

# **Counseling Program**

## **Doctoral Student Handbook 2019-2020**

**School of Human Services College of  
Education, Criminal Justice and Human  
Services**

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\*Some forms in the Appendixes are often presented as templates or samples. This handbook was developed to be consistent with Graduate School policies. To learn more about these policies, please review the University of Cincinnati Graduate School Website policies, procedures, Graduate Handbook, and forms at: <http://grad.uc.edu>. Other helpful information for students, provided by the College of Education, Criminal Justice and Human Services can be found at:

[http://cech.uc.edu/student\\_services\\_center/graduate-students/resources.html](http://cech.uc.edu/student_services_center/graduate-students/resources.html)

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## PREFACE

The Counseling Program *Doctoral Student Handbook* is intended to provide students with specific information about the University of Cincinnati; the College of Education, Criminal Justice, and Human Services (CECH); the School of Human Services; and the Counseling Program. This Handbook is a tool for students as they progress through the Doctoral Degree Program in Counselor Education. The *Doctoral Student Handbook* presents policies and procedures specific to the Doctoral Degree Program (Ph.D.) and is in compliance with the rules and policies of the Graduate School and the College of Education, Criminal Justice, and Human Services. Students are responsible for being aware of Program, College, and University regulations and policies described in this *Doctoral Student Handbook*, the *University of Cincinnati Graduate Handbook* (<http://grad.uc.edu>), and the *Student Code of Conduct*.

Graduate programs at the University of Cincinnati are organized within the Graduate School. The Dean of the Graduate School is responsible for coordinating, implementing, and administering all policies, rules, and regulations pertaining to graduate degree programs, including those of the School of Human Services. Graduate Faculty determines educational policy of the Graduate School and regulates admission of students, advancement to candidacy, and awarding of graduate degrees. The Graduate Faculty has sole power in establishing requirements, but individual departments / schools and programs determine specific courses of study, instructional methods, and evaluation of comprehensive examinations.

# INTRODUCTION TO THE COUNSELING PROGRAM AT THE UNIVERSITY OF CINCINNATI

## Counseling Mission Statement

*The UC Counseling Program strives for national excellence in implementing an ecological counseling perspective through research and service with diverse populations, emphasizing underserved groups. As this vision is realized through faculty, staff, and student efforts, the program continues a tradition of national leadership.*

The Counseling Program has four primary programs including the M.A. in Mental Health Counseling, M.Ed. in School Counseling, Ph.D. in Counselor Education and B.S. in Substance Abuse Counseling. Recognized as one of the longest running counseling programs in the nation, the Counseling Program has a long tradition of training quality practitioners to serve in school (PreK-12), community, and university settings.

The Counseling Program embraces ecological principles in counseling and research. Its programs emphasize applied, ecological, systems-based counseling in training and scholarship activities with an emphasis on prevention work. Whereas master's degree students are trained in the delivery of counseling and prevention services, the doctoral program emphasizes training of future faculty, who are well-equipped to lead the counseling profession through research, educational, and service roles. Doctoral program graduates are also prepared to assume leadership roles in the design and delivery of mental health care and prevention services in communities typically underserved by current programs and policies.

## Program Objectives

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The graduate counseling programs are all accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and each fully endorse the standards and objectives adopted by CACREP. Students who graduate from master's programs in Clinical Mental Health Counseling, School Counseling, or other specialty areas identified by CACREP are expected to have demonstrated their knowledge and skill competence in the eight common-core areas as established by CACREP: Those students who have completed a master's degree in a non-CACREP program will be reviewed to determine which coursework and/or experiences are deemed necessary to meet these core master's level competencies.

The post-master's doctoral program is designed to train students to become future faculty members, successfully meeting the demands of scholarship, teaching, and service. As such, students who successfully complete the program are expected to be able to meet the following program learning outcomes:

1. Conceptualize clients from multiple advanced theoretical perspectives including evidence-based and ecological-oriented approaches appropriate across multiple settings.
2. Integrate culturally appropriate, best practices in supervision that are respectful of contextual factors that influence professional development.

3. Design and implement the components of graduate-level counselor education courses using ethical, culturally-inclusive, best-practices in teaching.
4. Conduct original counseling research for publication in peer-reviewed journals, using ethical, culturally-appropriate, and scientifically rigorous methods.
5. Synthesize research-based counseling leadership and advocacy to address current professional counseling concerns in a scholarly manuscript.

Program learning outcomes are based upon three primary sources: (a) criteria established by those bodies accrediting the program (e.g., the Council for Accreditation of Counseling and Related Educational Programs [CACREP], the Council for the Accreditation of Educator Preparation [CAEP]), (b) relevant regulatory agencies (e.g., the Ohio Counselor, Social Worker, Marriage and Family Therapist Board [CSWMFT], the Ohio Department of Education [ODE]) and (c) the overarching philosophy articulated through interactions among faculty, present students, alumni, and personnel in cooperating agencies and schools.

The UC doctoral program has been recognized nationwide for its excellence. External reviewers hailed UC for its focus on applied research and innovative approaches stimulating cross-disciplinary research and collaboration. Additionally, faculty scholarship and expertise in the areas of chemical addictions and prevention, multicultural/social justice counseling, and children and adolescents has continued to sustain the program's national prominence. Finally, program faculty have served the counseling profession for years through national commission boards, editorships of professional journals, and leadership in state, regional, and national counseling organizations.

## **Accreditation and Program Approval**

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The doctoral program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In addition to CACREP accreditation, the Counseling Program is located within the College of Education, Criminal Justice, and Human Services which is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

## **Student Composition**

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Each year, a cohort of approximately 4-6 students is admitted into the Doctoral Program. Entering doctoral students often have a master's degree and some years of professional experience in counseling. Entering students report a variety of professional expertise and interests, but they share a commitment to research and professional writing as well as to the training of new counseling professionals. A special effort is made to recruit a diverse student body. The Counseling Program and the University are deeply committed to providing the guidance and support necessary for the successful completion of every student's program of study.

## The University and Community

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The University consists of 14 Colleges and Schools providing a wide range of graduate and professional programs. Over the years, the University has achieved an outstanding national and international reputation in many areas. The Carnegie Commission has designated it a Level 1 University (R1: Highest research activity). The National Science Foundation ranks the University's sponsored research as 54<sup>th</sup> in the nation among all universities and 35<sup>th</sup>, and U.S. News and World Report ranks the University as the 75<sup>th</sup> best public institution. The Chronicle of Higher Education called UC a "research heavyweight." The library is ranked 73<sup>rd</sup> nationally among the Association of Research Libraries index. UC has been cited as one of the most beautiful college campuses in the world on the basis of its renowned new architecture, green spaces and fountains, and renovations maintaining the majesty of its traditional buildings.

Over 44,000 students (approximately 11,000 of them graduate and professional) attend the University of Cincinnati. The campus includes excellent facilities for a variety of recreational activities including a highly rated Campus Recreation Center for swimming, basketball, running, tennis, racquetball, weight training and other activities. There is wide access to computer labs and wireless networks. The University has undergone extensive renovation to modernize and enhance student facilities, highlighted by its Student Center and recreational building. UC also sponsors movies, concerts, theater, athletic, and musical events; its conservatory of music offering year-round free or inexpensive productions is top-ranked in the country.

The University is situated within the city of Cincinnati, rated as being one of the most attractive and livable cities in the United States. Greater Cincinnati captures the unique characteristics of three states (Ohio, Kentucky, and Indiana) within a single metropolitan area. Its hills and valleys surround the Ohio River, providing a setting for one of America's most beautiful inland cities. It is noted for its cultural heritage, with its nationally known symphony orchestra, opera, ballet, museums, zoo, and public theater. Professional sports are popular here, especially the Cincinnati Reds baseball team, the Cincinnati Bengals football team, and its newest professional team, FC Cincinnati (Major League Soccer). UC's basketball team enjoys staunch community support as well. Within the region are many opportunities for outdoor recreation including camping, hiking, rock climbing, downhill skiing, and boating/canoeing. Cincinnatians love festivals; the legendary fireworks display on Labor Day weekend, the Oktoberfest in the fall, and numerous holiday celebrations between Thanksgiving and New Year's Day are special favorites. The cost of living is moderate, as is the climate. There are many moderately priced restaurants in the area and a year-round Farmer's Market ten minutes from UC. Cincinnati's specialty ice cream (i.e., Graeter's) is shipped to its devotees all over the country.

The Cincinnati metropolitan area of 2.1 million people has eight colleges and universities in addition to the University of Cincinnati. The city is located conveniently along major interstates as well as airline, train, and bus routes. It is within a two-hour drive of Columbus, Indianapolis, Louisville, and Lexington, and within five to six hours of Pittsburgh, Cleveland, St. Louis, Knoxville, Detroit, and Chicago.

## Support Systems

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Graduate study is extremely challenging and demanding, both academically and personally. The counseling faculty expects each graduate student to demonstrate maturity, professionalism, initiative, and independence, yet we strive to support and assist students in their endeavors as much as possible. An emphasis on close student-faculty relationships is maintained by carefully limiting the number of students enrolled in the Program (consistent with professional training standards) and through regular meetings between faculty advisors and advisees. Students also are actively encouraged to collaborate as a cohort and develop support networks for study.

Various support systems exist within the University itself to assist students. Information about support services is included in the folder distributed at the Program Orientation. Among these services are the following:

### **Division of Experienced-Based Learning and Career Education**

Assists students in obtaining part-time employment; assistance is also available for the spouses of students (<http://www.uc.edu/careereducation.html>).

### **Computer Facilities and E-Mail**

Students have wide access to computers, printers, and technical assistance in computer labs in Teachers College and throughout the campus, as well as wireless access. All students must sign up for a UC email account which provides access to internet, e-mail, and various campus resources. This University-assigned e-mail is the official means for University and Program communications, so students are responsible for checking their e-mail regularly. E-mail from the program and faculty can only be sent to the student's UC e-mail account.

### **Counseling Services, Clifton Campus**

Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive three free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

### **Accessibility Resources**

The University provides supports and services for students with disabilities through the Accessibility Resources Office (<http://www.uc.edu/aess/disability.html>; 513-556-6823). The University of Cincinnati is strongly committed to maintaining an environment that guarantees students with disabilities full access to educational programs, activities, and facilities. In addition to academic accommodations in the classroom, students, faculty, or staff are encouraged to use

the Adaptive Technology lab (<http://libraries.uc.edu/services/adaptive-technologies.html>) in 408 Langsam, next to the STRC editing suites.

### **Ethnic Programs and Services**

Provides specific supports and services for ethnic minority students (<http://www.uc.edu/eps.html>; 513.556.6008).

### **Financial Aid**

See Financial Aid section and for more information (<http://financialaid.uc.edu/>; 513.556.1000; web site for graduate student financial aid: <http://financialaid.uc.edu/gradstudents/gradstudentaid.html>).

### **Health Services**

The UC Health Services Center provides various wellness and health services (<http://med.uc.edu/uhs>; 513.556.2564).

### **Housing**

Special graduate student housing is available in the residence halls and in campus apartment complexes; married student housing is also available (<https://www.uc.edu/housing.html>). Current students can be very helpful in securing off-campus housing.

### **Parking Services**

Students may sign up for a permit for various student parking lots. Space is limited, but other options are available (<http://www.uc.edu/parking.html>; 513.556.2283).

### **Technology Resources**

Assistance with various aspects of technology is available through UC Information Technology (UCIT) (<http://www.uc.edu/ucit.html>; Help Desk 513.556-HELP)

## **Faculty**

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The Counseling Program is housed administratively in the School of Human Services, one of four Schools in the College of Education, Criminal Justice, and Human Services (CECH). The other academic programs in the School are School Psychology, Behavior Analysis, Health Promotion and Education, and Sport Administration.

There are eight full-time faculty members responsible for the Counseling Program. Each faculty member holds a doctoral degree and has experience in counseling and counseling-related disciplines. Faculty members are actively involved in research, professional practice, consultation, and training. Additionally, faculty members are very involved in professional service at the local, state, regional, and national levels.

Faculty members are designated either as Graduate Faculty or Educator Faculty. Only faculty members listed as Graduate Faculty may serve as chairpersons of doctoral program and dissertation committees. All counseling faculty members may serve as committee members. Please check with the program coordinator or the Program website to determine whether a faculty member is identified as Graduate Faculty or Clinical Faculty.



## Core Faculty

**Jenna Marie Alvarez, Ph.D.** (Assistant Professor-Educator) coordinates the School Counseling Program and serves as the field coordinator for school counselor trainees. Dr. Alvarez received her doctoral degree from Ohio University (CACREP Accredited) and completed her master's in School Counseling from the University of Dayton (CACREP Accredited). She is currently a licensed professional school counselor with experience working at the elementary level.

Additional school related experiences includes working as a special education teacher at the middle school and high school. Her clinical experience also extends to community and hospital settings, where she served children and adolescents, as well as adults with addictions. Her research interests include disability culture, school counselor identity coupled with training, and assessment.

**Michael Brubaker, Ph.D.** (Associate Professor and Coordinator) directs the Counseling Program and is a graduate of the University of Florida. Licensed to practice chemical dependency counseling in Ohio, he is also a Nationally Certified Counselor. Dr. Brubaker's clinical and research interests have focused on underserved and socially marginalized populations including the homeless, those who identify as lesbian, gay, bisexual, transgender (LGBT), and Appalachian.

**Amanda La Guardia, Ph.D.** (Assistant Professor) is primarily responsible for coordinating the Mental Health Counseling Program track. A doctoral graduate of Old Dominion University, she completed a double cognate in Research Methodologies and Women's Studies and a double concentration in Marriage and Family Therapy as well as Community Agency Counseling (Mental Health Counseling) in her Masters of Arts in Counseling. Her research interests include adolescent non-suicidal self-injury and family crisis, professional identity development, collaborative care, and applications of feminist and Adlerian theory in clinical and educational settings.

**Sarah Ann Lanman, Ed.D.** (Assistance Professor-Educator) is primarily responsible for mental health clinical training and clinical skills development. She is a graduate of the Counseling Program at the University of Cincinnati and is an Ohio Licensed Professional Clinical Counselor with Training Supervision Designation and a National Certified Counselor. Dr. Lanman has extensive experience as a licensed clinician as well as teaching experience at U.C. and other local universities, teaching such courses as counseling techniques, Practicum, counseling theories, ethics, internship, lifespan development, and ecological counseling for families and couples. Her research has focused on professional identity, motivational interviewing, and feminist theory.

**George Richardson, Ph.D.** (Associate Professor) is a 2011 graduate of the University of Louisville. He coordinates the Substance Abuse Counseling Program track and teaches substance abuse counseling and counselor education courses. His research applies life history theory to substance abuse, examines the roles of religiousness and spirituality in substance abuse etiology and recovery, and evaluates the effects of context-based learning approaches. He also has strong interests in psychometrics and methods for addressing confounding variables in observational research.

**Mei Tang, Ph.D.** (Professor) is primarily responsible for coordinating the doctoral Counselor Education Program track, as well as teaching and advising in the master's programs. She received her Ph. D. from the University of Wisconsin-Milwaukee in 1996 and currently teaches foundation courses in both master's and doctoral programs. Her research interests include career development of minority members, acculturation and cultural identity, counselor education pedagogy, and crosscultural issues in counseling.

**Dr. Andrew Wood, Ph.D.** (Assistant Professor) is primarily responsible for coordinating the field experiences for the Mental Health Counseling track. He received his doctorate from the University of Central Florida (CACREP Accredited), having completed his master's in Mental Health Counseling from the University of North Florida. Dr. Wood teaches in the areas of abnormal behavior and diagnosis as well as counseling theories. His scholarly interests pertain to chronic illness and quality of life as well as religious and spiritual issues in counseling.

### **Full-time Visiting Faculty**

**Alessandra Rhinehart, Ph.D.** received her doctorate from the University of Tennessee, Knoxville (CACREP Accredited) with a cognate in Child and Family Studies. She received her Master of Arts in Counseling from East Tennessee State University. Dr. Rhinehart teaches core and specialized courses in the master's programs in Counseling, bringing her expertise in school and clinical settings serving children and adolescents. Her scholarship has focused on counselor education and supervision experiences and student professional development.

### **Associate Faculty**

Associate Faculty status is a vehicle to coordinate efforts of faculty who are making contributions to the education of mental health and school counselors, and especially to contribute to doctoral education in the area of research and scholarly productivity. We are developing a partnership with the faculty listed below, drawn from the academic areas of Health Promotion and Education, Educational Foundations, A&S Psychology, and Social Work. These faculty potentially are available for dissertation committees, research grants, program development, and involvement with our emerging Center for Ecological Counseling.

The current Associate Faculty are:

**Janet Graden, Ph.D.**, Professor, School Psychology

**Keith A. King, Ph.D.**, Professor, Health Promotion and Education

**LaTrice Montgomery, Ph.D.** Assistant Professor, Psychiatry & Behavioral Neuroscience

**Paula Shear, Ph.D.**, Professor, Psychology and Psychiatry

**Giao Tran, Ph.D.**, Associate Professor, Women's, Gender, & Sexuality Studies

**Lisa Vaughn, Ph.D.**, Associate Professor, Pediatrics & Educational Studies (Joint Appointment)

**Rebecca Vidourek, Ph.D.**, Associate Professor, Health Promotion and Education

### **Emeritus Faculty Members**

The Counseling Program has four emeritus faculty members:

**Robert K. Conyne, Ph.D.** [Retired June, 2006]

**Ellen P. Cook, Ph.D.** [Retired June, 2013]

**F. Robert Wilson, Ph.D.** [Retired December, 2011]

**Geoffrey G. Yager, Ph.D.** [Retired August, 2016]

## Program Advisory Committee

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The Community Advisory Board (CAB) includes Program faculty and community representatives (e.g., mental health counselors, school counselors, agency administrators, alumni). This group meets a minimum of twice per year and is an important vehicle for community input, future planning, collaboration for local professional development, and in general, receiving feedback and input on program planning and direction.

## Commitment to Diversity, Social Justice, and Inclusion

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The Counseling Program at the University of Cincinnati embraces diversity, equity, and advocacy as core values. Thus, we affirm the dignity and worth of all people, emphasizing inclusion, social justice, and mutual acceptance. Operating from an ecological model of wellness, we are committed to adopting an attitude of cultural humility, while developing a climate where students, faculty, and staff are encouraged to actively explore and critically evaluate their personal and professional attitudes, beliefs, and values. We strive to create a supportive training environment that promotes multicultural awareness, knowledge, skills, and experiences. In all these efforts, we align with UC's Mission and Notice of Non-Discrimination as well as the American Counseling Association's (ACA) Code of Ethics and the ACA divisions' and affiliates' standards and positions on human rights, in service to our clients, students, and the community at large.

## Program Communication

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Faculty and student communication is essential and is fostered through several means, including communication in Program courses, individual and group meetings between faculty advisors, Program faculty, and students, the Program student listserv, Blackboard, and other student meetings and social events. Student and alumni input is actively sought for curricular and program development.

Students are expected to stay in close communication with course instructors, their advisors, and the Program Coordinators to learn any important information regarding the program. The Program communicates with students initially via an initial Orientation and this *Handbook* (as a primary source of official requirements) and also through communication in required courses, meetings with students/faculty, and e-mail. Students are reminded that **University rules require that faculty and students communicate via e-mail using only the UC account**, not other accounts, so **students must check UC e-mail frequently and correspond with faculty only with these accounts**. It is the responsibility of students to use these methods to stay apprised of Program and University expectations and to bring any questions or concerns to the Program faculty for discussion and resolution.

## Professional Organizations

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Because of the importance of professional counseling organizations in licensure, training, and research, all students are strongly encouraged to become members of the American Counseling Association (ACA) and its various divisions representing special interests. Primary

divisions include the American Mental Health Counselors Association (AMHCA), the American School Counselors Association (ASCA), the Association for Counselor Education and Supervision (ACES), and the state and local associations for counseling where they live or work, such as the Ohio Counseling Association (OCA), the Greater Cincinnati Counseling Association (GCCA), the Ohio School Counselors Association (OSCA), and the Ohio Mental Health Counselors Association (OMHCA).

Students will find other opportunities to develop specialty skills, network with other students and professionals, and engage in advocacy through any of the 20 ACA divisions. Interested students are encouraged to see [www.counseling.org](http://www.counseling.org) for more details about all of the divisions and how to apply. Reduced price, student memberships are available for ACA, OCA, GCCA and special interest divisions. Additionally, students are encouraged to participate in the UC chapter of Chi Sigma Iota, the academic and professional honorary society for counseling students and professionals.

# DOCTORAL PROGRAM OF STUDY

## Program Description

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The Counselor Education Program operates as a premier doctoral training program, producing innovative applied research that will impact our increasingly diverse and globalized communities. The program advances its ecological counseling approach and emphasis on prevention through creative community-based research, teaching, and practice. In these endeavors, students are trained to become excellent scholars through rigorous translational research, promoting wellness in schools and communities, and mentoring that enables them to become advocates for diverse and underserved populations.

Counseling faculty members are highly invested in the success of the doctoral students in Counselor Education, providing intensive training and mentoring both in the classroom and through numerous co-curricular experiences. Through their training, doctoral graduates will demonstrate knowledge and skill in (a) the design and implementation of quantitative and qualitative research; (b) instructional theory and methods relevant to training and supervising counselors; (c) social, cultural, diversity, and equity issues in counseling, supervision, and counselor education; (d) best practices pertaining to the principles and practice of counseling, group work, and consultation; (e) ethical and legal issues in counseling, supervision, and counselor education; (f) models and methods of assessment and use of assessment data; and (g) uses of technology. The doctoral program is uniquely focused on the preparation of educators who train future counselors; contribute to basic knowledge in the field through research and scholarship; and who shape the future of the counseling profession through leadership roles in professional, community, and university service.

The Doctoral Program in Counseling is demanding, both academically and personally. Doctoral students are expected to assume active responsibility for their learning and to work interdependently with other doctoral students and their professors. Many students are motivated by this kind of interactive, collaborative participation. Others might find it difficult or not fitting their life style. Choosing to enter the doctoral program, therefore, represents a commitment to engage, participate, collaborate, and generate on a full-time basis for several years.

## **Prerequisites: Master's Level Competencies**

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The Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and fully endorses the standards and objectives adopted by CACREP. Within the Counseling Program, it is expected that all doctoral candidates will have already developed, from previous education and professional experience, fundamental knowledge and skill competence in eight common-core areas as established by CACREP. Competency in these areas is assumed for all entering doctoral students. The common-core areas of the Counseling Program's knowledge and skill base are:

- 1. Professional Counseling Orientation and Ethical Practice**
- 2. Social and Cultural Diversity**
- 3. Human Growth and Development**
- 4. Career Development**
- 5. Counseling and Helping Relationships**
- 6. Group Counseling and Group Work**
- 7. Assessment and Testing**
- 8. Research and Program Evaluation**

Master's level competence is established for each entering doctoral student in one of several ways. Students can complete master's level training and become licensed through the Counseling Program's master's program, as a stepping-stone on their path to completing doctoral training. Conversely, new doctoral students who have graduated from CACREP approved master's counseling programs and who possess basic competence because of their program's national accreditation will have attained master's degree status and will continue with their doctoral training. In other words, it is assumed that other accredited programs will cover the same content represented by the UC courses, although the course titles may differ somewhat. Alternatively, entering doctoral students already licensed as Licensed Professional Counselors in Ohio are also accepted as meeting these basic standards, because state licensure requires applicants to document master's coursework consistent with the CACREP guidelines. Typically, the program coordinator confirms basic competency status following admission to the program, as described below.

In the case of students who graduated from non-accredited counseling programs or from other related degree programs (e.g., social work or psychology), the program coordinator will carefully review the student's transcripts, course syllabi, professional certification or licensure, and /or other indices of professional competence (e.g., post-graduate training) to determine whether the new doctoral student's previous training adequately covers master's knowledge and skill competency areas. The student's doctoral advisor also will participate in this review.

If deficiencies exist, the student and the doctoral program advisor will develop a specific plan to remedy them through specific courses or training experiences (e.g., field internship). This plan will be reviewed by the program coordinator and will be approved by the program coordinator and two other doctoral track program graduate faculty members in the Counseling Program. Similar to an undergraduate student, a student with a master's degree in an area quite dissimilar to counseling (e.g., sociology) may need to complete the master's degree counseling program before undertaking doctoral studies. The review process described above will be initiated in these cases.

## **Training Plan**

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Following their entry into the doctoral program, each student will develop a yearly training plan detailing the specific coursework and co-curricular experiences to meet their professional goals as a future counselor educator. Students will meet with their advisor to develop the training plan and may solicit guidance from their committee members. The training plan will include information such as classes, research and teaching activities, clinical training, conference attendance, involvement in professional counseling organizations, etc. Within the plan, students are required to address the five core goals needed for advancement in a preliminary hearing or for further advancement in this program including: 1) Counseling, 2) Supervision, 3) Teaching, 4) Research and Scholarship, and 5) Leadership and Advocacy. It is the student's responsibility to take an active role in developing a written plan for coursework, research and other training for each year that the student is a member of the doctoral program. This plan is to be reviewed and signed by the program coordinator. The training committee form is presented in Appendix A.

## Coursework Requirements

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The doctoral degree program in counseling requires the completion of 126 graduate credits (60 master's and 66 post-master's) of instruction in counseling and counseling related topics. The doctoral program builds on our master's degree programs in school and mental health counseling, which were carefully designed to provide the curriculum required by the national accreditation standards and Ohio license board. In effect, all counseling program doctoral candidates complete the equivalent of four years of post-baccalaureate coursework before undertaking dissertation research.

The doctoral coursework plan involves a distribution of courses across major content areas. These common content areas are as follows, with the corresponding courses and credits:

***Doctoral Foundations in Ecological Counseling (6 semester credits):*** A seminar series that grounds the student in advanced knowledge and skill in ecological counseling,

	<u>credits</u>
Ecological Counseling Seminar I (18-CNSL-9003)	3
Ecological Counseling Seminar II (18-CNSL-9004)	3

***Doctoral Research Methods (18 semester credits):*** Research tools to provide advanced skill in quantitative and qualitative research methodologies,

	<u>credits</u>
Qualitative Research Methods 1 (18-EDST-8051)	3
Statistics I (18-EDST-7010)	3
Statistics II (18-EDST-7011)	3
Research in Counseling (18-CNSL-9020)	3

To complete specialization coursework requirements for doctoral research methods, choose EITHER Qualitative OR Quantitative Research methods specialization as follows:

***QUALITATIVE METHODS SPECIALIZATION:***

	<u>credits</u>
Qualitative Methods II (18-EDST-8052)	3
Mixed Methods (EDST 8081)	3

--Or--

***QUANTITATIVE METHODS SPECIALIZATION:***

Conducting Quantitative Research (18-EDST-8044)	3
Multivariate Statistics (18-EDST-8041)	3



***Doctoral Professional Enculturation (21 semester credits):*** On-campus seminars and field based experience in applying ecological counseling principles to the professional roles of research, leadership, teaching, supervision, and consultation. This category includes the doctoral practicum and internship.

	<u>credits</u>
Found. Of Couns. Education and Supervision (18-CNSL-9001)	3
Doctoral Practicum: Counseling Interventions (18-CNSL-9050)	3
Supervision Theory (18-CNSL-8040)	3
Best Practices in Teaching in Human Services (SPSY 8070 ) <or>	3
Preparing Future Faculty (18-MUTI-8041)	
Supervision Practicum (18-CNSL-9011)	3
Doctoral Internship in Ecological Counseling (18-CNSL-9060)	5

***Doctoral Cognate Electives (9 semester credits):*** Selected courses in students' chosen area(s) of concentration to be developed with input from the student training committee. In these courses, students will develop some expertise in key topics within the ecological perspective consistent with their scholarly interests. Students will choose one cognate area from the following list, with additional electives approved by the advisor and reviewed by the program coordinator:

- School Counseling, Substance Abuse Counseling, or Multicultural/Social Justice Focus

***Doctoral Dissertation (minimum 12 semester credits):*** Original research designed by the doctoral student using quantitative or qualitative methods to generate new knowledge relevant to the field of counseling.

Doctoral Dissertation Guidance in Counselor Education (18-CNSL-9073)	<u>credits</u>
	7

Part-time students should be sure to take the Professional Seminar and the Ecological Counseling Seminar series and select other courses carefully after consulting their advisors and developing a training plan to be approved by the program coordinator.

## **Transferring Credits from Previous Coursework**

The university requires all doctoral students to complete at least 60 quarter credits beyond the master's degree (including dissertation); the last 30 credits must be under the direction of UC faculty. Doctoral students may transfer some of their master's coursework or other coursework into the doctoral program. Students may transfer a *maximum* of 18 graduate semester credits, upon approval of the program advisor, for classes taken from another CACREP accredited program. Other graduate coursework from an approved college or university may be transferred in to meet graduate elective credit upon approval of the program advisor. Only courses with grades of B- or higher taken within five years prior to formal admission to the counseling program will be considered. In addition, a maximum of 6 graduate semester credits of UC Counseling Program coursework taken as a non-classified

(non-matriculating) student at U.C. prior to admission may be applied to the degree. Any credits transferred into the program must be approved by the student's advisor, Program Coordinator, and Graduate School as appropriate coursework for doctoral study. These courses will be posted as part of the final doctoral transcript. ***Students seeking to transfer credits must submit their request to their Doctoral Advisor and Counseling Program Coordinator in their first semester as a matriculated student.***

## Doctoral Practicum

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The doctoral practicum is designed with the purpose of developing and/or refining advanced counseling theories and practice through didactic class experiences and a 100 hour supervised field placement experiences at a setting that is approved by the doctoral program track coordinator. The supervisors for doctoral practicum must meet one of the following criteria: a) doctoral level practitioner in counselor education (preferred criteria); or b) Master's level counseling practitioner with supervision credential (LPCC-S) with three years of experience after receiving LPCC-S designation (documented through the state licensing board) with specialized expertise to advance the student's knowledge and skills; or c) Doctoral level mental health clinician in a closely related discipline with specialized expertise to advance the student's knowledge and skills. A current doctoral student in the program can not serve as the doctoral practicum supervisor for another doctoral student in the program.

Procedure: All students need to submit the following documents prior to starting practicum

1. Counselor Field Placement Site Description – see class Blackboard site
2. Confirmation of Internship Responsibilities: Counselor, Field Supervisor, and Campus Supervisor – see Blackboard site
3. Liability Insurance Proof
4. CT (Counselor Trainee) or Ohio Counseling Licensure status proof (can be the email from the board) for doctoral students. See [Ohio Counselor, Social Work, and Marriage and Family Therapists Board website](#) for more details on obtaining CT status.

NOTE: Your CT status will expire before you complete your degree. (It is good for approximately one semester and must be renewed prior to the beginning of each semester you are in your internship.) You must track your own expiration date and submit the extension form BEFORE your CT expires. **You will not be able to see clients if your CT status expires.** This form is also used if you change supervisors or your internship site.

At the end of practicum, students are required to submit a summary log of hours signed by their supervisor and their supervisors' evaluation of their performance during practicum. The log and supervisors' evaluation form are available through the Doctoral Practicum (CNSL-9050) Blackboard course website. The supervisor evaluation form is in Appendix C.

## Doctoral Internship

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The doctoral internship is designed to give doctoral students supervised experience in professional roles, primarily research and scholarship as well as experience in other core areas, assumed by doctoral-level counseling professionals. The common focus of the doctoral internship is teaching (e.g. co-teaching with faculty, facilitating online undergraduate courses, independently teach a counseling or related course) and research activities. The other areas that would help students develop as a counselor educator include clinical practice, leadership/advocacy projects, program development, and services to professional organizations or communities. The areas of experiences also reflect the five content areas as evaluated in the Doctoral Qualifying Exam.

***All doctoral students must serve as a teaching assistant in at least one UC Counseling graduate level course during the two-semester enrolled in doctoral internship (fall or spring semesters). It is the responsibility of each student to make these arrangements prior to the start of the doctoral internship.*** Counseling program faculty teaching master's level courses often welcome doctoral interns as co-instructors, with specific activities depending on the course in question. Regardless of setting, teaching interns should be able to participate in every aspect of teaching including course design, lectures, discussions, and other classroom activities; ongoing evaluation of classroom learning and interaction; and evaluation of student learning. Faculty instructors serve as on-campus supervisors, providing ongoing feedback and support of the intern's skill development. ***Student interns will present evaluation documentation to teaching faculty supervisor, which they will use to assess student performance during a class observation.*** Some interns assume responsibility for a class on their own, either at UC or elsewhere (e.g., Cincinnati State University). Classes outside the counseling program do not have to be counselor training courses, but they must be in closely related disciplines such as Substance Abuse Counseling, Psychology, and Social Work. These classes will count toward doctoral internship hours but are not a substitute for the required TA supervision experience.

Obtaining internship credits for ongoing paid work or repetitive service activities (e.g., supervising students) is not permitted unless the student can demonstrate how these activities are purposefully planned with the help of the student's advisor to address specific skill development (e.g., a new job intentionally chosen for skill development).

All doctoral students are required to complete 600 hours (6 credits) of internship as part of their doctoral curriculum. Per CACREP Standards, students must be supervised for at least three of the five primary doctoral cores areas (teaching, research/scholarship, supervision, counseling, and leadership/advocacy) during their internship. They must also maintain individual professional counseling liability insurance policies while engaging in internship activities. Students are to receive an average of one hour per week of individual and/or triadic supervision while in their internship, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. Students must document their supervision, which is approved and/or conducted by their doctoral advisor. They will also receive periodic group supervision

while enrolled in the doctoral internship course. Student will report their internship logs, including supervision hours during that time.

Students may begin to accumulate hours for the doctoral internship following approval of the Doctoral Internship in Counselor Education Plan (Appendix C), and experiences may span across multiple semesters. Students may choose to seek guidance from their doctoral committee at the preliminary hearing; however, the Plan may be completed prior to this point. The forms for the internship experience plan and the log of time and activities of implementing this plan are presented in Appendix C.

## Procedure

Students interested in arranging an internship should meet with their advisors before the starting date (one term earlier is recommended) to discuss activities and placements appropriate to their professional development needs. Advisors will also determine whether the doctoral student has completed coursework relevant for the planned activities (e.g., quantitative research and statistics classes for working on a grant using these methodologies). The next step is to fill out the Doctoral Internship in Counselor Education Plan (Appendix C) in consultation with their advisor and develop the specific timelines. The student needs to obtain approval of the plan by the student Advisor and the Doctoral Program Coordinator before they can register for internship credits and start the internship.

The doctoral students who are actively implementing their doctoral internship plans are required to have ongoing consultation with their advisor to discuss their progress in meeting their goals and addressing any impediments. If applicable, they should seek supervision from the site where they are engaged in internship activities. In addition, students will receive faculty and peer supervision through case presentations and follow up reports of critical incidents that occur during the doctoral internship. Additional details will be provided in the doctoral internship course.

At the end of each term in which the student is registered for the Doctoral Internship course, an internship log (provided electronically in course) must be submitted, along with a letter from the on-site supervisor evaluating the intern's performance (if appropriate). The doctoral program coordinator will work with faculty advisor to keep track of the intern's performance and facilitate solution of any problems that may occur. Satisfactory progress will be evaluated by the advisor and determined by the student's completion of planned activities.

Upon completing all internship hours, the doctoral student needs to submit a) updated internship plan; b) logs of internship activities; c) summary of the internship experiences; and d) reflection and evaluation of the experiences to their advisor. The satisfactory completion of the agreed upon plan as documented through these and any other agreed upon deliverables will satisfy the requirements for earning a passing grade for the internship.

## Research Training Experiences

Active participation in research is expected throughout the Doctoral Program to prepare doctoral students to be independent researchers. Through progressive membership on research teams with faculty and other doctoral students, students progress from participating in research to being responsible for independent pre-dissertation and dissertation research.

The programmatic requirements for research training are as follows:

**YEAR 1:**

- Complete a literature review supporting a research question(s) of interest, with hypotheses and plans for data analyses as part of Spring Research Seminar (CNSL 9020) class requirements.
- Participate in an empirical study with a faculty member. One goal of participation is to assist with a project that will move toward submission for presentation and/or publication.
- Prepare and submit a program proposal for a professional conference (state, regional, national, or international) on topic as approved by student's committee.

YEAR 2 and subsequent years (pre-dissertation) for those who need to satisfy unmet master's degree requirements:

- Submit a manuscript (specialty paper) for editorial review by a refereed professional journal, in partial fulfillment of requirements for advancement to candidacy. Student must be senior author.
- Submit ideas for data-driven, research projects and develop and conduct a research project with a member of the graduate faculty.

**YEAR 3 and 4 (as needed)**

- Building upon research activity in Years 1 and 2, prepare a dissertation proposal in collaboration with the student's dissertation chair and submit to the full dissertation committee.
- Complete the dissertation study and defend the completed dissertation before the committee. (See

**The Doctoral** Dissertation for more details).

**POST-GRADUATION:**

- Prepare a manuscript for publication on dissertation research within six months of dissertation defense. Chairperson co-authorship is generally appropriate, consistent with the chairperson's contribution to the design, analysis, and reporting of the research...

Part-time students as well as students who are completing master's degree requirements should consult with their chairpersons and/or the program coordinator to determine an appropriate timetable for completion, and specify this timetable in the Preliminary Hearing materials.

## Security of Client and Student Data for Field Experiences

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As counselor educators in training in a professional training program that follows federal privacy laws, all students are required to be aware of and follow federal, state, and district policies for handling of confidential client/student records and data. Information on these requirements is shared in courses and in specific field experiences. When client/student data (e.g., assessments, records from observation, case notes, interviews, etc.) are kept by trainees, identifying data must be removed or all documents with identifying information must be secured in a locked box and all electronic records must be stored in password secured devices and transmitted only through approved, encrypted software.

## PROGRAM DESIGN, APPROVAL AND COMPLETION

### Working with the Program Advisor and Doctoral Committee

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All students in the Doctoral Program have a primary program advisor. Prior to arriving at UC, incoming doctoral students are assigned a temporary program faculty advisor. Students meet with their advisors following the required Program Orientation to review their fall term classes and their basic program of study. All students must read this *Doctoral Handbook* thoroughly following the Orientation to be familiar with all specific program requirements. The student will develop a training plan with his or her elected advisor on a *yearly* basis each year the student is in the program.

Contact with the program advisor is essential for the student's smooth progression through the program. Among other tasks, the program advisor will help explore career options; complete a program plan; process routine paperwork; consider field placement alternatives; develop solutions to problems with classes, requirements, or faculty; and conduct graduation check-out. The Program Coordinator will certify the graduation upon receiving the graduation check-out form completed by the advisor.

To make contact with the advisor most productive, the student should be prepared for advising meetings (e.g., carefully review course schedules prior to the meeting) and should bring necessary paperwork (e.g., degree audit report for graduation/draft of training plan; required forms for the graduate school).

A student's *doctoral committee* is composed of a minimum of three full-time faculty members with professional rank (tenure-track full, associate, and assistant professors). Adjunct, visiting, retired or emeritus faculty members are not eligible to serve. Two committee members must be members of the counseling program faculty; one serves as chairperson. In some cases (e.g., a newly hired faculty member), two counseling program members may serve as co-chairs. The chairperson must be a member of the University Graduate Faculty (see program website or contact program coordinator for listing of faculty). With the assistance of the chairperson, the student carefully chooses committee members to provide specific expertise in certain content areas or research methodologies. The doctoral committee serves through the completion of the

Oral Qualifying Exam and is distinct from the dissertation committee, which is formed subsequent to successful completion of the Oral Qualifying Exam. Student may elect to request the same members continue as dissertation committee members.

Particularly during early months of the doctoral program, students may wish to change advisors to improve the match in research interests or personal style. Occasionally, a faculty member may also need to resign from committee chair or member service because of other workload commitments (e.g., research grants; number of students currently advising). To change advisors, the current advisor must be informed and approval must be obtained from both the new advisor and from the Program Coordinator.

## **Preliminary Hearing: Formal Development of Program Plan**

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Much like other graduate programs, a doctoral program requires completion of specific coursework by all students. However, what distinguishes doctoral programs from lower level academic programs is the development of knowledge, analytical, and research skills specifically tailored to the student's professional aspirations and interests. Although doctoral graduates as a group are prepared to assume certain categories of professional positions (e.g., faculty member), the combination of skill development and expertise in specific content domains enables each new doctoral graduate to make unique contributions to the profession in the future.

Planning the completion of common program requirements and development of unique competencies is assisted by the preliminary hearing process. In a preliminary hearing, students propose a rationale and specific steps for completing their doctoral program with the assistance of their doctoral committee. The approved plan serves as a contract of study between the student and university; subsequent changes to this plan can be made only through consultation between student and committee. Forms for the preliminary hearing are in the Appendix D.

This meeting must occur prior to the completion of the student's first two terms of doctoral study (whether full-time or part-time). According to program policy, *failure to hold a successful preliminary hearing by June of the first year of study will result in the student's ineligibility to receive Graduate Incentive Award or Graduate Assistantship funding for subsequent terms.*

### **Components of the Program Plan**

The doctoral program proposal document must include the following components:

- a) A statement of professional goals describing the areas of knowledge and skill to be acquired during doctoral study, clearly aligned with each of the five CACREP Doctoral Professional Identity Standards: 1) Counseling, 2) Supervision, 3) Teaching, 4) Research and Scholarship, and 5) Leadership and Advocacy. These goals will include a description of the type of setting where one intends to practice as a counselor educator.
- b) A description of their current proficiency in each of the five CACREP Doctoral Professional Identity Standards and a listing of courses and other experiences (e.g.,

research experiences) to be completed in order to meet their goals, with specific terms and years indicated wherever possible. This listing specifies the research specialization and cognate courses chosen by the student.

- c) For those students who did not complete their master's in a CACREP accredited program, a listing of completed master's prerequisite coursework as approved by the advisor and the plan to address missing coursework where appropriate.
- d) A residency plan, describing how the student intends to complete the university requirement for full-time study.
- e) Current ideas for internship and research projects to further their expertise and meet individual goals.
- f) A current vita describing both educational and work experience. (The Career Development Center offers students assistance in vita content, format, and style.)
- g) A sample of scholarly writing (e.g., a paper demonstrating inquiry and writing skills).

### **The Preliminary Hearing: Official Approval of the Program Plan**

The preliminary hearing is the official meeting between the student and his or her doctoral committee during which the student's plan for doctoral study is approved. To complete this Preliminary Hearing the student should:

- a) Select a date and time convenient to each of the committee members,
- b) Obtain signatures of committee members on the application indicating commitment to meet at that date and time,
- c) Return the signed application to student's Committee Chair for permanent filing and provide information to the School of Human Services Academic Director Assistant, so that a meeting location can be arranged,
- d) Provide each committee member with a typed copy of the proposal (including vita, goal statement, courses to be taken, timeline, and writing sample) at least one week prior to the meeting, and
- e) Upon approval, the student's committee chair will sign and obtain signatures from the additional committee members, and submit copies to the student, the Program Coordinator and into the student's file.

### **Modifying the Program Plan**

For a variety of reasons, it may be necessary to modify the program plan. Any deletions or substitutions for program requirements must be proposed in writing, approved by the advisor, and submitted to the Program Coordinator and filed as part of the formal program plan. It is not required, although recommended, to report additional courses taken as electives.

## **Completing Coursework**

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Recommended plans for completing coursework full-time under the quarter or semester systems are provided in Appendix A. This plan is labeled as a template, in recognition that some



students' unique scheduling needs may *not* be specifically addressed in the plan. Students are required to meet with their advisors to work out individualized advising plans addressing their specific scheduling needs. In particular, it is important to plan sequential courses ahead of time, since the beginning course in each sequence is likely to be offered only during the fall term.

Students may track their completion of the curricular requirements for their program by referring to the Degree Progress Audit system available online ([www.onestop.uc.edu/classes/GetMyDegreeAudit.html](http://www.onestop.uc.edu/classes/GetMyDegreeAudit.html)). Regular review of one's completion status can help the student to avoid graduation delays.

## Doctoral Qualifying Examinations and Specialty Critical Review Paper

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### Purpose

University of Cincinnati (U.C.) Counseling Program policy requires that all students enrolled in the doctoral program must successfully complete Doctoral Qualifying Examinations (written and oral) and Specialty Critical Review Paper prior to admission to candidacy for the doctoral degree. As a CACREP accredited program, Counselor Education Program requires that, prior to graduation, all doctoral students demonstrate mastery of the fundamentals in each of the five core areas of the 2016 CACREP Standards: Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy.

The Counseling Program's Doctoral Qualifying Examinations and Specialty Critical Review Paper are intended to be a fair and rigorous test of the student's mastery of each of these areas as well as the specialized knowledge developed through one's cognate studies and pre-dissertation scholarship. Together, the examination and paper require each doctoral student to demonstrate the ability to interpret, apply, analyze, synthesize, and evaluate concepts, ethical principles, policies, research findings and designs, strategies, and techniques derived from the student's graduate program.

There are three components that must be completed in the Doctoral Qualifying process:

- **Component ONE consists of the Written Doctoral Qualifying Exam** that assesses a student's comprehension of the topical material as demonstrated by the student's ability to apply, analyze, and synthesize the foundational knowledge in each of the five core areas of the 2016 CACREP Standards: Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy.
- **Component TWO consists of the Written Counselor Education Specialty Critical Review Paper.** The paper assesses students' comprehension and utilization of the specialty area in which the student has developed a topic of interest, most often forming the basis for the student's dissertation. In this paper, the student will demonstrate foundational knowledge in his or her specialty area, surveying pertinent literature related to a focused inquiry. Using a literature review format, the paper must create new knowledge by integrating concepts, revealing gaps in the literature, and suggesting needed research. The research topic must be

directly relevant to counseling professionals and must contain counseling and/or counselor education implications. This specialty paper can be the basis for the part 1 of the dissertation requirement.

- **Component THREE is the Oral Qualifying Examination** conducted by the student's Doctoral Committee to assess each student's ability to apply, analyze, and synthesize theory, research, practice, and ethics/policy pertinent to the questions/problems posed by the students' Doctoral Committee, pertaining to the written qualifying exam and specialty paper.

All students are required to successfully complete the Written Doctoral Qualifying Examination and Specialty Critical Review Paper before engaging in the Oral Doctoral Qualifying Examination.

### Eligibility Criteria

The student **MUST** have (1) a completed and signed doctoral program Advising Sheet; (2) a completed and signed Results of Doctoral Preliminary Hearing form on file in the School of Human Services administrative office at the time of initial participation in the Doctoral Qualifying Examinations; (3) completed three full-time semesters of doctoral studies, or equivalent; and (4) completed and been approved by the Doctoral Program Track Coordinator and their Doctoral Advisor.

After consulting with her/his Doctoral Advising Committee and securing approval, the student is to submit an application form no later than three weeks prior to each scheduled administration of the Doctoral Qualifying Examination each time the student intends to participate in the examination. Students will complete the "Application to take the Written Doctoral Qualifying Examination" form (See Appendix E), secure the required signatures (including that of the Program Coordinator), and present the application to the Counselor Education Program Track Coordinator.

To be eligible to take the Doctoral Qualifying Examination, a student must be enrolled for a minimum of one (1) graduate credit hours during the academic term in which participation in (any part of) the examination occurs, must have complete the one-year residency requirement, and be in good standing (Maintaining Graduate Student Status) per the Graduate School Handbook.

### The Written Doctoral Qualifying Exam

#### Guidelines

- ❑ Each student participant is bound by the University of Cincinnati's Graduate School Institutional Rules, Policies, and Procedures (See the UC Graduate School Graduate Handbook) and by Professional Ethics (See the current version of the ACA Code of Ethics). S/he is to sign the Counseling Program Student Code of Conduct Agreement Form (see Appendix E) when picking up the examination that will subsequently be filed in their permanent record folder.
- ❑ Students may use any written and/or electronic resource (e.g., books, articles, or notes), as long as they are referenced accurately in the student's written responses. It is expected that such resources will be used and cited in any doctoral comprehensive response.

- ❑ The student is not to consult with anyone except the Doctoral Program Track Coordinator or designated committee member, who can be reached by telephone and/or e-mail during the two-week period of the examination. The Doctoral Program Track Coordinator or her/his designee can advise the student about the examination procedures only; s/he may not tell the student how to interpret the question, nor whether an answer is correct, nor help the student respond to the examination questions.
- ❑ **Only the doctoral student taking the examination is to write and edit the examination.**
- ❑ The responses to the examination questions must be printed and double-spaced in 12-point font, using Times Roman font. Grammatical and spelling accuracy is expected. Style consistent with the current edition of the APA Publication Manual is expected.
- ❑ The written response to *each* section of the examination may not exceed 6 printed pages. The references pages may be in addition to the 6-page limit.
- ❑ Each response to an examination question must have a running head showing your student M number, the examination topic (i.e., Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy), the identifier (i.e., “A” or “B”) of the particular question you are addressing, and the page number of your response. Do not put your name on any of the pages of your responses to the questions chosen. For example: “M0000-0000; Theory-1A; p. 1”.
- ❑ The student should start a new page for each new question addressed, making sure to identify each page of a response as indicated above.
- ❑ **Student responses will be evaluated in regard to accuracy, clarity, organization, breadth and depth of understanding, and appropriate use of relevant references.**
- ❑ Student responses should be as concise as possible while conveying a comprehensive understanding of the material relevant to the question topic.
- ❑ All students will have the same amount of time (see below for more details) and follow the same rules unless an exception is pre-approved and authorization has been received from the Doctoral Program Track Faculty.
- ❑ Requests for exceptions to the rules and procedures stated above will be decided by the Doctoral Program Track Faculty after due consideration.

### **Content of the Written Doctoral Qualifying Exam**

- ❑ **COUNSELING:** As a counselor educator, foundational knowledge pertains to your scholarly examination of theories and practices utilized in the counseling profession. Specific 2016 CACREP Standards for this core area include:
  - a. scholarly examination of theories relevant to counseling
  - b. integration of theories relevant to counseling
  - c. conceptualization of clients from multiple theoretical perspectives
  - d. evidence-based counseling practices
  - e. methods for evaluating counseling effectiveness

- f. ethical and culturally relevant counseling in multiple settings

**The COUNSELING section** allows evaluation of the student's ability to identify, apply, analyze, and synthesize basic theories and practices across multiple contexts including individual, couple, family, group counseling, and/or community counseling settings.

- **SUPERVISION:** In the role of supervisor, a counselor educator must understand the knowledge and skills required to effectively guide counselors and counselors-in-training to effectively and appropriately apply counseling strategies to those in need. Specific 2016 CACREP Standards for this core area include:
  - a. purposes of clinical supervision
  - b. theoretical frameworks and models of clinical supervision
  - c. roles and relationships related to clinical supervision
  - d. skills of clinical supervision
  - e. opportunities for developing a personal style of clinical supervision
  - f. assessment of supervisees' developmental level and other relevant characteristics
  - g. modalities of clinical supervision and the use of technology
  - h. administrative procedures and responsibilities related to clinical supervision
  - i. evaluation, remediation, and gatekeeping in clinical supervision
  - j. legal and ethical issues and responsibilities in clinical supervision
  - k. culturally relevant strategies for conducting clinical supervision

**The SUPERVISION section** allows evaluation of the student's ability to identify, apply, analyze, synthesize and/or evaluate the theoretical frameworks and strategies for supervising counselors and counselors-in-training serving various populations.

- **TEACHING:** Effective counselor educators use proven practices to teach adult learners the foundational knowledge, skills, and attitudes germane to the counseling profession and one's specialization. Specific 2016 CACREP Standards for this core area include:
  - a. roles and responsibilities related to educating counselors
  - b. pedagogy and teaching methods relevant to counselor education
  - c. models of adult development and learning
  - d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
  - e. effective approaches for online instruction
  - f. screening, remediation, and gatekeeping functions relevant to teaching
  - g. assessment of learning
  - h. ethical and culturally relevant strategies used in counselor preparation
  - i. the role of mentoring in counselor education

**The TEACHING section** allows evaluation of the student's ability to identify, apply, analyze, synthesize and/or evaluate the theories, models, and strategies of effective counselor education in traditional and online modalities as well as various mentoring roles.

- ❑ **RESEARCH & SCHOLARSHIP:** Defined by the UC IRB as “... an activity designed to test a hypothesis, permit conclusions to be drawn, and thereby to develop or contribute to generalizable knowledge (expressed, for example, in theories, principles and statements of relationships) (Belmont Report, Section B); research is usually described in a formal protocol that sets forth an objective and a set of procedures designed to reach that subject. Research is a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge (45 CFR 46.102).” Counselor educators use specific methods of inquiry including quantitative, qualitative and mixed methods, and they engage in scholarly activities to support these activities (grant writing) and disseminate findings. **Specific 2016 CACREP Standards for this core area include:**
  - a. research designs appropriate to quantitative and qualitative research questions
  - b. univariate and multivariate research designs and data analysis methods
  - c. qualitative designs and approaches to qualitative data analysis
  - d. emergent research practices and processes
  - e. models and methods of instrument design
  - f. models and methods of program evaluation
  - g. research questions appropriate for professional research and publication
  - h. professional writing for journal and newsletter publication
  - i. professional conference proposal preparation
  - j. design and evaluation of research proposals for a human subjects/institutional review board review
  - k. grant proposals and other sources of funding
  - l. ethical and culturally relevant strategies for conducting research

**The RESEARCH & SCHOLARSHIP section** allows evaluation of the student's ability to identify, apply, analyze, synthesize and/or evaluate strategies to design and implement research studies as well as other activity to sustain an active research agenda.

- ❑ **LEADERSHIP & ADVOCACY:** Counselor educators are skilled professionals who serve in leadership and advocacy roles in their organizations, communities, and in the profession. Specific 2016 CACREP Standards for this core area include:
  - a. theories and skills of leadership
  - b. leadership and leadership development in professional organizations
  - c. leadership in counselor education programs
  - d. knowledge of accreditation standards and processes

- e. leadership, management, and administration in counseling organizations and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation
- h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to current multicultural and social justice issues
- l. ethical and culturally relevant leadership and advocacy practices

**The LEADERSHIP & ADVOCACY section** allows evaluation of the student's ability to identify, apply, analyze, synthesize and/or evaluate the theories, models, roles, and strategies in leadership and advocacy in clinical, educational, and community settings as well as within professional organizations.

### **Procedures for the Written Doctoral Qualifying Examination**

- The Written Doctoral Qualifying Examination allows currently enrolled doctoral students **TWO CONSECUTIVE TRIALS (primary and makeup trial)** to complete successfully five content sections of the examination. The two consecutive trials constitute each doctoral student's Written Doctoral Qualifying Examination Cycle.
- **A student can elect to begin his/her examination cycle at any time a trial is scheduled, but must successfully COMPLETE ALL FIVE SECTIONS of the examination (i.e., Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Practice) WITHIN AN EXAMINATION CYCLE (i.e., primary and makeup trials).**
- A student is required to prepare an acceptable written response to one essay questions in each section of the Written Doctoral Qualification Examination. [**Note:** A different set of questions is used for each administration of the examination].
- Each section passed will NOT have to be retaken in the subsequent makeup trial of the examination cycle.
- **The Makeup Trial** of each student's examination cycle, if needed, will consist only of the sections of the Written Doctoral Qualification Examination that must still be passed.
- The Written Doctoral Qualification Examination is to be completed over a two week period extending from 9:00 a.m. Monday to 9:00 a.m. the Monday two weeks following. A variation in scheduling (e.g., an alternate two week period) can be arranged for those demonstrating special circumstances beforehand.
- The opportunity to take the primary trial of the Written Doctoral Qualification Examination will be **offered two (2) times per academic year:**

- The first opportunity is early in the Spring semester of a student's second year, typically the first and second week of **spring semester**.
- The second opportunity is early in the Fall semester of a student's third year, typically the first and second week of **fall semester**.
- Makeup exams are scheduled with the Doctoral Track Coordinator to be taken within the same semester as the primary trial.
- The qualifying examinations are NOT offered during the Summer Semester.
- Information about specific dates when the examination is scheduled in any given academic semester is available on the Counseling Program Community Page (Blackboard).
- Three Counseling Faculty Readers will evaluate each section of the completed examination independently and in a timely manner. Faculty Readers will have prepared the questions and discussed, in advance, what constitutes acceptable responses. They will award each response a Pass with Honors, Pass, or Fail evaluation.
- Faculty Readers will base their evaluations on the following **criteria and the rubrics associated with each section (which are available on Blackboard site)**:
  - **Demonstrated Understanding of Materials and Concepts.** The student indicates familiarity with basic concepts and materials in examined areas, is precise in use of concepts and ideas, and avoids use of unnecessary jargon and clichés.
  - **Application of Materials and Concepts.** The student appropriately describes how concepts will be applied in clinical, supervisory, instructional, and/or research activities.
  - **Clarity of Expression.** The student keeps discussion relevant to question asked, is clear and concise, and presents a logical flow of ideas.
  - **Evidence of Scholarship.** The student knows basic sources and major research in area tested, uses references appropriately, reports evidence accurately, and cites generalizations correctly.
  - **Problem Solving.** The student is sensitive to ramifications of problems; shows insights gained through analysis and synthesis of literature reviewed; proposes and synthesizes own solutions for problems.
  - **Critical Mindedness.** The student supports beliefs with evidence, evaluates sources cited, and presents evidence of reflection on reading.
- In order for a student to "pass" a section, two (2) of the three Faculty Readers must assign a "pass" or "pass with honors" to the student's response for that section.
- A **blind review** process is used. That is, students put only their student numbers (not any other personally identifying information) on their response sheets so that the Faculty Readers making the evaluations do not know whose responses are being evaluated.
- After all written responses have been evaluated by the Faculty Readers assigned to do so (typically, it takes 3 to 4 weeks to review the examinations), each examinee will receive a letter from the Doctoral Program Track Coordinator or designee informing her/him of the

results of the evaluation (see Appendix E). Each examinee will receive an indication of *either* **“Pass with Honors,” “Pass,” or “Fail”** for each section completed in that particular trial.

- All examination responses and accompanying evaluations are kept in the student’s permanent record folder in the School of Human Services administrative office.
- After receiving the results, each student is entitled to **review** the individual evaluations made by each of the three Faculty Readers to each written response by making an appointment with the chairperson of his/her doctoral program committee for this purpose. After reading the evaluations in the presence of his/her doctoral chairperson, the student may elect to consult with one or more of the original Faculty Readers.
- The Doctoral Program Track faculty will only consider an **appeal** for a re-reading of a completed examination after the student filing for the appeal has attempted both trials. If the request is granted, it will apply only to the answers completed in Trial Two.
- If a student fails to pass all five sections of the Written Doctoral Qualification Examination within two consecutive trials, the student is to meet with his/her doctoral committee to determine the student’s status in the program. Unless there are extenuating circumstances that merit an exception, this failure will result in the disbanding of the student’s doctoral committee and the dismissal of the student from the doctoral program.
- The student may participate in his/her Oral Doctoral Qualifying Examination only after successful completion of both the Written Doctoral and Specialty Critical Review Paper.
- The Doctoral Program Track faculty will administer the Written Doctoral Qualification Examination and will mediate/arbitrate any disputes regarding the examination as the first line of appeal.

## The Specialty Critical Review Paper

### Guidelines for the Written Counselor Education Specialty Critical Review Paper

- The content and time of each student’s Specialty Critical Review Paper are to be negotiated with the student’s Doctoral Committee. This paper is designed to be a critical literature review paper that can be submitted to a peer-reviewed journal prior to or upon completion of the written examination.
- The **Written Specialty Critical Review Paper** allows evaluation of the student’s comprehension of the unique perspectives inherent in the Counselor Education concentration/specialization in which the student is enrolled by allowing the student to apply, analyze, synthesize and evaluate theory, research, practice, and ethics/policy pertinent to particular counseling issue(s), problem(s), or service specialties of interest to the student. This paper can be the basis for part 1 of the dissertation project.

### Procedures for the Written Counselor Education Specialty Critical Review Paper

- **Expectations:** Before selecting this option, a student must confer with their Doctoral Committee Chair to develop a mutual understanding as to what will constitute a successful Critical Review Paper and to identify an issue or topic that will afford the student opportunity to demonstrate her/his ability to utilize theory, research, practice and ethics/policy and principles pertinent to the student’s concentration in examining particular counseling issue(s),



problem(s), or service specialties (e.g., agency management, clinical supervision) of interest to her/him.

- ❑ **Consultation Encouraged:** Students are encouraged to consult with their Doctoral Committee Chairperson and Committee members as needed while writing the paper; however, the student is expected to write the paper as the sole author. That is, the chair and committee members may review drafts of the paper prior to submission, but the student is responsible for the final content and quality of the paper.
- ❑ **Use of paper to meet other requirements.** This paper may be used to meet the doctoral requirements for a paper submission upon completion. It may also serve as the foundation for one's dissertation. (Note that if this has been submitted for publication, it must be cited and paraphrased or quoted if used for a dissertation.)
- ❑ **Structure of Paper:** The student's Critical Review Paper shall include the following major subsections (unless directed otherwise by her/his Doctoral Committee):
  - ❑ **Delineation of the Program Concentration and Topic.** In this section the student will define the program-related topic [i.e., the particular mental health issue(s), problem(s), or service specialties (e.g., agency management, clinical supervision) of interest to her/him] and identify all pertinent parameters, delimitations, etc. In other words, this portion serves as the introduction and overview of the chosen topic.
  - ❑ **"State of the Art".** In this section the student will provide a comprehensive, in-depth presentation concerning the "state of the art" of the program topic. The student is expected to present an historical overview and a critical review of relevant theoretical perspectives, current practices and issues, research evidence, ethical concerns, and relevant legislation.
  - ❑ **Implications for the profession.** In this section the student will identify and describe the major implications for the present and future of Counselor Education and the counseling profession. As appropriate, the student should address the specialty areas that are pertinent to this topic (e.g., Mental Health Counseling, School Counseling, Substance Abuse Counseling, etc.) given the current "state of the art." The student may want to discuss emerging trends, potential professional issues, potential future practices, needed research, and potential directions for professional preparation in the subject area reviewed.
  - ❑ **Format of Paper:** The student's Critical Review Paper must follow the guidelines in the latest edition of the Publication Manual of the American Psychological Association and must be printed and double-spaced (via printer or typewriter) in 12-point (Courier or Times Roman) font. Grammatical and spelling accuracy is expected, as is a complete and accurate reference list.
  - ❑ **Evaluation of Paper:** The student's Doctoral Committee will evaluate the paper to determine whether the paper meets the standard expected. They will award the paper a "Pass with Honors," "Pass," or "Fail" evaluation.
  - Faculty Readers (i.e., the Doctoral Committee) will base their evaluations of the Critical Review Paper on the following **criteria:**

- **Understanding of Materials and Concepts** - The student demonstrates familiarity with basic concepts and materials in topic areas reviewed; is precise in use of concepts and ideas; avoids use of unnecessary jargon and clichés.
  - **Clarity of Expression** - The student keeps discussion relevant to the topic addressed; is clear and concise; presents a logical flow of ideas.
  - **Evidence of Scholarship** - The student utilizes primary sources and major research in area reviewed; uses references appropriately; reports evidence accurately and cites generalizations correctly.
  - **Critical Mindedness** - The student supports beliefs with evidence; evaluates sources cited; presents evidence of reflection on literature reviewed.
  - **Problem Solving and Creativity**. The student is sensitive to ramifications of identified problems, synthesizes the literature to propose solutions, and identifies future research needed to test and/or explore these solutions.
- **In order for a student to “pass” a section, two (2) of the three committee members must assign a “pass” to the student’s response for that section.**
- **Eligibility** for Oral Doctoral Qualifying Examination: Students must successfully complete the paper (i.e., receive a “pass with honors” or “pass”) before they are eligible to participate in their Oral Doctoral Qualifying Examination.
  - After the Critical Review Paper has been approved by the student’s Doctoral Committee, one copy must be submitted to the student’s Doctoral Committee Chairperson and one copy must be submitted to the Doctoral Program Track Coordinator for signatures before the student will be allowed to take the Doctoral Oral Qualifying Examination.

### **Procedures for the Oral Qualifying Examination**

- The Oral Qualifying Examination can be conducted only after the student has successfully completed the Written Counselor Education Qualifying Examination **and** the Written Specialty Critical Review Paper.
- The Oral Qualifying Examination may cover all academic and other professional preparation pertinent to the student’s professional goals and plans. Students will present a summary of their learning experiences and how these will be used in their future practice as a counselor educator. Committee members may also use a portion of this time to focus on the responses the student made in the written qualifying examinations. It should be noted that any topic pertinent to the student’s professional preparation and professional goals and plans is legitimate for questioning and discussion.
- The Oral Qualifying Examination will be conducted by the student’s Doctoral Committee, scheduled at least two weeks after the Written Counselor Education Qualifying Examination and the Written Specialty Critical Review Paper have been evaluated.
- A student should schedule at least one and one-half (1 1/2) hours for his/her Oral Qualifying Examination. Typically, the first hour of this time period is used for the actual oral qualifying

examination. The student's Doctoral Committee will spend the remainder of the time discussing the student's plans for his/her dissertation research. Note, however, that examination committees may use whatever procedures are appropriate to their needs.

- It is the doctoral student's responsibility to arrange the meeting date, time and place for his/her Doctoral Oral Qualifying Examination and to keep the faculty participants informed about the arrangements.
- The Admission to Candidacy form will be filed at the conclusion of a successful oral qualifying examination.

## Advancement to Candidacy and Selection of Dissertation Committee

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After a student successfully completes their required coursework, passes the Written Doctoral Qualification Exam, the Written Counselor Education Specialty Critical Review Paper, the Oral Qualifying Exam and other university requirements (e.g., removal of Incomplete grades), they will be Advanced to Doctoral Candidacy and assemble a Dissertation Committee, chaired by a counseling faculty member who is a member of the University Graduate Faculty. To learn more about the graduate school's policy on advancement to candidacy visit this link:

[http://grad.uc.edu/student-life/graduate\\_studenthandbook/policy\\_doctoral/candidacy.html](http://grad.uc.edu/student-life/graduate_studenthandbook/policy_doctoral/candidacy.html)

Advancement to candidacy signifies that a doctoral student has completed the intensive study of the knowledge base of his or her profession expected for holders of the doctoral degree, and has acquired the research and writing skills needed to contribute to this knowledge base as an independent scholar. A doctoral student is advanced to candidacy when:

- all required coursework is completed with satisfactory grades;
- all I, N, and F grades are removed or processed in accordance with College policy; and
- the Written Doctoral Qualifying Exam, Written Counselor Education Specialty Critical Review Paper, and Oral Qualifying Exam are completed and approved by the student's doctoral committee (or a committee equivalent to a doctoral committee approved by the Program Coordinator).

A form for advancement to candidacy is completed online with the Graduate School by the School of Human Services Graduate Program Academic Director and the new doctoral candidate and the dissertation committee chairperson will be officially notified by a letter from the Graduate School when the application is approved.

***Students must be advanced to candidacy before registering for dissertation hours.*** Doctoral Dissertation Guidance in Counselor Education (18-CNSL-9073) may be taken only upon advancement to candidacy. Students must take a minimum of 7 dissertation credit hours to fulfill the curriculum requirement. ***To maintain their active student status, one must register every fall term for at least one credit of Doctoral Guidance. Failure to do so will require a petition for reinstatement and payment of fees before graduation. Upon losing active status, reinstatement is not guaranteed and requires approval of the Counseling Program, College, and Graduate School.***

Upon successful completion of the Oral Qualifying Exam, students must select a Dissertation Committee Chair and Doctoral Dissertation Committee Members. These committee members may be the same persons as the student's doctoral program committee, but may also be new members consistent with the student's research plans. The Dissertation Committee must be composed of a minimum of 3 (maximum of 4) full-time faculty members at UC with graduate faculty status. At least two members must be from the Counseling faculty, one of whom serves as chairperson. The chairperson must have University Graduate Faculty status. The third committee member is preferably from outside of the program, and is generally selected because of his or her content or methodological expertise. All doctoral committee members are expected to be active scholars themselves. Appropriate forms for selection of the committee and approval of the dissertation proposal or prospectus are presented in Appendix F. All forms related to the Dissertation Defense are presented in Appendix G.

## The Doctoral Dissertation

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Following admission to candidacy, the student prepares and defends a dissertation research proposal following Program, College and University policies. Without exception, all dissertations are data-based empirical projects (experimental, associational or descriptive). The dissertation reviews and integrates previous work related to a topic and makes an original contribution to the field. The document produced from the research is prepared according to standard dissertation format and in conformance to the latest edition of the *American Psychological Association Publication Manual*.

***Students are expected to complete and successfully present a dissertation proposal within 1 year of advancement to candidacy. Failure to complete this requirement will result in being placed on probationary status, with demonstration of significant progress required for continuation in the Program.***

*Dissertation Committee Chairperson.* The chairperson must be a full-time counseling program faculty member who also is a member of the University Graduate Faculty. The candidate works closely with his or her chairperson to plan the proposed dissertation research and to write an acceptable proposal for review by the dissertation committee. The chairperson typically discusses plans for the literature review, research question, and methodology with the candidate, and reviews multiple drafts of the proposal for clarity, comprehensiveness, contributions to the field, and soundness of the research plan. The candidate may consult with other committee members during the planning process, but rarely do other members review early drafts of the proposal. Students are expected to maintain close and regular contact with their chairperson while working on the proposal. The Program encourages students to form dissertation support groups with student colleagues, but these are not to supplant the role of guidance by the chairperson and committee.

*The Dissertation Committee.* On completing the comprehensive examinations, the student's doctoral program committee is formally disbanded to provide the student an opportunity to

reconfigure the dissertation committee, chaired by a Counseling Program faculty member who also is a University Graduate Faculty member. The student may choose the same persons for the dissertation committee who served on the student's initial program committee or may change committee membership to provide expertise and assistance in content, research methodology, or professional experience with a population of interest.

*The Dissertation Format and Process.* Students will complete a manuscript format for their dissertation final product. This format has two parts: part 1 is the comprehensive and in-depth synthesized review of the dissertation research topic; part 2 is the manuscript that describes the purpose, rationale, method, results and discussion of actual research conducted on the dissertation topic that is approved by the dissertation committee. The detailed guidelines for each format can be found in the program Blackboard community.

The overall process for completing a dissertation involves: (a) initial conceptualization, (b) preparing a dissertation proposal, (c) holding a dissertation proposal hearing, (d) securing approval for the research protocol from the Institutional Research Board, (e) conducting the research (or implementing the approved research plan), (f) writing the dissertation, (g) holding a dissertation defense, and (h) submitting the final version of the dissertation to Graduate School.

*Dissertation Proposal Hearing.* The purpose of the dissertation proposal hearing is to permit the committee to have a face-to-face meeting with the student who will present the proposal at the meeting. The committee will determine whether the proposal is acceptable or not. Formal approval may be delayed, pending significant changes to the proposal. The hearing is scheduled by submitting a completed Proposal Hearing form to the School of Human Services Graduate Program Academic Director Assistant.

*Approval by the Institutional Review Board (IRB).* All students in the doctoral program need to follow Institutional Review Board procedures for all research projects in which they participate, and details are available for review at the IRB website (<http://researchcompliance.uc.edu/irb/>).

*Conducting the Study.* The approved research proposal is a contract. To insure that the final research will be acceptable the student must adhere to the contract and follow the plans described in the proposal. Naturally, at times, problems may arise which necessitate changes. It is critical that the student involves the chairperson if any changes are needed. If major changes seem indicated, the chairperson may suggest involving all committee members in the decision. Before making any research changes the student must also comply with all IRB policies for reporting and/or additional permission.

*The Dissertation Defense.* The purpose of the Dissertation Defense is to permit the student and his or her committee members to have a face-to-face meeting in which the student will present the findings of the dissertation research. The committee bears official responsibility on behalf of the University for approving the quality of the dissertation. The committee requires ample time (at least two weeks) to review the final draft prior to the defense. Committee members expect the final draft to be complete and free of stylistic errors. Scheduling of this meeting involves

obtaining a University Graduate School Application for Defense of Dissertation (<http://grad.uc.edu/research/defense.html>), agreeing on a date and time, securing signatures and submitting the application to the Graduate School.

*Submitting the Dissertation.* The final step in this process is to have the final, corrected draft of the dissertation prepared and submitted electronically according to University requirements. Contact the University Graduate School website ([http://grad.uc.edu/student-life/graduate\\_studenthandbook/policy\\_doctoral/dissertation/submission\\_of\\_dissertation.html](http://grad.uc.edu/student-life/graduate_studenthandbook/policy_doctoral/dissertation/submission_of_dissertation.html)) for details about electronic submission of the dissertation.

## Graduation

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Each student who has successfully completed all requirements for the Ph.D. in Counselor Education must apply on-line ([www.grad.uc.edu](http://www.grad.uc.edu)) to the Graduate School for graduation. Deadlines for graduation are strictly adhered to by the Graduate School. Students are required to be aware of these dates which are posted on the Graduate School Website. **It is the student's responsibility to apply at the online graduation website before the deadline posted for the term in which they plan to graduate.**

In order to graduate, the student must meet the following requirements:

- The student must earn satisfactory grades for all courses taken in the graduation quarter.
- The student must satisfactorily complete all applicable College and Program requirements specific to the student's program of study.
- The student must have maintained active student status throughout the program. That is, all students must register for at least one graduate credit in every academic year of their program. If the student chooses to enroll for full-time dissertation guidance credits during the summer, enrollment of at least one credit is still required in the fall term immediately following this summer term. According to University policy, failure to do so will require a petition for reinstatement, with accompanying fees.
- The student must satisfactorily remove all NG, N, I, UP, SP, and F grades.
- The student must satisfactorily defend his or her dissertation, complete necessary revisions consistent with dissertation committee review, and electronically deposit the completed dissertation document according to University guidelines and deadlines. The Counseling Program faculty members encourage students to submit their dissertations or parts of these projects for publication. The recommended timeline for this submission is within six months of the dissertation defense.

# PROGRAM REQUIREMENTS AND EXPECTATIONS

## Continuous Progress Monitoring and Selective Retention

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### **Program Expectations and Review Processes**

The counseling faculty is dedicated to producing legal, ethical, and professional counseling professionals. In order to ensure the development of professional competencies and to ensure satisfactory progress toward degree completion, the faculty continually monitors student performance. Students likewise are expected to engage in goal setting, self-monitoring of progress academically and professionally, and reflection on skills, progress in core areas, and areas for continuous improvement. This process of review, feedback, and continuous improvement is critical to any applied professional training program. Faculty advisors meet with each student and provide overall feedback on progress in the program at least once per year, and advisors review student training plans. Specific feedback related to coursework and applied work is provided by instructors and field supervisors. Faculty members complete a review of every student yearly and as needed, reviewing student knowledge, skills, attitudes, and professional dispositions. Annually at the end of each training year, students receive a Doctoral Level Counseling Student Performance Review (See Appendix B). This Performance Review integrates faculty ratings across courses and field experiences, progress on professional behaviors, and progress in meeting overall program expectations. As needed, a written Professional Development Plan may be used to set specific targets and goals for improvement, delineate plans, and note review dates and expectations for good progress. A template of the Professional Development Plan and a template for the Completion of a Professional Development Plan are included in Appendix H.

### **Progress Monitoring and Selective Retention Criteria**

Students must adhere to University, College, and Program rules and regulations regarding academic performance and professional conduct. Furthermore, because counseling is an applied profession, all students must demonstrate not only knowledge but skill competency and personal characteristics (dispositions) appropriate to the requirements of the profession. The following list of criteria describes Program expectations for professional behavior/dispositions. Students are expected to reflect on their own development across behaviors (and complete regular self-evaluations), and faculty and field supervisors also rate students on these behaviors to provide feedback. These criteria also can be the basis for action plans or professional development plans for targeted improvement. As warranted, these criteria may be the basis for selective retention decisions when there is lack of improvement or serious concerns.

On-going evaluation in regard to selective retention is focused on demonstration of the following criteria:

- Adherence to the University of Cincinnati *Student Code of Conduct*.
- Adherence to Institutional Review Board ethical procedures and agreements.
- Adherence to the American Counseling Association's ethical standards and standards of best practices.
- Ability to work effectively with clients, colleagues, parents, families, agency and/or school personnel, students, supervisors, faculty, and peers in simulated and actual situations.
- Performance in a professional manner as documented by University and/or field site supervisors.
- Effective thinking and problem-solving skills consistent with professional performance.
- Effective communication skills (written and verbal).
- Receptive attitude toward learning as indicated by attendance and active participation in university classes and field experiences and as well as responsiveness to feedback from faculty, supervisors, and peers.
- Commitment to one's own development as demonstrated by taking personal responsibility, seeking positive solutions, and personal initiative.
- Achievement of knowledge and skills based on quality of both foundational and specialization coursework.
- Demonstration of scholarly skill in research and coursework.
- Quality of clinical skills as demonstrated in skills-based courses, practica, and internship.
- In personal behavior, dispositions, and characteristics, a student's professional work must be characterized by adequate developmental performance (average or acceptable for the student's level of professional development in the areas outlined in the yearly doctoral student review presented in Appendix B. The student should work toward showing continual progress in the five core areas of development critical in the counseling program including: (1) scholarship/research, (2) teaching, (3) professional development and service, (4) clinical work and clinical supervision, and (5) advocacy

## **Academic Performance Requirements**

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Students must adhere to all University and Colleges rules, policies, and requirements for graduate students. Students also must meet Program requirements for good academic standing, which include:

- All graduate level courses except for clinical instruction courses must be taken for a letter grade and all students are expected to earn a B average (3.0) or higher with no single course grade below a B-.
- A minimum grade point average of 3.0 for graduation.
- Clinical instruction courses offered by the Counseling Program (i.e., Advanced Practicum, Doctoral Internship) are graded on a Pass/Fail basis. The Counseling Program awards a grade of "Pass" if the student's work would have been worth a grade of B- or better were the course to have been graded using the University's letter grade scale.



- A course grade of a B- or better is needed in all required coursework. Whenever a student obtains a substandard grade (C+, C, or F) in a course required as part of the student's program plan, the student must meet with his/her advisor to discuss his/her status in the program and develop a Professional Development Plan (see below). This plan for substandard coursework will include retaking the class and earning the grade B- or better. The student has one academic year to demonstrate competence or probation or dismissal may occur, depending on the severity of the deficit and the lack of progress to remediate. According to University policy, the original substandard grade remains on the official transcript.
- Three situations can lead to an Academic Probation status including: (a) failure to remediate a substandard grade in a course required in the student's program plan or a counseling program professional development plan, (b) more than one substandard grade in graduate work, or (c) a failing grade in any core professional course. Failure to remediate probationary status or failure to complete a professional development plan may lead to dismissal from the Program. A student who has been terminated under this policy may appeal the decision by following the University Graduate Student Grievance Policies.

### **Professional Development Plans**

In addition to the Counseling Student Performance Reviews, counseling students who in some way do not meet the expectations for professional practice will be remediated using Professional Development Plans (PDPs). Situations that lead to the development of a PDP include, but are not limited to, performance in academic, clinical or professional progress. A copy of this form is included in Appendix D. The counseling faculty implement PDPs as needed to document and address: (a) expectations of the student, (b) specific behaviors required of the student, both on campus and at practicum/internship sites, (c) remediation tasks that faculty will implement to support the student's success, as well as tasks that the student must engage in to facilitate her/his success, and (d) consequences the student faces for not successfully addressing the expected tasks and engaging in the required behaviors.

The remediation process can be detailed in the following steps: (a) A faculty member identifies areas of concern regarding a student's academic or professional behavior or tasks. These concerns will be separate from "normal" developmental progression of students or typical academic issues. In fact, the faculty member will identify specific behavior(s) which are problematic academically or professionally, and connect those behaviors to competencies expected by the faculty of students. (b) Faculty will then list specific remediation activities related to each task or behavior of concern. (c) Students will be an active participant in this process, and receive formative feedback from a specific faculty member (usually their advisor), to integrate into their behavior to remedy the areas of concern. (d) The student will have an opportunity to review and discuss the PDP, clarify issues, ask questions, and bring concerns to the faculty prior to signing the document thereby agreeing to the PDP.

The successful completion of a PDP is needed to advance within the program once a remediation process has begun. The faculty may allow certain courses to be completed concurrently with the PDP. However, certain violations (ethical and legal violations) are grounds

for immediate dismissal from the program, and the remediation process and PDPs are superseded in these cases.

(Adapted from Kress, V.E. & Protivnak, J.J. (2009). Professional Development Plans to Remedy Problematic Counseling Student Behaviors. *Counselor Education and Supervision*, 48, 154-166.)

### **Academic Dishonesty**

Academic dishonesty in any form is a serious offense and cannot be tolerated in an academic setting. Dishonesty in any form (e.g., cheating, plagiarism, fabricating data) may result in a failing grade in a course or graduate research credits and/or immediate suspension or dismissal from the program. Further information about academic misconduct may be found at:

[http://www.uc.edu/conduct/Academic\\_Integrity.html](http://www.uc.edu/conduct/Academic_Integrity.html) and guidance is available from the graduate student handbook available at [http://grad.uc.edu/student-life/graduate\\_studenthandbook.html](http://grad.uc.edu/student-life/graduate_studenthandbook.html).

## **Receipt of Handbook and Policies**

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It is the student's responsibility to turn in the form in Appendix I to his or her advisor and ensure that the form is on file in his or her graduate record. The form in Appendix K indicates that the student has read and accepts material, procedures, policy, and guidelines presented in this handbook.

# UNIVERSITY RULES AND REQUIREMENTS

Students are expected to adhere to all University rules. Pertinent requirements are highlighted here.

## Grading Practices

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The Counseling Program uses the grading practices specified in the University of Cincinnati Graduate School *Graduate Handbook* ([www.grad.uc.edu](http://www.grad.uc.edu)).

Incomplete work in a non-research course, given a grade of I, must be completed within one calendar year. Failure to complete the work within this time limit results in automatic assignment of a failing grade that will remain on the transcript even if a change of grade is later recorded. Grade changes are made by the faculty member of record through an electronic grade management website.

## Full-time/Part-time Enrollment

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A graduate student in the Counseling Program may attend either on a full-time or part-time basis. Doctoral students must complete one year of full-time study (defined as 12 or more semester credits per term in two out of three contiguous semesters) at the University of Cincinnati after admission to the doctoral program.

Doctoral students are strongly encouraged to devote themselves full-time to completing their programs. Doctoral students are much more likely to complete their studies if they maintain regular contact with their advisors, other faculty, and fellow students throughout their coursework and research. Many program requirements (e.g., writing and professional presentations) are greatly facilitated when the student is available for informal meetings with faculty and other students for ideas and support.

If students must be enrolled part-time for a specific reason, they need to plan carefully with their advisors how they can still obtain a top-quality educational experience. Requesting additional time to finish individual course requirements (i.e., requesting a grade of Incomplete) is strongly discouraged unless the work can be completed expeditiously (e.g., within a few weeks). Plans for part-time study should be specified in preliminary hearing documents wherever possible, and discussed with faculty as needs change over time.

**All students receiving a Graduate Incentive Award (GIA) or a Graduate Assistantship** *must* qualify as full-time graduate students during the period covered by the award. Full-time students must complete 12 graduate semester credit hours per term to receive this financial support. Students do not have to register for summer quarter to maintain their status. Students taking courses for audit or to satisfy master's deficiencies must still take 12 graduate quarter credit hours or its equivalent in semesters.

## Procedures for Registration

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A student who has applied to and been admitted by the Graduate School registers each term by obtaining, completing and processing registration materials and promptly making full payment when billed. A student may *not* attend classes until registration is completed. Registering involves the use of your student login and password to the university's on-line registration site (<http://onestop.uc.edu>). The full listing of available courses is included online as part of the registration process.

To assist the student in planning and scheduling, the Counseling Program website lists classes being offered in the Counseling Program. **Forewarned is forearmed:** (a) courses are *not* likely to be offered in terms other than those specifically noted in the bi-yearly Course Schedule, (b) some courses are offered only in alternate years. It is important that the student plan coursework according to these course contingencies. Certain sets of courses must be taken in sequence. Changes in course scheduling are typically announced through the Counseling Program LISTSERV, in classes, and on the Blackboard website.

### Registration Change Procedure

Once a student has completed registration, the official record can be changed only with a registration change form (Drop/Add Form). The Drop/Add form can be obtained School Offices (Suite 460, Teachers Dyer Complex) and U.C. One Stop. Students should consult *the Registrar's Website* (<http://www.uc.edu/registrar>) and the U.C. One Stop Center (<http://www.onestop.uc.edu/>) for current information about add/drop deadline and refund policies and procedures.

## Audit Regulations

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The audit option is intended for cases in which coursework is desired or advised but in which a grade is deemed unnecessary by the student in consultation with the student's program advisor. Admissions and conditions for participation in audit courses are at the discretion of the instructor, who is not obligated to accept a student for audit. Audited courses cannot be used to satisfy any graduate degree course requirements. Audited courses cannot be charged to a GIA unless 12 graduate credits are taken that same semester (and if the total is less than 19 total credits). Further, no more than one audit course may be charged to a Graduate Incentive Award (GIA) in any academic period.

## Unapproved or Inappropriate Courses

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Unless approved by his/her program advisor, a student may not charge courses unrelated to his/her graduate program to a GIA. Students doing so are at risk of having their GIA withdrawn and may be placed on probation.

## Withdrawals

---

During the term, a student may choose to withdraw from a course for various reasons. It is important that you discuss this with your advisor and consult with the U.C. Registrar prior to withdrawing as there are penalties and deadlines to consider. Students requiring a withdrawal should consult the U.C. OneStop website to confirm the correct procedures:

[http://www.uc.edu/registrar/policies\\_and\\_procedures/withdrawal\\_procedures.html](http://www.uc.edu/registrar/policies_and_procedures/withdrawal_procedures.html)

**Note:** In addition, withdrawals may impact a student's financial aid status and should be considered carefully with the student's advisor to determine the impact of the withdrawal on graduation and other academic issues.

## Graduate Credits and Grading Practices

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### Change-of-Grade Policy

Incomplete work in a non-research course, given a grade of I, must be completed by the deadline established by the instructor, which may be up to one calendar year. Failure to complete the work within the set time limit results in automatic assignment of a failing grade. Grade changes are made by the faculty member of record through an electronic grade management website.

## Active Standing and Leaves of Absence

---

### Active Standing

Students must register for at least one credit per academic year to maintain active student status. This credit must contribute to the degree requirements as determined by the Counseling Program. Students who register in the Fall will maintain graduate student status through the entire academic year, through the summer term.

### Leaves of Absence

Because counselor training is sequential, any breaks in study are disruptive. Under special circumstances, graduate students may apply for leave of absence from the University for a specific period up to one year. Assuming appropriate documentation is provided, the circumstances justifying a leave include but are not limited to personal or family medical conditions, call to active military duty, maternity leave, or death in immediate family. The rationale must be documented by the applicant.

An approved leave of absence preserves the student's status in his or her degree program, and the time off will not be counted against the time limits for awarding degrees. Registration is not required during the leave period. A leave may be renewed for up to one additional year if the student applies for a leave extension at least four months prior to the end of his or her initial leave. Renewal of a leave is subject to the approval of the program, college, and the Graduate School. In no case may any student be granted a leave for more than two years.

Students are encouraged to work closely with their advisor and the Program Coordinator throughout this process. Upon return to the Program, the student's status will be the same as when he/she started the leave. Students should be aware that any change in progress with their cohort may affect subsequent decisions such as availability of funding for scholarships/assistantships, such as a Graduate Assistantship or a Graduate Incentive Award, they may have had at the time of their leave. Please consult the Graduate Student Handbook for further details regarding leave of absence, reinstatement and readmission policies:

[http://grad.uc.edu/student-life/graduate\\_studenthandbook.html](http://grad.uc.edu/student-life/graduate_studenthandbook.html)

### **Reinstatements**

Students who have not been registered for at least one graduate credit hour at UC that contributes to degree requirements (as determined by the graduate program) in an academic year are considered inactive and are no longer considered UC students. To regain active student status, students may petition the Associate Dean of the Graduate School, through their program, for reinstatement. Additionally, students will need to apply for reinstatement and pay reinstatement fees to continue degree. Reinstatements are available to students who have been inactive for **up to three years**. Students who have not been enrolled for any credits in their graduate program for a period longer than three consecutive years are not eligible for reinstatement and must apply for readmission to the University.

### **Readmission**

A student who has not been granted a leave of absence and who fails to register for coursework for a period of three years will be dropped from the program and cannot petition for reinstatement. In this case, the student must reapply through the normal admissions process to seek admission to the program. Readmission is not guaranteed and will be subject to faculty review. Readmission does not change the student's original entry date. Time to degree will be calculated from date of first entry. Further information about the readmission process may be found at <http://www.grad.uc.edu>.

## **Time-to-Degree Requirements**

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University policy specifies total time-to-degree limits. The time limit for the doctoral degree is 9 years. Students are expected to have a successful dissertation proposal meeting within six months of advancement to candidacy, and to defend their dissertations within a year after their proposal meeting. Most students should be able to complete their dissertations successfully within a year after advancement to candidacy, depending on other personal commitments.

Program policy is to *not* recommend that students be granted extensions for completion of their dissertation research requirement beyond the University limit of four years, except for unusual circumstances (e.g., illness). Any such request for an extension is reviewed by the Program Faculty for consideration of a recommendation to the Graduate School. Final decisions are made by the Graduate School.

## Student Records

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As a student at the University of Cincinnati, your records are protected by the Family Education Rights and Privacy Act of 1974 (FERPA). As such, you have rights to access your information, much of which is available through means such as a degree audit or other digital records that faculty will share with you while a student at UC. Should you wish to review other records not readily available, you may make a request to do so following University Procedures:

[http://www.uc.edu/registrar/FERPA\\_and\\_records\\_privacy/FERPA\\_and\\_right\\_to\\_review.html](http://www.uc.edu/registrar/FERPA_and_records_privacy/FERPA_and_right_to_review.html).

## Grievance Procedures and Other Complaint Procedures

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Grievance on the part of any student will be processed as described in the *University of Cincinnati Graduate Handbook* and *Graduate Student Grievance Procedures* <http://grad.uc.edu/student-life/policies/grievances.html>. This includes but is not necessarily limited to grievances pertaining to probation, dismissal from a graduate program, or improper handling of financial aid. Allegations of discrimination will be handled according to the University of Cincinnati Discrimination Policy administered by the Office of Equal Opportunity (513-556-5503). Allegations of sexual harassment will be handled according to the University of Cincinnati Institutional Policy on Sexual Harassment administered by the Office of the Title IX Coordinator (513-556-3349; <http://www.uc.edu/titleix.html>). Students are encouraged to consult with the University Ombuds Office regarding procedures, <http://www.uc.edu/ombuds.html>.

## FINANCIAL ASSISTANCE

The Counseling Program actively assists as many students as possible in obtaining financial assistance. The Counseling Program offers two kinds of financial aid, (a) assistantships (GA, Graduate Assistantships), and (b) scholarships (GIA). Financial aid decisions are made by the Program Coordinator subject to review by the Counseling Faculty. Applications for financial aid should be made at the time of application to the program and may be re-initiated yearly thereafter.

An applicant for financial aid must confirm his/her acceptance of the award offered within 10 days of the date of the award letter. If acceptance of the award is not confirmed within this period of time, the offer is automatically withdrawn unless a specified extension has been granted by the Program Coordinator and approved by the School Director.

## **Graduate Assistantships (GA)**

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A limited number of graduate assistantships are available to counseling students through the Counseling Program (normally four assistantships). Full-time advanced masters and doctoral students in good academic standing may qualify for a graduate assistantship in the Counseling Program, though priority is given to doctoral students. An assistantship is awarded for an academic year and is ordinarily not renewable. Students receiving an assistantship are expected to participate in research, teaching, supervision of master's practicum and/or internship students; to perform program related tasks; and to assist faculty with other scholarly activities. A graduate assistantship carries a Graduate Assistant Scholarship plus a stipend. University funds for assistantships are severely limited. In addition to the program Graduate Assistantships described above, several Graduate Assistantships are available within various University agencies and offices. Typically, Counseling students are able to obtain these positions which carry support similar to those described for the program Graduate Assistantships.

## **Graduate Incentive Awards (GIA)**

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### **Awards**

Graduate Incentive Awards shall be awarded based on merit as judged by the faculty holding the responsibility for making decisions regarding these awards. The awarding of Graduate Incentive Awards (GIA) shall be by the Director of the School of Human Services in a letter which outlines the conditions of the award.

All awards are for a period of 1 academic year (Fall and Spring Semesters) or for 1 summer term. The award will pay partial-full tuition costs for 12-18 graduate credit hours each semester (graduate academic credit only). Students are encouraged to register for at least 15 credit hours each term, but must register for at least 12 credit hours. Only graduate credit hours count toward this requirement. Registration for more than 18 credit hours will require the student to pay for those hours in excess of 18. A student's eligibility to be awarded a GIA is limited to no more than 3 years at the specialist-level. GIAs will not be awarded to students who have accumulated 174 or more graduate credit hours.

A Graduate Incentive Award will not cover the general fees unless specifically indicated in the award letter. In addition, students receiving Graduate Assistantships are not eligible for Graduate Incentive Awards.

An applicant for financial aid must confirm his/her acceptance of the award offered within 10 days of the date of the award letter. If acceptance of the award is not confirmed within this period of time, the offer is automatically withdrawn unless a specified extension has been granted by the Program Coordinator and approved by the School Director.

### **Termination of Award**



Termination of the award may be initiated by the financial aid recipient, the School Director, or the Dean of the Graduate School.

Award recipients wishing to terminate the award prior to the expiration date must notify the School Director in writing. Except in emergency situations, such early terminations should occur only at the end of an academic semester.

If termination during an academic semester results from self-initiated action by the award recipient for other than medical reasons, s/he may be required to repay tuition costs for that term.

Termination also may be based on unsatisfactory academic performance (including unsatisfactory progress in the degree or certification program of study), or academic dishonesty. Immediate termination also may result if the award recipient fails to maintain full-time student status (a minimum of 12 graduate credit hours each term). Termination based on unsatisfactory academic performance will become effective at the end of the academic term during which the termination decision is made.

Termination based on academic dishonesty may become effective prior to the end of the academic term.

Procedures for appeal and possible redress of grievances pertaining to Graduate Incentive Awards are set forth in Graduate Student Grievance Procedures (available at [www.grad.uc.edu](http://www.grad.uc.edu)).

## **Graduate Assistantship Policies**

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Policies, procedures, rights and responsibilities pertaining to graduate assistantships in the School of Human Services are based upon the *Graduate Handbook* and interpreted or clarified in this document. Copies of the *Graduate Handbook* may be obtained through the Office of Research and Advanced Studies ([www.grad.uc.edu](http://www.grad.uc.edu)). All faculty, staff and graduate assistants should familiarize themselves with both this document and the *Graduate Handbook*.

### **Appointments and Reappointments**

- A. All graduate assistant appointments or reappointments are for a period of one academic year (nine months) beginning August 15 and terminating with the fulfillment of normal academic responsibilities (examinations and the submission of grades) for the Spring term. Graduate Assistant appointments are limited to a maximum of three years. Graduate Assistantships will not be awarded to students who have accumulated 174 or more hours.
- B. Applications should be submitted to the School of Human Services Office (460 TDC) by Feb. 15 of the preceding year. The applicant should clearly indicate on the top of the application which assistantship(s) is being sought (e.g., Counseling) and provide supportive documentation including a current vita, three letters of recommendation, and a statement of professional goals.

- C. Appointments will be made by the School Director upon the recommendation of the Program Coordinator for the appropriate program by April 15 when possible.
- D. An applicant must confirm in writing his/her acceptance of the award offered within 10 days of the date of the award letter. If acceptance of the award is not confirmed within this period of time, the offer will be withdrawn unless a specified extension has been granted by the Program Coordinator.
- E. Appointment decisions will be based upon the anticipated ability of the applicant (1) to meet the programmatic needs associated with the specified position and (2) to gain professionally as an individual from the assistantship experience. Such decisions shall be based upon the qualifications of the applicants and not upon the programs in which they are enrolled.
- F. Reappointment decisions will also be based upon an evaluation of the applicant's prior work-related performance as a graduate assistant. Procedures for conducting such evaluations will be determined by the programs which administratively house the assistantships.

#### **Job Descriptions**

- A. Descriptions of the responsibilities associated with each assistantship have been developed by the respective programs. Desirable or required qualifications for each assistantship are included in or based on those job descriptions.
- B. Graduate assistant responsibilities will be based on an average of 20 hours of work-related activities per week. Although assigned work may vary at times during the year, 20 hours will be the maximum average demand for all GAs.
- C. Although a graduate assistant may be assigned to and/or supervised by individual faculty, she/he will report directly to the Program Coordinator. All requests for work must be approved at the Program level by the Program Coordinator.

#### **Termination During Period of Appointment**

- A. Termination may be initiated by the Graduate Assistant, School Director, or Assistant Vice President for Research and Advanced Studies.
- B. Graduate assistants wishing to terminate their appointments prior to the established termination date must inform the School Director in writing 30 days prior to the proposed termination date. Except in emergency situations, such early termination should not occur except at the end of an academic term.
- C. If termination during an academic term results from self-initiated action by the graduate assistant for other than medical reasons, she/he may be required to repay tuition for that term.

- D. Termination may be based on unsatisfactory academic performance (including unsatisfactory progress in the degree or certification program of study), unsatisfactory performance of assigned work-related responsibilities, or academic dishonesty. Termination will also result if the graduate assistant fails to maintain full-time student status (minimum of 12 graduate credit hours each term).
- E. Termination based on unsatisfactory academic performance or unsatisfactory performance of work-related responsibilities will become effective at the end of the academic term during which the termination decision is made unless the situation is judged by the School Director and the Dean of the Graduate School to be seriously adverse to the academic program to which the GA is assigned.
- F. Termination based on academic dishonesty may become effective prior to the end of an academic term. In such cases, compensation to the graduate assistant shall also terminate on the date of the appointment termination.
- G. In emergency situations where a graduate assistant is unable to continue meeting his/her assigned responsibilities, termination will not be effective until the end of the academic term. In such cases, compensation to the graduate assistant will continue until the end of the term. Furthermore, in such cases, the graduate assistant's inability to continue meeting his/her assigned responsibilities will not in itself adversely influence decisions regarding reappointment. Such decisions will be based upon the criteria and in accordance with the procedures regarding all reappointment decisions.
- H. Except as noted above, all termination procedures will be in accordance with the guidelines set forth in the *Graduate Handbook*.

#### **GA Rights, Responsibilities and Grievance Procedures**

- A. Additional rights and responsibilities of graduate assistants are outlined in the *Graduate Handbook*.
- B. Procedures for appeal and possible redress of grievances arising out of a graduate assistant's academic relationship with the School, College, or University are set forth in *Graduate Student Grievance Procedures* (<http://grad.uc.edu/student-life/policies/grievances.html>).

#### **Course load**

- A. The normal academic load for graduate assistants is a minimum of 12 graduate term hours each term. A maximum of 3 additional term hours of credit may be taken upon the specific approval of the Program Coordinator.

#### **Additional Resources for Securing Financial Aid**

The University Financial Aid Office at the University Pavilion ([www.financialaid.uc.edu](http://www.financialaid.uc.edu); 513.556.9900) can provide additional information and assistance.

## **MODIFICATION OF HANDBOOK**

Please note that this handbook is subject to modification with approval from the Counseling Program Coordinator, Counseling Program faculty, and Director of the School of Human Services.

## APPENDICES\*

\*Some forms in the Appendixes are often presented as templates or samples. This handbook was developed to be consistent with Graduate School policies. To learn more about these policies, please review the University of Cincinnati Graduate School Website policies, procedures, Graduate Handbook, and forms at: <http://grad.uc.edu>. Other helpful information for students, provided by the College of Education, Criminal Justice and Human Services can be found at: [http://cech.uc.edu/student\\_services\\_center/graduate-students/resources.html](http://cech.uc.edu/student_services_center/graduate-students/resources.html)

## **APPENDIX A: Templates for Training Plan and Individual Advising Plans**

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**University of Cincinnati: Counseling Program**  
**Counseling Program**  
**Training Plan for Doctoral Students**

**Name of Student:** \_\_\_\_\_

**Year:** \_\_\_\_\_ (note, this plan is completed at the beginning of each academic year that a student who had entered doctoral training remains in the program)

**Advisor:** \_\_\_\_\_

Coursework:

(1) Scholarship/Research

(2) Teaching

(3) Professional Development and Service

(4) Clinical Work and Clinical Supervision,

(5) Advocacy

**Student Signature & Date** \_\_\_\_\_

**Faculty Advisor Signature & Date** \_\_\_\_\_

**Program Coordinator, Signature & Date** \_\_\_\_\_

**Note:** student and advisor keep copies of this training plan. File in student graduate folder.

# University of Cincinnati: Doctoral Degree in Counselor Education

## University of Cincinnati: Counseling Program

### Course of Study – *Quantitative Track*

SEMESTER	COURSE	CREDITS
<b>Year 1 Fall</b>	CNSL-8040 Supervision Theory	3
	CNSL-9001 Found. Of Couns. Education and Supervision	3
	CNSL-9003 Ecological Counseling Seminar I	3
	EDST-7010 Statistics I *	3
<b>Year 1 Spring</b>	CNSL-9004 Ecological Counseling Seminar II	3
	CNSL-9011 Supervision Practicum	3
	CNSL-9050 Doctoral Practicum: Counseling Interventions	3
	EDST-7011 Statistics II *	3
	CNSL-xxxx <choose doctoral cognate elective course>	3
	<i>Preliminary Hearing (methods track and cognate selected)</i>	
<b>Year 2 Fall</b>	SPSY-8070 Best Practices in Teaching in Human Services * <or> MLTI- 8041 Preparing Future Faculty	3
	CNSL-9060 Doctoral internship in Ecological Counseling (1 less credit than EdD)	2
	EDST-8051 Qualitative Research Methods 1	3
	EDST-8044 Conducting Quant. Research	3
	CNSL-xxxx <choose doctoral cognate elective course>	3
<b>Year 2 Spring</b>	CNSL-9020 Research in Counseling	3
	CNSL-9060 Doctoral internship in Ecological Counseling	3
	CNSL-xxxx <choose doctoral cognate elective course>	3
	EDST- 8041 Multivariate Statistics	3
	<i>Written Doctoral Qualifying Exam, Written Counselor Education Specialty Critical Review Paper, and Oral Qualifying Exam &amp; Admission into Candidacy</i>	
<b>Year 3 Fall</b>	<i>Dissertation Proposal</i>	
	CNSL- 9073 Doctoral Dissertation Guidance in Counselor Education (3 fewer credits than EdD)	3
<b>Year 3 Spring</b>	CNSL- 9073 Doctoral Dissertation Guidance in Counselor Education (2 fewer credits than EdD)	4
	<i>Dissertation Defense</i>	
	<b>TOTAL CREDIT HOURS</b>	<b>60</b>

(\* indicated course available online)



# University of Cincinnati: Doctoral Degree in Counselor Education

## University of Cincinnati: Counseling Program

### Course of Study – *Qualitative Track*

SEMESTER	COURSE	CREDITS
Year 1 Fall	CNSL-8040 Supervision Theory	3
	CNSL-9001 Found. Of Couns. Education and Supervision	3
	CNSL-9003 Ecological Counseling Seminar I	3
	EDST-7010 Statistics I *	3
Year 1 Spring	CNSL-9004 Ecological Counseling Seminar II	3
	CNSL-9011 Supervision Practicum	3
	CNSL-9050 Doctoral Practicum: Counseling Interventions	3
	EDST-7011 Statistics II *	3
	CNSL-xxxx <choose doctoral cognate elective course>	3
	<i>Preliminary Hearing (methods track and cognate selected)</i>	
Year 2 Fall	SPSY-8070 Best Practices in Teaching in Human Services * <or> MLTI- 8041 Preparing Future Faculty	3
	CNSL-9060 Doctoral internship in Ecological Counseling (1 less credit than EdD)	2
	EDST-8051 Qualitative Research Methods 1	3
	CNSL-xxxx <choose doctoral cognate elective course>	3
	CNSL-xxxx <choose doctoral cognate elective course>	3
Year 2 Spring	CNSL-9020 Research in Counseling	3
	CNSL-9060 Doctoral internship in Ecological Counseling	3
	EDST 8052 Qualitative Methods II	3
	EDST-8081 Mixed Methods	3
	<i>Written Doctoral Qualifying Exam, Written Counselor Education Specialty Critical Review Paper, and Oral Qualifying Exam &amp; Admission into Candidacy</i>	
Year 3 Fall	<i>Dissertation Proposal</i>	
	CNSL- 9073 Doctoral Dissertation Guidance in Counselor Education (3 fewer credits than EdD)	3
Year 3 Spring	CNSL- 9073 Doctoral Dissertation Guidance in Counselor Education (2 fewer credits than EdD)	4
	<i>Dissertation Defense</i>	
	<b>TOTAL CREDIT HOURS</b>	<b>60</b>

# University of Cincinnati: Counseling Program

## Individual Advising Plan: Doctoral, part-time

Ph.D., Counselor Education Blank sample for an Individual Advisory Plan

<i>TERM</i>	<i>COURSE</i>	<i>Cr.</i>	<i>Completed (y/n)</i>
Year __ Fall Term			
Year __ Spring Term			
Year __ Fall Term			
Year __ Spring Term			
Year __ Fall Term			
Year __ Spring Term			
Year __ Fall Term			
Year __ Spring Term			
Year __ Fall Term	18-CNSL 9073 Doctoral Dissertation Guidance in Counselor Education		
Year __ Spring Term	Must register for 1 credit of Doctoral Guidance to maintain student status	1	

### Notes

Student Signature & Date \_\_\_\_\_

Faculty Advisor Signature & Date \_\_\_\_\_

Program Coordinator, Signature & Date \_\_\_\_\_

Note: student and advisor keep copies. File in student graduate folder.

## **APPENDIX B: Doctoral Student Annual Progress Review**

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**Univeristy of Cincinnati: Counseling Program**  
**Doctoral Student Annual Performance Review Form**

Counseling Program  
School of Human Services/CECH  
University of Cincinnati

Student \_\_\_\_\_ Faculty Advisor \_\_\_\_\_

Academic Year for this Annual Evaluation \_\_\_\_\_

<u>Activities</u>	<u>Date Expected</u>	<u>Completed</u>	<u>Progress Satisfactory</u> <u>Yes or No</u>
<b>Preliminary Hearing</b>			
Literature Review Paper			
Internship			
Completion of All Course Requirements			
Manuscript to be Submitted to Refereed Journal			
<b>Written Doctoral Qualifying Exam</b>			
<b>Written CE Specialty Critical Review Paper</b> <i>(may be used for manuscript requirement)</i>			
<b>Oral Qualifying Exam</b>			
<b>Advancement to Candidacy</b>			
<b>Dissertation Proposal Hearing</b>			
<b>Dissertation Defense</b>			

Faculty Advisor Comments

II. Student strengths and indicators of progress in five core areas of skill development:

- a) Research/Scholarship
  
  
- b) Teaching
  
  
- c) Clinical Work and Supervision
  
  
- d) Community Service
  
- e) Advocacy

Does the student have any grades of Incomplete ("I") on record? \_\_\_\_\_yes \_\_\_\_no

If yes, please describe plan for completion:

Any areas that were **not** satisfactory that are in need of further progress \_\_\_\_\_yes \_\_\_\_\_no

If yes, please describe:

Is a professional development (PD) plan needed? \_\_\_\_\_yes \_\_\_\_\_no If yes, fill out PD plan.

II. Areas for continued growth and development next year:

III. Accomplishments over the past year:

V. Student Progress Toward Degree over the past academic year: (circle)

Excellent    Very Good    Average/On target    Low Average    Poor (PD plan needed)

General or Other Faculty Comments:

Student Comments

Student's Signature\_\_\_\_\_Advisor's Signature\_\_\_\_\_

Date:\_\_\_\_\_

Please note: The student and advisor should keep a copy of this yearly evaluation. This evaluation is placed in graduate student record. This form must be completed at the end of each academic year. The student cannot advance to the next year of doctoral work without an annual evaluation.

## **APPENDIX C: Doctoral Practicum and Internship Forms**

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# University of Cincinnati: Counseling Program

## Site Supervisor Evaluation Rating Form Doctoral Practicum (18-CNSL-9050)

Student Name \_\_\_\_\_ Site Supervisor Name \_\_\_\_\_

Term \_\_\_\_\_ Credits \_\_\_\_\_ Hours \_\_\_\_\_ Site \_\_\_\_\_

Rubric: 1 = Not acceptable (consider professional development plan, remediation must occur);  
2 = Marginally (acceptable (needs significant monitoring and supervision)  
3 = Acceptable (on target or good for current level of training and experience);  
4 = Exemplary (advanced or excellent for current level of training and experience);  
N = Not observed (no opportunity to observe or rate this item).

Professional Ethics and Counselor Law						
1	Demonstrates knowledge of federal and state laws and professional ethics					
2	Demonstrates a strong commitment to ethical practice with an underlying understandings of its importance	1	2	3	4	N
		1	2	3	4	N
Assessment and Diagnosis						
3	Uses appropriate assessment techniques and procedures that incorporate the ecological perspective	1	2	3	4	N
4	Demonstrates skills in using diagnostic and assessment principles that encourages conceptualization of various ecological systems	1	2	3	4	N
5	Understands culturally-bound syndromes when assessing individual concerns for diagnosis and/or treatment planning	1	2	3	4	N
6	Demonstrates skill in assessing risk factors in suicidal, homicidal, and violent behavior	1	2	3	4	N
Counseling Skills and Interventions						
7	Demonstrates appropriate counseling skills	1	2	3	4	N
8	Demonstrates skill in developing a conceptual framework for understanding the client's issues	1	2	3	4	N
9	Demonstrates skill in being able to take assessment information and develop appropriate strategies and interventions	1	2	3	4	N
10	Applies appropriate clinical judgment to the management of the client	1	2	3	4	N
11	Demonstrates skill in facilitating group counseling	1	2	3	4	N
Professional Growth and Self Awareness						
12	Demonstrates awareness of self-processes, which can occur during session (e.g., reactions to client, biases, countertransference, risk of secondary trauma, etc).	1	2	3	4	N
13	Incorporates supervisory guidance into clinical performance	1	2	3	4	N
14	Seeks consultation from his/her supervisor in unfamiliar clinical situations	1	2	3	4	N

15	Demonstrates his/her awareness of own limitations of clinical skills and cultural competence	1	2	3	4	N
----	--	---	---	---	---	---

---

**Intentionality and Metacognition**

16	Exhibits awareness of practicum learning goals	1	2	3	4	N
17	Provides evidence of mindfulness of the dynamic between her/his personality and clients' characteristics and how that could impact the counseling relationship and process	1	2	3	4	N
18	Is able to provide rationale for choice of theory and intervention strategies	1	2	3	4	N

---

**Professional Growth and Self Awareness**

9	The student created opportunities intended to further their clinical practice and knowledge	1	2	3	4	N
20	The student identified needs within their population, agency, or community and facilitated solutions or interventions.	1	2	3	4	N
21	The student demonstrated leadership characteristics throughout their practicum experience	1	2	3	4	N
22	The student shared knowledge with supervisors, other clinicians, and the practice setting on the ecological counseling perspective and practices.	1	2	3	4	N

---

**Individual Learning Objectives and Overall Rating**

23	The student made adequate progress toward their individualized goals for practicum identified at the beginning of the semester	1	2	3	4	N
24	What is your OVERALL rating of the doctoral student's performance	1	2	3	4	N

What unique qualities does this doctoral student demonstrate during practicum?

Please provide suggestions for improvement for practicum student.

Signature of Doctoral Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_



**Counseling Program**  
**CECH/School of Human Services**  
**Doctoral Internship in Counselor Education Plan**

INSTRUCTIONS: Submit this form to the advisor and the doctoral committee prior to/by the preliminary hearing.

NAME: \_\_\_\_\_ STUDENT ID (M#): \_\_\_\_\_

Contact Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

Project Supervisor \_\_\_\_\_ Supervisor Credentials \_\_\_\_\_

Describe the planned activities to complete your internship. Please include a description of any agreed upon deliverables such as curricula, presentations, or teaching evaluations:

Description of Support from Site Supervisor and/or Project Supervisor:

Target Learning Objectives and Outcomes:

Student (signature): \_\_\_\_\_ DATE: \_\_\_\_\_

Advisor (signature): \_\_\_\_\_ DATE: \_\_\_\_\_

Doctoral Program Coordinator (signature) \_\_\_\_\_ DATE: \_\_\_\_\_

***File in graduate student record.***

## **APPENDIX D: Preliminary Hearing Forms**

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**HEARING NOTIFICATION**

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

PLACE: \_\_\_\_\_

**COLLEGE OF EDUCATION, CRIMINAL JUSTICE AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM**

**APPLICATION FOR PRELIMINARY DOCTORAL HEARING**

NAME: \_\_\_\_\_ STUDENT ID (M #): \_\_\_\_\_

ADDRESS: \_\_\_\_\_

HOME PHONE: \_\_\_\_\_ WORK PHONE: \_\_\_\_\_

EMAIL ADDRESS: \_\_\_\_\_

DOCTORAL COMMITTEE: (Please sign only when the proposed date and time are acceptable to you)

NAME

SCHOOL/AREA

SIGNATURE

\_\_\_\_\_  
Preliminary Hearing Chairperson\_\_\_\_\_  
Area of Concentration (Program Faculty Member)\_\_\_\_\_  
University Faculty (Program Support)\_\_\_\_\_  
University Faculty (Program Support)\_\_\_\_\_  
Student Signature & Date\_\_\_\_\_  
Chairperson Signature & Date

**THIS COMPLETED FORM MUST BE RETURNED TO THE GRADUATE STUDENT FILE/RECORD, 6339 CAMPUS RECREATION CENTER WITH THE REQUIRED DOCTORAL COMMITTEE'S SIGNATURES TWO WEEKS PRIOR TO THE PROPOSED DATE OF HEARING.**

**COLLEGE OF EDUCATION, CRIMINAL JUSTICE, AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM**

**RESULTS OF DOCTORAL PRELIMINARY HEARING**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT ID (M#): \_\_\_\_\_

TEMPORARY OR INITIAL TITLE OF PROJECT \_\_\_\_\_

RESEARCH AREAS: (1) \_\_\_\_\_ (2) \_\_\_\_\_

**DOCTORAL COMMITTEE:**

NAME

SIGNATURE

DATE

\_\_\_\_\_  
Preliminary Hearing Chairperson

\_\_\_\_\_  
Area of Concentration (Program Faculty Member)

\_\_\_\_\_  
University Faculty (Program Support)

\_\_\_\_\_  
University Faculty (Program Support)

DECISION: PROGRAM PLAN ACCEPTED (circle)      Yes      No

NOTE REVISIONS REQUIRED/COMMENTS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature & Date

**PLEASE ATTACH A COPY OF THE APPROVED MATERIALS AND PLACE A COPY IN GRADUATE RECORD.**

## **APPENDIX E: Doctoral Qualifying Exams & Specialty Critical Review Paper Forms**

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**COLLEGE OF EDUCATION, CRIMINAL JUSTICE, AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM**

**Application for the Written Doctoral Qualifying Examination**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT ID (M#): \_\_\_\_\_

Student's UC e-mail address: \_\_\_\_\_

Doctoral Program Specialty: \_\_\_\_\_

DATE of TRIAL ONE of the Counselor Education Examination  
(if completed): \_\_\_\_\_

DATES CURRENT TRIAL of the EXAMINATION IS  
SCHEDULED: \_\_\_\_\_

CHECK BELOW to INDICATE the EXAM SECTION(S) and TRIAL to be TAKEN THIS TIME:

___ COUNSELING	Trial: 1 2	___ RESEARCH/SCL	Trial: 1 2
___ SUPERVISION	Trial: 1 2	___ LEADERSHIP/ADV	Trial: 1 2
___ TEACHING	Trial: 1 2		

*I have completed my residency requirement and have maintained my Graduate Student Status per the requirements of the U.C. Graduate School.*    Yes    No    ☐    ☐

ON MY HONOR, I WILL NEITHER GIVE NOR ACCEPT UNAUTHORIZED AID IN COMPOSING MY ANSWERS TO THE QUESTIONS ASKED ON THIS EXAMINATION.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Doctoral Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

Prog. Coord. Signature \_\_\_\_\_ Date \_\_\_\_\_

**COLLEGE OF EDUCATION, CRIMINAL JUSTICE, AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM**

**WRITTEN COUNSELOR EDUCATION DOCTORAL QUALIFYING EXAMINATION  
INDIVIDUAL FACULTY REVIEWER RATINGS**

STUDENT ID (M #): \_\_\_\_\_ DATE: \_\_\_\_\_

Section Results: (PH-Pass with Honors, P-Pass, F-Fail)

\_\_\_COUNSELING            PH P F            \_\_\_RESEARCH/SCL            PH P F

\_\_\_SUPERVISION;            PH P F            \_\_\_LEADERSHIP/ADV            PH P F

\_\_\_TEACHING;    PH P F

Final Disposition: (must receive "PH" or "P" for all sections to pass)

\_\_\_\_\_ Pass with Honors    \_\_\_\_\_ Pass    \_\_\_\_\_ Fail

DOCTORAL REVIEWER COMMENTS:

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NAME

SIGNATURE

DATE

1. \_\_\_\_\_  
(Counseling Faculty Reviewer)

PLEASE SUBMIT YOUR COMPLETED REVIEW TO THE DOCTORAL PROGRAM TRACK COORDINATOR. A COPY WILL BE PLACED IN STUDENT'S PERMANENT RECORD FOLDER.

**COLLEGE OF EDUCATION, CRIMINAL JUSTICE, AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM**

**WRITTEN COUNSELOR EDUCATION DOCTORAL QUALIFYING EXAMINATION  
RESULTS**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT ID (M #): \_\_\_\_\_

Section Results: (PH-Pass with Honors, P-Pass, F-Fail)

___ COUNSELING	PH P F	___ RESEARCH/SCL	PH P F
___ SUPERVISION;	PH P F	___ LEADERSHIP/ADV	PH P F
___ TEACHING;	PH P F		

Final Disposition: (must receive "PH" or "P" for all sections to pass)

\_\_\_\_\_ Pass with Honors    \_\_\_\_\_ Pass    \_\_\_\_\_ Fail

SUMMARY OF REVIEWER COMMENTS (Completed By Doctoral Program Track Coordinator):

\_\_\_\_\_  
\_\_\_\_\_

NAME	SIGNATURE	DATE
------	-----------	------

1. \_\_\_\_\_  
(Chairperson)

2. \_\_\_\_\_  
Doctoral Program Track Coordinator

3. \_\_\_\_\_  
Counseling Program Coordinator

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

ATTACH A COPY OF ANY APPROVED MATERIALS AND PLACE A COPY IN STUDENT'S  
PERMANENT RECORD FOLDER.



**COLLEGE OF EDUCATION, CRIMINAL JUSTICE, AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM**

**WRITTEN COUNSELOR EDUCATION SPECIALTY PAPER  
SUBMISSION FORM**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT ID (M#): \_\_\_\_\_

Student's UC e-mail address: \_\_\_\_\_

Doctoral Program Specialty: \_\_\_\_\_

Doctoral Committee Members: (three members who will review)

1. \_\_\_\_\_  
(Chairperson)

2. \_\_\_\_\_  
Area of Concentration (Program Faculty Member)

3. \_\_\_\_\_  
University Faculty (Program Support)

TOPIC of CRITICAL REVIEW PAPER:

ON MY HONOR, I HAVE NEITHER GIVEN NOR ACCEPTED UNAUTHORIZED AID IN  
COMPOSING THE COUNSELOR EDUCATION SPECIALTY CRITICAL REVIEW PAPER.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

**INSTRUCTIONS:**

1. Please sign and scan this form and attach to your final paper.
2. Submit your completed form and paper electronically to the Doctoral Education Program Track Coordinator. She or he will distribute to the committee chair and members.
3. Once you have submitted this form with your paper, you are no longer allowed to make changes to your paper.
4. A copy of your form will be placed in student's permanent record folder.

**COLLEGE OF EDUCATION, CRIMINAL JUSTICE, AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM**

**CRITICAL REVIEW PAPER  
RESULTS**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT ID (M #): \_\_\_\_\_

Final Disposition:

\_\_\_\_\_ Pass with Honors    \_\_\_\_\_ Pass    \_\_\_\_\_ Fail

DOCTORAL COMMITTEE COMMENTS:

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NAME

SIGNATURE

DATE

1. \_\_\_\_\_  
(Chairperson)

2. \_\_\_\_\_  
Area of Concentration (Program Faculty Member)

3. \_\_\_\_\_  
University Faculty (Program Support)

4. \_\_\_\_\_  
University Faculty (Program Support)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

ATTACH A COPY OF ANY APPROVED MATERIALS AND PLACE A COPY IN STUDENT'S PERMANENT RECORD FOLDER.

**COLLEGE OF EDUCATION, CRIMINAL JUSTICE, AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM**

**ORAL QUALIFYING EXAMINATION RESULTS**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT ID (M #): \_\_\_\_\_

Final Disposition:

\_\_\_\_\_ Pass with Honors    \_\_\_\_\_ Pass    \_\_\_\_\_ Fail

DOCTORAL COMMITTEE COMMENTS:

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---

---

NAME

SIGNATURE

DATE

1. \_\_\_\_\_  
(Chairperson)

2. \_\_\_\_\_  
Area of Concentration (Program Faculty Member)

3. \_\_\_\_\_  
University Faculty (Program Support)

4. \_\_\_\_\_  
University Faculty (Program Support)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

ATTACH A COPY OF ANY APPROVED MATERIALS AND PLACE A COPY IN STUDENT'S PERMANENT RECORD FOLDER.

## **APPENDIX F: Dissertation Proposal or Prospectus Forms**

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**HEARING NOTIFICATION**

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

PLACE: \_\_\_\_\_

**COLLEGE OF EDUCATION, CRIMINAL JUSTICE AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM**

**APPLICATION FOR DOCTORAL DISSERTATION PROPOSAL/PROSPECTUS HEARING**

NAME: \_\_\_\_\_ STUDENT ID (M #): \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_

PROPOSED TITLE: \_\_\_\_\_  
\_\_\_\_\_

DATE ADVANCED TO CANDIDACY: \_\_\_\_\_

DOCTORAL COMMITTEE: (Please sign only when the examination date and time are acceptable)

NAME

SIGNATURE

DATE

1. \_\_\_\_\_

Chairperson

2. \_\_\_\_\_

Area of Concentration (Program Faculty Member)

3. \_\_\_\_\_

University Faculty (Program Support)

4. \_\_\_\_\_

University Faculty (Program Support)

\_\_\_\_\_  
Student Signature & Date

The doctoral candidate must present an acceptable dissertation proposal/prospectus to the doctoral committee within one calendar year of advancement to candidacy. A PROPOSAL ABSTRACT, NO LONGER THAN ONE PAGE, MUST ACCOMPANY THIS APPLICATION along with other applicable materials.

File in student graduate record with a copy of IRB review statement.

**COLLEGE OF EDUCATION, CRIMINAL JUSTICE AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM**

**RESULTS OF DISSERTATION PROPOSAL HEARING**

NAME: \_\_\_\_\_ STUDENT ID (M #): \_\_\_\_\_

DISSERTATION TITLE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PROPOSAL/PROSPECTUS STATUS: Accepted\_\_\_\_ Conditionally Accepted \_\_\_\_ Rejected \_\_\_\_\_

REQUIRED MODIFICATIONS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OTHER COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_

NAME

SIGNATURE

DATE

1. \_\_\_\_\_  
Chairperson

2. \_\_\_\_\_  
Area of Concentration (Program Faculty Member)

3. \_\_\_\_\_  
University Faculty (Program Support)

4. \_\_\_\_\_  
University Faculty (Program Support)

\_\_\_\_\_  
Student Signature & Date  
File in student graduate record.

## **APPENDIX G: Dissertation Defense Forms**

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**HEARING NOTIFICATION**

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

PLACE: \_\_\_\_\_

**COLLEGE OF EDUCATION, CRIMINAL JUSTICE AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM**

**APPLICATION FOR DEFENSE OF DISSERTATION**

NAME: \_\_\_\_\_ STUDENT ID (M #): \_\_\_\_\_

HOME PHONE: \_\_\_\_\_ WORK PHONE: \_\_\_\_\_

DATE ADVANCED TO CANDIDACY: \_\_\_\_\_

DATE PROPOSAL APPROVED: \_\_\_\_\_

PROPOSED TITLE:

\_\_\_\_\_  
\_\_\_\_\_

DOCTORAL COMMITTEE: (Please sign only when the examination date and time are acceptable)

**NAME**

SIGNATURE

DATE

1. \_\_\_\_\_  
Chairperson2. \_\_\_\_\_  
Area of Concentration (Program Faculty Member)3. \_\_\_\_\_  
University Faculty (Program Support)4. \_\_\_\_\_  
University Faculty (Program Support)

- This form is submitted for the student's graduate record only after the dissertation document has been judged to be acceptable by the dissertation committee members and a time for the defense has been arranged. A copy of the 1-page dissertation abstract accompanies this form.



**COLLEGE OF EDUCATION, CRIMINAL JUSTICE AND HUMAN SERVICES  
SCHOOL OF HUMAN SERVICES  
COUNSELING PROGRAM RESULTS OF**

**DEFENSE OF DISSERTATION**

NAME: \_\_\_\_\_ STUDENT ID (M #): \_\_\_\_\_

Date: \_\_\_\_\_

DISSERTATION TITLE: \_\_\_\_\_

\_\_\_\_\_

*Status of Oral Defense:* Accepted \_\_\_\_\_ Conditionally Accepted \_\_\_\_\_ Rejected \_\_\_\_\_

*Status of Dissertation Document:* Accepted \_\_\_\_\_ Conditionally Accepted \_\_\_\_\_ Rejected \_\_\_\_\_

REQUIRED MODIFICATIONS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_

Name	Signature	Date
------	-----------	------

1. \_\_\_\_\_

Chairperson

2. \_\_\_\_\_

Area of Concentration (Program Faculty Member)

3. \_\_\_\_\_

University Faculty (Program Support)

4. \_\_\_\_\_

University Faculty (Program Support)

**This oral defense shall be judged as a whole by each member of the dissertation committee as being satisfactory or unsatisfactory. The document shall be judged in the same manner. A satisfactory vote will have no more than one dissenting or abstaining vote. This form must be filed in the candidate's graduate file.**

## **APPENDIX H: Professional Development and Completion Plans**

## University of Cincinnati Counseling Program

### Professional Development Plan

(Adapted from Kress, V.E. & Protivnak, J.J. (2009). Professional Development Plans to Remedy Problematic Counseling Student Behaviors. *Counselor Education and Supervision*, 48, 154-166)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Section I. Area(s) for Professional Development

It has been noted that \_\_\_\_\_ (student name) would benefit from professional development to remediate the following professional development issue(s):

(Areas for professional development may include progress towards degree completion, quality of foundational coursework, quality of specialization coursework, quality of clinical skill, quality of scholarly skill, cooperativeness, initiative, attendance, punctuality, dependability, empathy, acceptance of diversity, ethics, and/or professionalism.)

#### Section II. Professional Development Activities

For you to continue to progress toward receiving your counseling degree, the counseling faculty is collectively requiring that you engage in the following professional development activities that relate to the competencies addressed within our program's retention policy. For each competency listed a date by which satisfactory progress must be made should be documented. Please consider that the information on this form will be shared with site supervisors by the faculty member(s) developing the plan with the student.

Competency/Disposition Area Requiring Improvement:	Required Activities to show improvement	Date by Which Progress will be Satisfactory (at appropriate level for student level of training and experience)

## University of Cincinnati Counseling Program

### Professional Development Plan p. 2

**Section III. Faculty Comments:**

**Section IV. Student Comments:**

**Section V. Professional Development Activities Revised** \_check here if revision not needed

#### **Section VI. Commitment to Professional Development Plan**

**I understand and agree to all of the conditions of this document. If I do not follow through on completing all of the tasks outlined in this contract deadlines prescribed, I will be subject to termination from the Counseling Program.**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Representative/Program Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Advisor

# University of Cincinnati

## Counseling Program

### Assessment of Professional Development Completion

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Section I. Area(s) for Professional Development

\_\_\_\_\_ (student name) engaged in professional development to remediate the following professional development issue(s):

#### Section II. Professional Development Activities: Resolution

\_\_\_\_\_ (student name) engaged in the following professional development activities that relate to the competencies addressed within our program's retention policy. Please consider that the information on this form will be shared with site supervisors by the faculty member(s) developing the plan with the student.

Competency/ Disposition Area Requiring Improvement:	<ul style="list-style-type: none"> <li>Activities Performed by Student</li> <li>Date of Evaluation</li> <li>Performance of activities: (satisfactory, unsatisfactory)</li> </ul>	<b>Resolution of Development Activity</b> <ul style="list-style-type: none"> <li>No more action required at this time, or</li> <li>Explanation of unsatisfactory progress and next steps for development.</li> <li>Resolution is complete when progress is satisfactory (at appropriate level for student level of training and experience)</li> </ul>

# University of Cincinnati

## Counseling Program

Assessment of Professional Development Completion (p. 2)
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**Section III. Faculty Comments:**

**Section IV. Student Comments:**

**Section V. Commitment to Professional Development Plan**

I understand the information recorded in this document and agree to comply with any next steps for my professional development as noted herein. I also understand the program's retention policy and am clear that there are certain behaviors that, if violated, will supersede this agreement and may result in immediate removal from the program (e.g., ethics violations).

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Representative/Program Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Advisor

## **APPENDIX I: Understanding and Acknowledgment of Handbook Policies**

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# University of Cincinnati: Counseling Program Handbook Understanding and Acknowledgment

Complete this form and give a copy to the Program Coordinator and your advisor by the 2<sup>nd</sup> week of your first term in the program. This form must be placed in each counseling program student's file. Please keep a copy for your records.

I, \_\_\_\_\_ (name of student), have downloaded and read the University of Cincinnati Counselor Education Doctoral Program Student Handbook and understand that I am responsible for the information presented therein.

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

I understand that it is solely my responsibility to meet the requirements of the Graduate School and the College of Education, Criminal Justice, and Human Services at the University of Cincinnati.

I further understand that the faculty of the University of Cincinnati Counseling Program has the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics and, based on that monitoring, to make decisions about my standing in the counseling program—whether I will continue without restriction, will continue with restriction and/or remediation, or will withdraw from the program. I understand that remediation can include the requirement of personal counseling that I undertake at my own expense.

I understand that success in the sequence of clinical courses requires some skills different from those required for success in didactic courses; thus, success in didactic courses does not guarantee success in clinical courses. I also understand that the sequence of clinical courses involves the demonstration of increasingly complex counseling competencies and, consequently, that success in earlier course(s) in the sequence does not necessarily predict success in later course(s) in the sequence.

I hereby agree to provide proof of malpractice insurance throughout my program in counseling and notification of any changes in my insurance coverage.

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for being removed from the counseling program. I also understand the program's retention policy and am clear that there are certain behaviors that, if violated, will supersede this agreement including remediation services and, instead, may result in immediate removal from the program (e.g., ethics violations).

Print name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Place copy in student graduate record or file.