Program Continuance the following semester while making corrections to the dissertation (if the student is not out of time). Tuition for Program Continuance is a reduced fee (see the current *Graduate Catalog*).

In such a case:

- (1) The dissertation may be resubmitted to the Office of Research Doctoral Programs no sooner than two months after the dissertation defense and no later than two months prior to the following graduation date.
- (2) The guidance committee and the assigned dissertation reader will read the resubmitted dissertation and meet to make a final decision.
- (3) A second dissertation defense will not be required.

A student who does not meet the resubmission deadline and wants to continue in the program (provided time is left) will have to pay the full matriculation fee the following semester.

In the case of a resubmission, the guidance committee should not give the candidate a comprehensive list of corrections. Rather, the committee should give the candidate counsel and then expect the candidate to work through the dissertation to find and correct all problems of content, form, and style.

No more than one resubmission is allowed. A second failure of a dissertation results in automatic dismissal from the program.

Resubmission does not involve a commitment as to the time of graduation. If final presentation of the dissertation exceeds seven years after the initial registration for the degree and an extension of time is not granted, candidacy for the degree is forfeited.

### **Reporting**

If the guidance committee passes the dissertation, the chairperson should sign the Report of Dissertation Defense form, secure the signature of the other committee members and the division chairperson, and forward the form to the Associate Dean. After the Associate Dean signs the form, copies will be made for insertion into all copies of the dissertation. The chairperson also should complete the Dissertation Review Report and forward the form to the Associate Dean.

If the guidance committee fails the dissertation, the chairperson should complete the Dissertation Review Report, noting the outcome of the defense and option for resubmission, if any. The form should be forwarded to the Associate Dean, who will write the student confirming the committee's decision.

### **Final Dissertation Submission**

Following a successful oral defense of the dissertation, the student will make any necessary corrections and submit the following to the guidance committee chairperson no later than three weeks prior to graduation:

1. Four required copies of the final corrected dissertation on white, 20 lb., 100% cotton paper, unbound, in four separate boxes (one copy will be returned to the candidate bound)
2. Additional personal copies for binding (in separate boxes) on white, 20 lb., 100% cotton paper (if request and payment were made upon initial submission of the dissertation)
3. The completed, signed Doctoral Dissertation Agreement Form (including the copyright authorization) at the back of the UMI Dissertation Services booklet *Publishing Your Dissertation*
4. Title page (plain-paper copy—to accompany UMI form)
5. Abstract (plain-paper copy—to accompany UMI form)

The chairperson verifies the corrections, completes the Guidance Committee Chairperson's Dissertation Checklist form, and forwards the materials to the Office of Research Doctoral Programs no later than two weeks prior to graduation. For details, students should consult the Graduation Checklist sheet from the Office of Research Doctoral Programs.

All personal bound copies of the dissertation will be shipped to the address indicated on the Dissertation Fee and Order Form. The dissertation fee also covers a circulation copy and a reference room copy of the dissertation for the library.

## **Graduation**

**Graduation Application.** The student may submit the Application for Graduation upon submission of the dissertation (no later than October 1 or March 1). Students applying to receive the Th.M. degree only must submit the Application for Graduation to the Office of Research Doctoral Programs by September 15 or February 15. Such students have the option of walking or not walking in the graduation ceremony.

**Cap and Gown Order.** The doctoral cap and gown should be ordered early in the student's anticipated final semester as a writing candidate. These may be ordered through a link provided by the Registrar's Office. Students desiring an alternative supplier should contact the Office of Research Doctoral Programs for the proper colors for gown trim, hood, and tassel.

**Graduation Practice.** Attendance is required at graduation practice, and students should bring their hoods to the Registrar's Office prior to practice.

**Graduation Ceremony.** Participation in graduation exercises is required of all students unless permission is granted to graduate in absentia. Requests for permission to graduate in absentia should be made in writing to the Registrar. Permission is granted only in the cases of extenuating circumstances or emergencies.

## **IV. Expectations of Students**

Students enrolled in the Ph.D. in Counselor Education and Supervision Program are preparing for a leadership career that requires the highest standards of practice, research, scholarship and community advocacy. Therefore, appropriate behavior should be evident in all communications (e.g., verbal, written in discussion boards, emails) with other students, staff and faculty, site practicum and internship personnel, and of course clients. Failure to demonstrate professionally sound behavior could jeopardize the student's status in the program. The counseling faculty will evaluate students in areas of proficiency on an ongoing and consistent manner in all settings in which faculty and students interact. This interaction can include formal and informal settings such as classroom, online communication, advising, and personal conversations.

Specifically, the counseling program faculty expects students enrolled in the Ph.D. in Counselor Education and Supervision Program to demonstrate the following behavioral standards:

### **Ethical Conduct and Development**

All students in the counseling program are expected to behave in an ethical manner throughout their training. Violations of the ACA Code of Ethics or the seminary code of conduct, and/or failure to take steps to rectify violations, are considered extremely serious and may result in termination from the program.

Although students are expected to adhere to the ACA Code of Ethics and the seminary code of conduct as a guide to their behavior throughout their program, reading these codes is just the beginning of understanding professional ethics. Being an ethical counselor-in-training involves understanding the underlying principles and values associated with professional codes

of ethics. These are built upon a strong commitment to biblical principles, developing a set of beliefs that guide one's everyday practice, being able to discern potential as well as realized ethical problematic situations, and having the character to stand by these when faced with challenging situations. This is an essential component of your professional development. In addition, students are expected to demonstrate the ability to integrate faith and spirituality into counseling where appropriate in an ethically competent manner.

## **Personal Conduct and Development**

Students are expected to demonstrate:

1. A willingness and ability to give appropriate feedback and to receive and integrate feedback from faculty, supervisors, and peers. Students are expected to be open to receiving feedback from others, including verbal or written comments in private or public settings. A teachable and open attitude is expected of all students. Thus, regardless of the quality of the feedback, students are expected to prayerfully consider the possibility that valuable feedback is found in the comments. Students who are aware of another student's behavior or performance that violates the seminary's code of conduct, the American Counseling Association's Ethics Code, or behavioral standards of the counseling program have a responsibility to intervene. This includes notifying program faculty and/or the program director.
2. An ability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with personal, professional or interpersonal functioning. Counseling is an interpersonal profession in which counselor leaders are provided with a level of influence upon their domains of practice. Therefore, it is essential that they are not impaired by intrapersonal or interpersonal liabilities. Students are expected to monitor their own behavior and address any personal issues that might impair their performance in academic or counseling settings or jeopardize the well-being of faculty, staff, clients, or peers. Students are encouraged to discuss personal concerns about themselves as well as their ability to function in academic and counseling settings with academic and faculty advisors, clinical supervisors and/or with any member of the faculty. Although it is a goal of the counseling program to help students reach their professional goals it remains the primary responsibility of the faculty to protect the public, the student body, and the profession.
3. Emotional and mental stability and maturity in interaction with others, including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others, and resolve interpersonal conflict. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students; including both verbal and written communications.
4. A lifestyle that is consistent with a Christian testimony. It is expected that students will conduct themselves in a manner that reflects Christian love (e.g., John 13:34-35; Philippians 2:2-4; Colossians 3:14-15; James 2:8; 1 Peter 4:8-10; 1 John 4:7-8). Feedback to others should be given in the most professional and Christ-like manner possible. In keeping with the apostle Paul's teachings, students are expected get along with others as much as possible (cf. Romans 12:18), to not hold grudges (cf. 1 Corinthians 13:4-7; Ephesians 4:31-32; Leviticus 19:17-18), and to encourage one another (1 Thessalonians 5:11). A mark of spirituality and psychological maturity is loving the unlovable and demonstrating the fruit of the spirit (Galatians 5:22-23). Though we all struggle to live

the Christian life as we should, especially when under stress, we are to challenge ourselves to pursue holiness.

## **Academic & Professional Conduct and Development**

Students are expected to demonstrate:

1. Attainment of scholastic competency in all coursework as evaluated through the ReDOC course grading policy, the Qualifying Examination, the Oral Examination, and the Dissertation defense.
2. A willingness and ability to acquire and integrate professional standards into one's repertoire of professional behavior. Students must conduct themselves with an awareness that their conduct, personal appearance, attitudes, values, and behavior influence client, peer, and general public opinions. They are expected to demonstrate professionalism so these constituencies view them in a manner consistent with the spirit of New Orleans Baptist Theological Seminary and the profession of counseling.
3. An ability to acquire leadership and professional skills to reach an acceptable level of competency. The counseling program provides a learning environment in which students become vulnerable as they test out new behaviors and acquire new skills as counselor leaders. Students who convey the attitude that they are not teachable are not suited for doctoral education.
4. Acquisition of, and ability to apply advanced counseling, teaching, and supervision skills with a diverse population and to a standard acceptable by licensed professional counselor educators and supervisors. These skills are evaluated throughout the Ph.D. Program, including assessment through the use of the Counselor Competency Scale (CCS-R).
5. Adherence to the professional identity and standards as outlined by the American Counseling Association's Code of Ethics and the NOBTS Handbook. This proficiency is evaluated during the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students; including both verbal and written communications.

## **V. Academic Appeal Policy**

A student may appeal an academic decision of a professor, faculty advisor, or guidance committee to the Research Doctoral Oversight Committee (ReDOC). The ReDOC is composed of the Associate Dean of Research Doctoral Programs, the Dean of Graduate Studies, the Associate Dean of Graduate Studies, the Dean of Admissions/Registrar, a representative from each of the academic divisions, and two at-large faculty members. An appeal of a ReDOC decision may be made to the Academic Leadership/Provost's Council.

### **Academic Appeals Procedure**

1. **Initial Complaint:** In accordance with the teaching of scripture, complaints should first be voiced directly to the professor, administrator, staff member, or other person(s) perceived to have offended in an attempt to remedy the matter. If the matter is not remedied, the student may file a formal complaint.
2. **Formal Complaint:** A student may file with the Dean of Students written complaints regarding non-academic matters. A student may file with the Division chair written complaints regarding doctoral academic matters.

3. **Hearing:** If a formal complaint is made, the student will be afforded a hearing before the Division chair. At either the request of the student or the Division chair, the Dean of Students may be invited to a hearing related to academic matters. At the hearing, the student will be given an opportunity to voice the complaint. This opportunity shall include the right to offer witnesses and other evidence in his defense.
4. **Findings:** The Division chair shall notify the student in writing of the findings and of the decision, if any, regarding the grievance.
5. **Appeal Procedure:** The student may appeal the decision of the Division chair to the ReDOC committee.
6. **Committee Decision:** The decision of the ReDOC committee will be communicated to the student, and to the administrative officers involved.
7. **Final Appeal Procedure:** The final appeal to the Academic Leadership Council must be in writing and delivered to the Provost's office within 24 hours of receipt by the student of the committee's decision. The student may appeal the ultimate decision of the committee to the President. In such instance, the decision of the President regarding the matter shall be final.

Additional policies on student conduct can be found in the most recent edition of the NOBTS Student Handbook.

## **VI. Written Endorsement Policy**

Students will receive endorsements from counseling faculty for credentialing and employment based upon their proficiency in the counseling program in their areas of specialization. Before endorsement, faculty members will examine a student's records, including grade point average and completion of program requirements, along with a determination that the student is competent to meet the requirements of the position or credential related to the endorsement request.

## **VII. Policy for Student Retention, Remediation, and Dismissal**

### **Student Retention**

All doctoral students are assigned a faculty advisor upon entry into the program and a dissertation guidance chairperson upon successful completion of their qualifying exam. The faculty advisor provides the first level of support in student retention and remediation. The faculty advisor provides guidance and information to the student on academic issues, including seminar options and course load. Students are encouraged to consult with their advisors regarding any difficulties they may experience in the program. The seminary also provides personal and financial counseling for students.

### **The Remediation Process**

Should academic problems arise, the general procedure for students is to (1) consult with the related professor; and, (2) develop a plan of remediation. Students should seek direction from their advisor on professional issues, and consider appropriate disclosure and consultation on personal issues that impact academic performance, insofar as the advisor is able to make an informed decision or recommendation and assist in the development of a remediation plan.

Should the problem(s) not be resolved, the faculty advisor and/or the student may consult with other counseling faculty members for assistance and a resolution that is satisfactory to all parties.

If a student continues to show deficiencies, lack of competencies, or impairment after the remediation process, then possible termination from the program will be considered by the counseling faculty and recommended to the ReDOC committee. See the following ReDOC termination policy.

### **Termination of Doctoral Program**

Termination from the doctoral program may result from

- Failure to maintain proper grade point average
- Failure to register and pay fees
- Failure to be actively engaged in doctoral work
- Failure to obtain guidance committee approval of the prospectus by the last day of the 12th consecutive semester in the program
- Failure to pass the qualifying examination on the first attempt
- Failure to pass the oral comprehensive examination on the first attempt
- Failure to pass the oral defense of the dissertation on the first attempt
- Failure to make satisfactory progress in the program
- Failure to maintain ethical standards of the seminary (including plagiarism)
- Separation or divorce
- A grade of “C” in two courses/seminars
- Failure to attain candidacy by the last day of the 11th consecutive semester in the program
- Failure to observe satisfactory adherence to the counseling codes of ethics

Normally, a recommendation for termination of the doctoral program will be initiated by the faculty advisor or guidance committee. The division chair and faculty advisor or guidance committee chair will meet with the student for evaluation of the student’s continued participation in the program and then make a recommendation to the division.

The division chair will forward the division’s recommendation to the Associate Dean for ReDOC consideration. A recommendation that the student continue in the program should include stipulations for continuance, if any. In the event that the recommendation is to discontinue, the Associate Dean will seek input from the student to present with the recommendation to ReDOC. ReDOC will make the final decision, and the Associate Dean will notify the student in writing.

Automatic termination of a doctoral program will result from

- Failure to pass the qualifying examination on a second attempt
- Failure to pass the oral comprehensive examination on a second attempt
- Failure to pass the oral defense of the dissertation on a second attempt
- A grade of “C” in two courses/seminars

### **For Additional Information**

Please consult the *Manual for Research Doctoral Programs* for information on the following areas:

- Admissions

- Acceptance and Enrollment
- Active Status
- Inactive Status
- Missionary and Military Status
- Registration after Course Work
- Program Length and Time Requirements
- Time Extension for Graduation
- Fees
- Transfer of Credit for Courses Taken at Other Institutions
- Withdrawal from the Program
- Readmission to the Program
- Change of Major

## **Appendix A**

### **Principles for the Study of Human Behavior**

1. The Bible is true in all that it says. This includes all that it says about human beings and their behavior.
2. There are areas of knowledge in which the Bible does not speak exhaustively. This includes the area of knowledge covering human behavior.
3. We honor God by studying human behavior in order to minister more effectively.
4. A Christian study of human behavior will develop and enrich its understanding of its subject both initially and continuously by a full and plenary reception of biblical revelation. This involves an ongoing exegetical and theological construction of human life and behavior from Scripture.
4. The Christian study of human behavior includes the disciplined observation of behavior, theorizing about that behavior, and testing proposed theories against further observation.
5. The process of developing knowledge by observation, theory, and testing will itself be carried out in continual interaction with the process of developing an exegetical and theological knowledge of human life and behavior from Scripture.
6. It is possible for unbelievers to make accurate observations and draw correct principles about any area of human knowledge. This includes human behavior.
7. In general, observations and theories can and often do interact in ways that affect how they are understood and affect claims that may be made about them. This is true in all fields of knowledge. While this is a warning that must be taken into account, it does not lead us to complete skepticism about the possibility of human knowledge in any particular field including human behavior.
8. Because of the effect of sin's hostility to God, a Christian study of human behavior will evaluate cautiously theories and theory laden observations intent on postulating ideals of human life and behavior contrary and even hostile to divine design.
9. A Christian study of human behavior will critically assess claims about observations and theories of human behavior from whatever source in the process of extending its own knowledge.

[Parts of these principles were developed under the direction and contribution of Dr. Craig Blaising, Professor of Systematic Theology, Southwestern Baptist Theological Seminary.]