

University of Cincinnati

Graduate Study in Counseling

Student Handbook

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Preface

This booklet is intended to provide students with specific information about the University of Cincinnati, the College of Education, Criminal Justice, and Human Services, the School of Human Services, and the Counseling Program. It is hoped that this booklet will provide initial guidance for applicants to the master's, certificate, and doctoral programs in counseling and provide continuing support for students as they progress through their programs.

Implementation of Provisions of this Handbook

The provisions of this handbook follow those of the *Graduate Handbook* which can be viewed at <http://www.grad.uc.edu> and have been formally adopted by the Program faculty as the official policies and procedures for graduate students in the Counseling Program as of the date listed on the flyleaf.

SECTION I - INTRODUCTION

The Counseling Program at the University of Cincinnati seeks national excellence in implementing an ecological counseling perspective through service to diverse populations, emphasizing underserved groups.

Mission Statement

The Counseling Program embraces ecological principles in counseling. Its programs emphasize ecological, systems-based counseling in training activities. Master's degree students are trained in the delivery of counseling services while doctoral prepared graduates are trained in the leadership skills necessary to help shape the delivery of mental health care services in our least well served communities.

Program objectives 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 National Council for Accreditation of Teacher Education [NCATE]), (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.

Program Objectives

Within the Counseling Program, it is expected that all students will demonstrate their knowledge and skill competence in eight common core areas. This will be accomplished through examinations, research papers, role plays, and supervised clinic practice with actual clients. The common core areas of the Counseling Program's knowledge and skill base include:

1. understanding the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
2. understanding societal changes and trends; human roles; societal and cultural subgroups; social mores and interaction patterns; and differing lifestyles.
3. understanding philosophic bases and skills within the areas of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper self-understanding and self-development; and facilitation of client or consultee change.
4. understanding and developing skills related to group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.
5. understanding and developing skills related to career development theories; of occupational and educational information sources and systems; career and leisure counseling, guidance and education; lifestyle and career decision-making; and career development program planning, resources and evaluation.
6. understanding and developing skills related to group and individual educational and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes.

7. understanding and developing skills related to types of research; basic statistics; research and report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.
8. understanding and developing skills related to professional roles and functions; professional goals and objectives; professional organizations; professional history and trends; ethical and legal standards; professional preparation standards; and professional credentialing.

Beyond these eight general program objectives, the master's, certificate, and doctoral programs each have specific program objectives for their curricular emphases (refer to Sections IV, V, and VI for a statement of specific program objectives).

Programs of Study in Counseling

The Counseling Program offers both master's and doctoral training in counseling. In addition, for those interested in post-master's training but do not wish to seek a doctorate degree, the Counseling Program offers a certificate program for advanced graduate study.

Master's Degree Study in Mental Health Counseling. The master's program in mental health counseling was designed for individuals interested in becoming licensed as Professional Counselors in the State of Ohio. This 90 credit hour program which meets the training requirements established by the state Counselor, Social Worker, and Marriage and Family Therapist Board for initial licensure as a professional counselor. The program consists of a set of core classes augmented by specialization classes deemed necessary for practice of mental health counseling in community settings. On completion of the program, the student will meet the training requirements for licensure as a Professional Counselor (PC) in the State of Ohio and may sit immediately for the licensure examination. Refer to Section IV for a detailed description of the master's programs.

Master's Degree Study in School Counseling. The master's program in school counseling is designed for individuals interested in becoming licensed as a School Counselor in the State of Ohio. This 72 credit, Master of Education (M.Ed.) program in School Counseling meets the training requirements established by the state Board of Education. The program is organized around a set of core classes augmented by specialization classes deemed necessary for practice of counseling in the schools. On completion of the program, the student will meet the training requirements for licensure as a School Counseling in the State of Ohio. To be licensed as a School Counselor, the student must have completed the School Counseling master's program and pass the National Teacher Examination, guidance subtest. Refer to Section IV for a detailed description of the master's programs.

Certificate of Advanced Graduate Study in Counseling (CAGS). As a service to people (a) who have completed a master's degree in counseling that does not meet the training requirements for licensure as a counselor in the State of Ohio or (b) who have met the training requirements for either the mental health or school specialization and who want to cross train for licensure in the other specialization, the Counseling Program offers a 30 quarter credit Certificate of Advanced Graduate Study (CAGS). The CAGS mental health counseling track has been designed to help the student meet the training requirements for licensure as a PC. The CAGS in school counseling qualifies the student for licensure as a school counselor. Students in the CAGS program select courses from a list of approved courses for their chosen specialization (see Appendix B). Graduates receive a certificate from the University which attests to the individual's completion of the program. Refer to Section V for a detailed description of this special certificate.

Doctoral Study in Counseling (Ed.D.). The Doctoral Program in Counseling prepares leader-scientists skilled in leading, teaching, supervising, and researching counseling from an ecological

perspective. Doctoral graduates are committed to providing service and leadership for diverse populations, emphasizing underserved groups. Doctoral graduates will demonstrate knowledge and skill in (a) theories pertaining to the principles and practice of counseling, group work, and consultation; (b) ethical and legal issues in counseling, supervision, and counselor education; (c) social, cultural, diversity, and equity issues in counseling, supervision, and counselor education; (d) instructional theory and methods relevant to training and supervising counselors; (e) current social and cultural issues; models and methods of assessment and use of assessment data; (f) design and implementation of quantitative and qualitative research; and (g) use of technology. They will also demonstrate attitudes and values consistent with best practices in ecological counseling practice, teaching, supervision, and research. Doctoral graduates will meet criteria for appropriate counseling credentials. Further, doctoral graduates will participate in professional organizations and associations appropriate to career goals; engage in scholarly counseling research; and demonstrate expertise in leadership in ecological counseling, including program development and evaluation, social change theory, and advocacy. The specific nature of each student's doctoral program is determined by the student in collaboration with a self-selected committee of university faculty. Some of the many specialization areas selected by doctoral students in recent years include: college counseling, career development, counseling children and youth, family counseling, group counseling, mental health counseling, multicultural issues in counseling, organizational development, prevention, school counseling, student development, women's issues in counseling. Refer to Section VI for a detailed description of the doctoral programs.

Organization of Graduate Study at University of Cincinnati

The Counseling Program is located within the School of Human Services, in the College of Education, Criminal Justice, and Human Services. As a graduate program, it is under the jurisdiction of the Office of the Vice Provost and Dean of the Graduate School.

The Graduate School

The Office of the Vice Provost and Dean of the Graduate School is responsible for coordinating, implementing, and administering all policy, rules, and regulations pertaining to graduate degree programs, including those of the School of Human Services. It is the role of the Graduate Faculty to determine educational policy of the Graduate Division and to regulate admission of students, advancement to candidacy, and awarding of graduate degrees. The Graduate Faculty has sole power in establishing requirements, but leaves to each individual department the right to determine specific courses of study, precise manners of instruction, and individual methods for evaluating the results of examinations.

The rules and regulations of the Division of Research and Advanced Studies are delineated in the *University Graduate Handbook* (http://www.grad.uc.edu/file_pdf/handbook.pdf). Since this document is available on the internet, all faculty members and all students have immediate access to answer any questions that arise. The *University Graduate Handbook* may be consulted for general regulations. The booklet, *Graduate Study in Counseling* (i.e., the document you are now reading), presents policies and procedures specific to the master's, certificate, and doctoral programs in counseling and is in compliance with the rules and policies of the Graduate School.

The School of Human Services

The School of Human Services is led by a Director (presently, Janet Graden, Ph.D.) who is appointed by the Dean of the College of Education, Criminal Justice, and Human Services. The School consists of three separate programs, the Counseling Program, the Health Promotion Program, and the School Psychology Program. Each program is headed by a Program Coordinator appointed by the Division Head. Although the three programs are separate and distinct, faculty attached to each of the

programs meet jointly in Division meetings and collaborate on divisional, programmatic, and scholarly projects. A diagram of the Department structure is presented in Table I.1.

The Counseling Program

The Counseling Program is headed by a Program Coordinator (presently Mei Tang, Ph.D.) who is appointed by and is responsible to the School of Human Services' Director. The Program Coordinator is responsible for coordinating operational administration of the program including such areas as recruitment, admissions, monitoring student progress, scheduling classes, and program evaluation. Within the program, individual faculty members are appointed to direct specific program curricular areas (e.g., school counseling, community counseling, advanced graduate study, and doctoral study) and specific program functions (e.g., marketing and recruitment, admissions, comprehensive examinations, program evaluation).

Table I.1. Organization School of Human Services			
School of Human Services			
Head: Dr. Janet Graden Office: 516 T.C. Phone: (513) 556-3344			
Programs			
<i>Program</i>	<i>Counseling</i>	<i>Health Promotion and Education</i>	<i>School Psychology</i>
Coordinator	Dr. Mei Tang	Dr. Randy Cottrell	Dr. Janet Graden
Office	526 TC	526 TC	516 TC
Phone	556-3344	556-3861	556-3339
Secretary	Ms. Pat Borusiewicz	Ms. Linda Miller	Ms Linda Miller
Office	526 TC	526 TC	522 TC
Phone	556-3335	556-3335	556-3335

Questions Frequently Asked

How long will it take to complete my program? There is considerable variability in student progress through their graduate studies. The 72 credit M.Ed. program may be completed in two years (6 quarters) of full-time study while the 90 credit M.A. program will take slightly longer (7 quarters). The certificate program for post-master's work (CAGS) may be completed in a year of full-time study, and the doctoral program (Ed.D.) generally requires four or more years to complete. Completion deadlines for each of the programs of study (e.g., master's, certificate, doctoral) will be discussed in Sections IV, V, and VI of this handbook.

Will I have to attend full-time or can I go part-time? Although the Counseling Program encourages full-time study, part-time study is possible. All master's and doctoral students are required to complete a residency requirement, one quarter of full-time study for master's students, one year of full-time study for doctoral students. There is no residency requirement for certificate students. Residency requirements for

each of the programs of study (e.g., master's, certificate, doctoral) will be discussed in Sections IV, V, and VI of this handbook.

How much coursework will I have to take? To graduate, M.Ed. students in school counseling must complete 72 graduate quarter credits and M.A. students in mental health counseling must complete 90 credits including completion of the Certificate in Mental Health Counseling. In either master's program, up to 9 graduate quarter credits earned at another accredited university within the last ten years may, at the discretion of the student's advisor, be applied toward the total credits required in the program. The Certificate of Advanced Graduate Study (CAGS) student must earn 30 graduate credits; due to the brevity of the CAGS program, advanced standing for previous graduate work will not be granted. The doctoral student must earn 168 graduate quarter credits, of which up to 30 graduate quarter credits earned at another university within the last ten years may, at the discretion of the student's committee, be applied toward the 168 credits required for graduation. Program requirements for each of the programs of study (e.g., master's, certificate, doctoral) will be discussed in Sections IV, V, and VI of this handbook.

How do I know just what courses I must take? The student's specific program of study is jointly designed by the student and a program advisor to provide the most relevant set of learning experiences for the individual's career aspirations. On admission to the Counseling Program, master's and certificate students are assigned a program advisor. Doctoral students are assigned a temporary advisor who will assist in formulating a program plan and in selecting a permanent doctoral advisor and doctoral committee. Coursework requirements for each of the programs of study (e.g., master's, certificate, doctoral) will be discussed in Sections IV, V, and VI of this handbook.

Are there any special requirements if I am a part-time student? All graduate students are required to register for at least one credit of instruction each Autumn quarter. Failure to comply with this requirement may result in loss of standing in the University, additional expenses associated with reactivating University standing, and delayed graduation.

Is the Counseling Program accredited? Each of the degree granting programs (M.A. in Mental Health Counseling; M.Ed. in School Counseling; Ed.D. in Counselor Education) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Because our Certificate of Advanced Graduate Study is not a degree program, it is not covered by CACREP accreditation. 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 National Council for Accreditation of Teacher Education (NCATE). Finally, our M.A. in Mental Health Counseling, our Certificate of Advanced Graduate Study, and our Ed.D. in Counselor Education are approved as meeting the training requirements for licensure by the Ohio Counselor and Social Worker Board.

If I complete the M.Ed. in School Counseling program, what else would I have to do to get licensed as a mental health counselor? Under the newly adopted rules for counselor licensure in the State of Ohio, graduates of our M.Ed. in school counseling must complete an additional 30 graduate credits in counseling instruction which meets prescribed mental health counseling course distribution requirements, including additional internship experience in a mental health setting.

Can graduates of the master's, certificate, or doctoral program in counseling get licensed? As stated above, graduates of the master's program in mental health counseling may be licensed by the Ohio Counselor and Social Worker Board as a Professional Counselor. Graduates of the master's program in school counseling may be licensed by the Ohio Board of Education as a School Counselor and, on completing additional work as described above, may also qualify for licensure as a Professional Counselor in the State of Ohio. Holders of a master's degree in counseling which does not meet the course distribution requirements for licensure in the State of Ohio may augment their completed master's by also completing the CAGS certificate program. Program faculty will offer every assistance to students in their efforts to secure counseling licensure, however it is the individual student's responsibility to

become familiar with the licensure requirements in the state in which they intend to practice and to verify that their program of study meets these requirements.¹ *Note:* The program is not intended to prepare graduates for psychological licensure, thus program faculty will not support student applications for psychological licensure. Credentialing and certification issues are presented in Section III, IV, V, and VI of this handbook.

What financial aid is available? The University of Cincinnati participates in a full range of state and federal financial aid programs. For example, graduate students may qualify for assistance under the federal and state financial aid programs, including low cost loans. The University also sponsors work-study, loan, and budgeting programs. Some teaching, research, or program-assistance graduate assistantships are available. Finally, many deserving graduate students may qualify for tuition remission scholarships which can ease the burden especially for out-of-state students.

Counseling Program Graduate Assistantship (GA): The counseling program typically offers Graduate Assistantships (GA) to three of its students each year. Students who receive a GA position must be full-time students in good standing. Program GAs perform program-related tasks, assist faculty in research, and deliver supervision to master's degree students in laboratory and field practica. The graduate assistant workload amounts to approximately 20 clock hours per week. In exchange, these GAs receive a pro-rated University Graduate Scholarship, plus a stipend of approximately \$11,000 for 9 months service. Policy governing the awarding of graduate assistantships is presented in Appendix G.

University Graduate Scholarship (UGS): A University Graduate Scholarship is a university-funded, tuition-only scholarship which covers instructional fees for full-time graduate students. These awards do not cover the general fees which are assessed each quarter. UGS monies are available for the academic calendar year and also for the summer session. Application for a UGS should be made to the College of Education, Criminal Justice, and Human Services by January 15th. A separate application for the UGS must be made for the summer session and should also be submitted by March 1st. Policy governing the awarding of graduate assistantships is presented in Appendix I.

Graduate Assistantships in Other Campus Facilities: Many campus programs employ counseling students as Graduate Assistants in their departments and offices. One vital campus unit, the Division of Student Affairs and Services (SAS), historically has employed several of our students as Graduate Assistants each year. SAS departments, such as the Women's Center and the office of Student Activities and Leadership Development have provided GA positions in such areas as Diversity Education, LGBTQ advocacy and programming, Women of Color advocacy and programming, Main Street programming, Leadership Programs, and Fraternity and Sorority Life. In exchange for 20 hours of work per week (on average), GAs in these departments receive a stipend of approximately \$1000 per month, accompanied by a University Graduate Scholarship provided by the Counseling Program.

In order to be eligible for financial assistance, all international students must demonstrate basic proficiency in English. The University of Cincinnati conducts a testing program to determine such proficiency. International student recipients of financial aid who, after testing, are judged lacking in

¹ The Commonwealth of Kentucky and the State of Indiana also have counselor licensure legislation. Although the Counseling Program at the University of Cincinnati was designed to satisfy Ohio licensure regulations, our courses of study may also meet the requirements for licensure in neighboring states. Students interested in licensure in neighboring states should seek individual assistance from program faculty.

English proficiency, must improve their abilities and achieve a passing score on the proficiency test to become eligible for financial aid beyond that academic year.

For additional information on these financial assistance awards and other sources of assistance, one may refer to the Graduate Awards Manual, available upon request from the Graduate Office of Education. In addition, the Program Secretary may be of personal assistance in the application process.

What services are available for minority students? The Office of Ethnic Programs and Services at the University of Cincinnati was founded to provide a full range of specialized programs and services for minority students. In addition to student advisement and financial aid counseling, the Office of Minority Programs and Services fosters academic excellence, leadership development, and student involvement. Further, many educational and cultural programs of special interest to minority students are sponsored by their office.

The position of Minority Recruiter and Academic Advisor has been established in the College of Education, Criminal Justice, and Human Services. The major function of this position is to increase enrollment of under-represented ethnic minorities. Services provided include pre-admission counseling, academic advising, and identification of educational funds available to ethnic minorities who enter the College of Education, Criminal Justice, and Human Services.

What kinds of facilities are available for studies at U.C.? Students in Counseling have access to a modern, spacious library for academic research (<http://www.uc.edu/libraries/>), small counseling meeting rooms with direct observational capabilities and videotaping equipment, advanced mainframe and personal computers, and small classes taught by full-time and expert adjunct faculty.

What about the Program faculty? The Counseling Program has six full-time faculty members. In addition, the Program is occasionally enriched by the assistance of a number of talented adjunct faculty. The faculty of the Counseling Program encourage cooperative rather than competitive relations among the students. In addition, the faculty seeks to establish interactive dialogue with the students, a sharing of curiosity and wisdom. Brief sketches of each faculty member's training and interest areas are presented in Appendix I and on the program's website (<http://www.uc.edu/counselingprogram/faculty.html>).

How much emphasis is placed on research training? The Counseling Program strives to train all its graduates to be intelligent, informed consumers and producers of research. Master's students are required to complete introductory courses in the design of research and the analysis of research data. Doctoral students complete a series of advanced courses in the design of research and the analysis of research data. As a culminating activity, doctoral students conduct a dissertation research project.

What will I find in the Cincinnati community? The city of Cincinnati has been rated as being one of the most attractive cities in the United States. It is noted for its cultural heritage, with its nationally known symphony orchestra, ballet, museums, zoo, and public theater. There are numerous other activities to enjoy including the major league sports (the Cincinnati Reds baseball team and the Cincinnati Bengals football team), beautiful parks, rivers with riverboat rides, high quality restaurants, movie theatres, and spectacular celebrations of major holidays.

Greater Cincinnati captures the spirit and unique personality of three states (Ohio, Kentucky, and Indiana) within a single metropolitan area. The hills of Cincinnati overlook the majestic Ohio River providing a dramatic setting for one of America's most beautiful inland cities. In preserving its rich heritage, Greater Cincinnati has created an ambience that marries Old World traditions with progressive new ideas.

The Cincinnati metropolitan area of 1.5 million people has eight colleges and universities in addition to the University of Cincinnati. The city is located conveniently along major interstates and is well

served by airline, train, and bus routes. It is within a two hour drive of Columbus (OH), Indianapolis (IN), and Louisville and Lexington (KY). It is also within five to six hours of Pittsburgh (PA), Cleveland (OH), St. Louis (MO), Detroit (MI), and Chicago (IL). The cost of living is moderate, the climate is moderate to warm.

What about the University of Cincinnati? Over 36,000 students attend the University of Cincinnati, yet the campus retains the charm of a smaller institution. The campus provides excellent facilities for all types of activity including swimming, tennis, racquetball, bowling, and billiards. Concerts and other musical events, movies, theater performances, and lectures are sponsored to provide a rich cultural resource. The University consists of seventeen component colleges and divisions that provide 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 designated it a Research I University, one of fewer than 75 in the country. The National Science Foundation recognizes that the University's volume of sponsored research places it in the top 3% of the nation's universities.

SECTION II - ADMISSION TO THE MASTER'S, CERTIFICATE, OR DOCTORAL PROGRAMS

Admission to graduate study in the Counseling Program is selective. A restricted number of students will be admitted each year. Although some specific requirements differ across the three programs, the admissions process for master's, certificate, and doctoral programs is similar.

Applying to the Program

Students are admitted to the master's programs (i.e., M.Ed. in School Counseling and M.A. in Mental Health Counseling) during the late winter for coursework beginning in the summer. All new master's students must begin their programs in the summer quarter. Certificate, and doctoral students also apply in the winter quarter for programs which begin in the autumn quarter each year. Application should be made to the Graduate School of the College of Education, Criminal Justice, and Human Services. The admissions process is initiated by completing an admissions application folder. This folder must contain all of the information listed below (i.e., vita, goal statement, transcripts, letters of recommendation, and Graduate Record Examinations scores). For master's, certificate, and doctoral applicants, the admissions folder must be completed by *January 15th* of the year in which the application is being made. It is the responsibility of the applicant to check whether his or her application folder is complete.

Affirmative Action Policy Statement

The Counseling Program strongly supports Department, College and University goals for affirmative action. As a Program, we are committed to recruitment of students representing diverse societal groups and cultures. We believe it is critical that our professional training program continues to take assertive steps to attract and retain greater numbers of minority students and faculty and that students address issues of cultural, racial, gender, and ethnic diversity throughout training. Consistent with Departmental goals, the Counseling program is committed to refine Program recruitment efforts of students so as to attract the largest pool of prospective minority applicants possible; to admit increasing numbers of minority students; to give special attention to retaining minority students; and to implement the spirit of affirmative action in our daily practices.

Requirements for Admission

To be considered for admission to graduate study in counseling, the applicant must meet the following basic requirements. Admission to the Counseling Program is highly competitive. Meeting these basic requirements does not guarantee admission.

1. The applicant must hold a Baccalaureate degree from an accredited college or university. A variety of majors may be considered appropriate background for training in counseling, but in general, successful applicants have a background in education and/or the social sciences. Certificate students must have a master's degree in counseling from an accredited college or university and demonstrate admissibility to doctoral study. Doctoral applicants must have a master's degree from an accredited college or university in either counseling or an allied field.
2. The applicant must show evidence of academic skill documented by submission of transcripts of all previous undergraduate and graduate work. While the minimum qualifying grade point average is 2.8, successful master's applicants generally have an undergraduate grade point

average of 3.2 or higher. Certificate and doctoral applicants must have a graduate grade point average of 3.2 or higher. All applicants are also required to complete the Graduate Record Examination (GRE). Although no minimum GRE score has been established, the GRE scores are considered during the admissions decision process and applicants are encouraged to put forth their best effort.

3. The applicant must show openness to personal exploration and professional development and evidence of skill in helping relationships documented by three letters of reference from qualified persons and by behavior during admissions interviews. For master's degree and certificate applicants, considerable latitude will be given in terms of what constitutes experience in helping relationships and who is considered a qualified source of recommendation. Certificate program applicants must have completed a master's internship in counseling and provide at least one letter of reference from a qualified counseling supervisor. Doctoral applicants must have at least 600 hours of supervised counseling experience and provide at least one letter of reference from a qualified counseling supervisor.

4. Persons for whom English is not their native language must show evidence of proficiency by virtue of their score on the Test of English as a Foreign Language (Minimum TOEFL score: 620).

A summary of these requirements is presented in Table II.1.

Table II.1. Admissions Requirements			
	Master's Programs	Certificate Program	Doctoral Program
Undergraduate Degree	Must have baccalaureate degree from an accredited university.		
Graduate Degree	Not applicable	Must have master's degree in counseling from an accredited university	Must have master's degree in counseling or in an allied field from an accredited university
Undergraduate Grade Point Average	Applicants must have a minimum undergraduate grade point average of 2.8; successful applicants typically have undergraduate grade point averages exceeding 3.2.		
Graduate Grade Point Average	Not applicable	Applicants must have a graduate grade point average of 3.2 for all graduate work taken prior to admission.	
Graduate Record Examination	Must complete basic GRE (i.e., Verbal, Quantitative, Writing)	GRE not required	Must complete basic GRE (i.e., Verbal, Quantitative, Writing)
	Successful applicants typically have total scores of 1000.		
English language proficiency (if required)	Must score 620 or higher on the TOEFL proficiency examination.		
Evidence of interest and skill in helping relationships		Must have completed a master's internship in counseling.	Must have one year, post-master's counseling experience (or one year of counseling internship).
	Must submit at least one letter of reference from someone who knows the applicant's potential as a professional counselor	Must submit at least one letter of reference from a qualified counseling supervisor	Must submit at least one letter of reference from a qualified counseling supervisor.

Choosing the Program that is Right For You

To help you choose the program which is right for you, we have prepared a “decision tree.” This guide will help you select which program is most likely to meet your needs.

Do you hold a master’s degree?

IF NOT: Apply for either the M.A. in Mental Health Counseling or the M.Ed. In School Counseling. If you want to qualify for both licensure as a Professional Counselor and licensure as a School Counselor, apply for the M.A. in Mental Health Counseling and then, upon completion, complete our CAGS program with school counseling emphasis.

IF YES: Is your master’s degree is in counseling?

IF YES: Apply for our Ed.D. in Counselor Education and Supervision. If your master’s degree is a CACREP accredited master’s degree in mental health counseling, upon admission you will be able to start immediately to take doctoral courses. If your master’s degree is in Community Counseling or School Counseling, you will have prerequisite master’s level course work to complete to qualify you for licensure as a Professional Counselor before you begin taking your doctoral classes.

IF NOT: Are you eligible for an independent practice license in your closely allied discipline (e.g., psychology, social work, addiction studies, psychiatric nursing)?

IF NOT: Apply for our M.A. in Mental Health Counseling

IF YES: Do you want to qualify for licensure as a professional counselor in addition to whatever independent practice license you are qualified for?

IF YES: Apply for our M.A. in Mental Health Counseling

IF NOT: Apply for our Ed.D. in Counselor Education. You will have to complete prerequisite master’s level course work to meet accreditation requirements for persons admitted to a CACREP accredited doctoral program.

Types of Admission

Two types of admission are available in the Counseling Program, (a) full graduate standing, and (b) conditional admission. Because the Program admits a small number of master’s, certificate, and doctoral students each year and because of the large number of qualified applicants, conditional admission will be granted only under truly exceptional circumstances. Prospective applicants may wish to take courses in advance of their application as a special or unclassified student.

Full Graduate Standing. Students meeting the minimum criteria for admission are admitted with full graduate standing. Students with full graduate standing are entitled to all rights and privileges (as well as subject to all regulations) as any other graduate student in good standing. Students with full graduate standing who enroll for full-time study are eligible for financial aid if available. Students with full graduate standing who enroll for part-time study are not eligible for financial aid.

Conditional Admission. In exceptional circumstances, students may be admitted to the Program under conditional status. This may include such conditions as probation or satisfactory completion of deficiencies. It should be emphasized that these contingencies will be made on a case-by case basis, and they will last for a stated period of time as specified in the student’s admissions letter.

Students may attain full graduate standing when the conditions responsible for their conditional status are corrected, subject to the approval of the Counseling Faculty.

Interested individuals may take courses as an through the Counseling Program as an unclassified graduate student. If later the individual is admitted to full graduate standing, the student may then petition to have such course work taken prior to admission counted as part of their graduate program (up to limits established for accepting courses for advanced standing). It will be the function of the program advisor (or doctoral chair and doctoral committee) to determine which courses, if any, will be accorded advanced standing.

Making Application

To qualify for consideration, one must first apply for admission to the Graduate School. Application to the University of Cincinnati Graduate School is described in detail at the University of Cincinnati website: <http://www.uc.edu/future/> Applications are made by completing the Graduate School's web form and paying the required application fee. Then one must apply for admission to the Counseling Program. Applications to the program are made by submitting hard copy forms available at the counseling program's web site: <http://www.uc.edu/counselingprogram> and submitting several kinds of documents attesting to completion of an undergraduate degree, test scores, and letters of reference. A complete applications folder will include those outlined in Table II.2.

Table II.2. Contents of the Admissions Application Folder	
<ul style="list-style-type: none">• Counseling Program Data Sheet.• Official transcripts of all undergraduate and graduate work.• Statement of goals for graduate study in counseling.• Professional resume or vita.• Three current letters of recommendation, one of which must be from someone familiar with the applicant's academic work and one from a reference familiar with the applicant's professional background. Forms for use in securing letters of reference are available through the Counseling Program.• Graduate Record Examination scores:<ul style="list-style-type: none">• Master's Applicants: GRE Basic Test• Doctoral Applicants: GRE Basic Test• TOEFL scores (for persons for whom English is not their native language).	

Admissions Decisions

Admissions to the Counseling Program are competitive and subject to review by the Counseling Faculty. Admissions decisions are made by a committee of the whole. To insure student representation on the admissions committee, graduate students are invited to participate in the admissions interviewing process and the Program Graduate Assistants serve as part of the committee of the whole and participate in making the admissions decisions. There are several factors considered in the selection process.

To be considered for admission, an applicant's admissions file must be complete. *It is the responsibility of the applicant to insure that all required materials are included in the admissions file by the relevant deadline.* A complete file will include all materials listed in Table II.2.

After review of the admissions application folders, selected applicants will be invited to participate in an interview with faculty and advanced doctoral students. Master's degree and certificate applicants will be interviewed in a group interview format; doctoral applicants will participate in two or more individual interviews. These interviews will enable the applicant to learn more about the counseling program and will permit the faculty to get to know the applicant better. During the interview, the interviewers may inquire about the applicant's academic and counseling background and the potential contributions the student may make to the program and its student body.

Once the interviews have been completed, the committee of the whole selects those applicants to be invited to enroll for graduate study in counseling. The final number of applicants admitted is partially dependent upon the program's projected ability to provide guidance and support for students in upcoming years. In addition to the academic and counseling experience criteria previously mentioned, the faculty will also consider the kinds of contributions the applicants may make to the program and the student body during their program of graduate study. Each applicant will receive a letter indicating the outcome of the selection process. A summary of the admissions deadlines is presented in Table II.3.

Event	Master's (M.A., M.Ed.)	Certificate (CAGS),	Doctoral Programs (Ed.D.)
Deadline for Completing the Application for Admission	January 15th	No set deadline for application	January 15th
Admissions Interviews with Program Faculty and Students	Typically within the first two weeks of March	Typically within the first two weeks of March	Typically within the first two weeks of March
Notification of Admissions Decisions	Typically by the end of April	Four to six weeks following application	Typically by the end of April

Financial Aid

The Counseling Program offers two kinds of financial aid, (a) assistantships (GA, Graduate Assistant), and (b) scholarships (UGS, University Graduate Scholarship). Financial aid decisions are made by the Program Director 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. Application forms are available through the Program Secretary.

Graduate Assistantships (GA). A limited number of graduate assistantships are available to counseling students through the Counseling Program (normally three assistantships). Full-time advanced master's and doctoral students in good academic standing may qualify for a graduate assistantship in the Counseling Program. Since the certificate program is not a degree program, CAGS students do not qualify for consideration for an assistantship. An assistantship is awarded for an academic year and is ordinarily not renewable. Students receiving an assistantship are expected to participate in supervision of master's practicum and/or internship students, to perform program related tasks, and to assist faculty with scholarly activities. A graduate assistantship carries a University Graduate Scholarship plus a stipend. University funds for assistantships are severely limited. Policies for the award of program Graduate Assistantships are presented in Appendix I. 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 supports similar to those described for the program Graduate Assistantships.

University Graduate Scholarships (UGS). Full-time master's, certificate, and doctoral students in good academic standing may qualify for a University Graduate Scholarship. The UGS pays partial tuition (typically, as much as 50% of the tuition cost) except the general fee for the quarters in which it is awarded. Ordinarily a UGS is awarded for a full academic year, however occasionally a UGS may be awarded for one or two quarters of study. UGS awards are made separately for the academic year and for summer school and require separate applications. University funds for scholarships are limited; therefore, scholarships are awarded competitively to eligible persons. Financial need is a strong consideration in making the awards. Highest priority is given to doctoral students and students who intend to enroll full-time for the full academic year. Policies for the award of University Graduate Scholarships are presented in Appendix I.

Application Process

To be considered for a UGS or GA award, the student must fill out the appropriate application form (available from the department secretary) each year. *Note:* separate forms are used for summer school and for the regular academic year. In general terms, University Graduate Scholarships (UGS) are given to students who are in good standing and provide evidence of financial need according to the following priorities. Doctoral students, required to complete one year of full-time work plus a one-year, full-time internship, are given highest priority for UGS awards. Next in priority are out-of-state master's degree students and master's students who have not previously been awarded a UGS. Because graduate assistants must be qualified to serve as practicum supervisors, graduate assistantships (GA) are reserved for doctoral and advanced master's degree students.

Students receiving Graduate Assistantships or University Graduate Scholarships *must* carry a full-time course load (12 credits or more) each quarter exclusive of audit credits. Tuition scholarships *may not* be used to pay for any undergraduate course work for any reason. Assistantships and tuition scholarships will not be awarded to students who have accumulated 260 or more graduate credit hours. Terms and conditions pertaining to graduate assistantships and tuition scholarships (e.g., years of eligibility, service to be provided) are presented in Appendices G and H.

Since students appointed to graduate assistantships must register for at least 12 credits per quarter and are expected to provide approximately 20 hours of service to the program each week, limitations are placed on additional part-time work. The maximum additional part-time workload permitted for individuals holding a graduate assistantship is one course per quarter for instructional assignments, or the equivalent FTE% for non-instructional assignments. Should the student be unable to maintain continuing academic progress, the student will be expected to terminate the additional part-time employment. All graduate assistants and especially those who hold additional part-time employment will be closely monitored

SECTION III - GENERAL POLICY, PROCEDURES, AND GUIDELINES

There are a number of policies, procedures, and guidelines which apply to all graduate students in the Counseling Program. This section of the *Counseling Program Handbook* will cover such topics as registering for classes, graduate credits and grading practices, working with your advisor or committee chair, membership in professional organizations and securing professional liability insurance, the Program's selective retention policies, the Program's appeals policies, credentialing for counselors, and guidelines for graduation. Like all graduate programs at the University of Cincinnati, the Counseling Program's policies and procedures must comply with University policies and procedures for graduate programs (URL: www.grad.uc.edu for an electronic copy).

Registering for Classes

A graduate student must be registered in the Graduate Division in order to earn graduate credit. However, unclassified students may be eligible to apply specific course credits towards their degree if later admitted into the Graduate Program (see remarks above relating to admission as an Unclassified Student).

Procedures for Registration

A student who has applied to and been admitted by the Graduate Division registers each quarter by obtaining registration materials, properly completing and processing them, 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 on-line as part of the registration process.

To assist the student in planning and scheduling, the Counseling Program Director publishes quarterly and bi-yearly lists of classes being offered in the Counseling Program. Forewarned is forearmed: (a) courses are *not* likely to be offered in quarters 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. The sequenced courses are listed in Appendix F. Changes in course scheduling are typically announced in classes, on posters in the Division Office and in the student mail box area, and in the counseling program newsletter, *The Counseling Connection*.

Restricted Courses

Because of the nature of the courses, certain of the counseling courses have restricted enrollment. Clinical instruction courses are courses in which students gain direct practice in using counseling skills and techniques. These clinical instruction courses include:

Master's Clinical Instruction Courses

18-CNSL-884	Pre-practicum
18-CNSL-886	Advanced Counseling Skills
18-CNSL-887	Field Practicum
18-CNSL-888	Master's Counseling Internship
18-CNSL-889	Advanced Master's Counseling Internship

Doctoral Clinical Instruction Courses

18-CNSL-984	Advanced Practicum in Counseling
18-CNSL-901	Advanced Counseling Internship

With the exception of the course, 18-CNSL-884 Pre-practicum, all clinical instruction courses are reserved for matriculated counseling students or students matriculated into other programs for which one or more of the counseling clinical instruction courses are a required part of the program's curriculum.

Procedures for Field Placement Practica and Internships.

Field Practicum and all internship courses require that the student be placed in a field experience site. Specific procedures for field experience practica and internship courses are described in detail on the *Counseling Field Experiences Metasite* (on Blackboard - this site is accessible for any student who is at the Field Practicum and Internship stage of their master's preparation). This metasite only becomes visible when one is enrolled in a field experience course. All forms needed for documenting one's field based activities, and information needed to make the field based experience a success are found on the Blackboard website. A chart to facilitate determining the number of total service and direct service hours required and how to apportion field experience hours among the variety of counseling activities is presented in Appendix E.

Master's Degree Internship Policies

Mental Health Counseling Internship

Applies To

- Mental Health Counseling students who have enrolled for 18 credits of 888 Master's Internship but who have not completed the required 240 direct contact hours (40% of 600 clock hrs)
- Mental Health Counseling students who have enrolled for 9 credits of 889 Advanced Master's Internship but who have not completed the required 120 direct contact hours (40% of 300 clock hrs)

Policy on Initiation of the Internship

Mental Health Counseling students may not begin accumulating direct contact hours until they are enrolled in an internship section.

Policy on Completion if Internship Requirements

Mental Health Counseling students who have not completed the 240 direct contact hours required for their 18 credits worth of 888 Master's Internship, or, who have not completed their 120 direct contact hours required for their 9 credits of 889 Advanced Master's Internship must:

- Enroll for at least 1 credit hour of 888 or 889 internship, whichever is relevant (because OH CSWMFT Board rules require all individuals who do not possess a PC or PCC license

but who, as part of their educational requirements, must engage in supervised counseling practice, to be enrolled in an internship during the time they are engaging in such practice)

- Attend all internship seminar meetings
- Document sufficient service hours to meet the service hour requirement commensurate with the number of credits for which the student is enrolled (i.e., 33 1/3 hours per one quarter credit). **Note:** The service hours for additional internship credit(s) may be any combination of direct, indirect, on-site supervision, and seminar hours. All direct service hours may be counted toward meeting the 240 direct contact hour requirement of the 18 credit Master's Internship (888) or the 120 direct contact hour requirement of the 9 credit Advanced Master's Internship (889). No minimum number of *direct service hours* will be required for the additional internship credits for which the student is enrolled.

Exception

If a Mental Health Counseling student who has an incomplete for 888 Master's Internship (or 889 Advanced Master's Internship) is short 20 or fewer direct service hours, the student may complete these direct service hours without having to enroll for additional internship credits. If completion of these direct service hours (20 or fewer hours) extends into a subsequent academic term, the student will be required to attend an internship seminar weekly until the hours have been completed.

Exclusion

If a student has completed all requirements for 888 Master's Internship and 889 Advanced Master's Internship and wants to take additional internship credit (e.g., to qualify for school counselor licensure), the student must meet the 40% direct contact requirement of that internship.

School Counseling Internship

Applies To

- School Counseling students who have not yet begun their internship
- School Counseling students who have enrolled for 18 credits of 888 Master's Internship but who have not completed the required 240 direct contact hours (40% of 600 clock hrs)

Policy on Initiation of the Internship

School Counseling students are strongly encouraged to begin their internships when school opens, typically at the middle to the end of August. During the time that the intern has begun working in the school and before the start of the Autumn term, attendance at a weekly internship seminar will be required. This may involve the summer internship class meeting during the month of August, but after that time, it will be a meeting scheduled especially for the School Counseling students. As soon as the Autumn term has begun, interns will start attending their regularly schedule internship meetings.

Policy on Liability Insurance

Because School Counseling interns may continue to engage in supervised practice either as UC interns or as private individuals, all School Counseling interns must join ASCA and purchase ASCA professional liability insurance.

Policy on Completion of Internship Requirements

School Counseling students who have not completed all clock hour requirements of their 600 clock hour internship during the Autumn and Winter terms will be given an SP grade and may continue to work at their internship site without enrolling for any further internship credits (because the OH Board of Education does not require school counseling students to be enrolled in an internship while engaging in supervised counseling activities). However, these students will be required to attend an internship class meeting up to the point at which they have completed the required 600 hours. Once they have completed their required direct and indirect service hours, they may discontinue participation in the internship seminar meetings.

Policy on Extension of Practice Activities

School Counseling interns who complete internship in the Autumn and Winter terms may choose to continue to work at the schools where they have interned. Such an arrangement would provide the intern with experience across the entire school year and would be extremely valuable as a learning opportunity. However, such students must fully disclose to their school administrator that they have completed their internship requirements, negotiate a new contract for continuing practice of counseling skills (as a volunteer or as a paid employee), and not communicate directly or indirectly that they are still University of Cincinnati interns.

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 from the College Office (401 TC) or from the School of Human Services' Secretary. Each quarter, the student 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 and refund policies and procedures.

Audit Regulations

The audit option is intended for cases in which course work is desired or advised but in which a grade is deemed unnecessary by the student in consultation with the student's program advisor or committee chairperson. 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 UGS unless 12 graduate credits are taken that same quarter (and if the total is less than 19 credits). Further, no more than one audit course may be charged to a UGS in any academic quarter.

Inappropriate Courses

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

Withdrawals

A student may withdraw from a course or be withdrawn from a course by the instructor. A student may also take a leave of absence from the program.

Academic Considerations. During the regular academic year, a student may drop a course by Saturday of the third week of classes with no academic penalty. From the fourth through the eighth week, a student may drop with a grade of either "W" or "F" to be assigned at the discretion of the instructor.

After Saturday of the eighth week no withdrawal will be approved, except for reasons beyond the control of the student, such as sickness or accident. The College Graduate Office judges the advisability of such exceptions. All withdrawals must be made through the Graduate Office either in person or by letter. A student may be withdrawn by the instructor at any time in the quarter when excessive absences have been incurred. A student withdrawn because of excessive absences is not eligible for academic credit, refund of fees, or reinstatement as an auditor in that course. Withdrawal dates for summer school courses vary according to the term in which the student is enrolled. Specific information is printed in *learning opportunities*.

Leaves of Absence. Students may request a leave of absence for a period of up to one year from the Program for medical, financial, or personal reasons. Such requests must be made in writing to the Program Director, using the official University form, and must be endorsed by the person's program advisor or committee chairperson. Upon return to the Program, the student's status will be the same as when he/she started the leave. Students, however, are cautioned that, if they had a Graduate Assistantship or a University Graduate Scholarship at the time of the leave, the Program cannot guarantee that one will be available at the end of the leave. In addition, the student must register for at least one graduate credit, typically in the Autumn quarter, to maintain active status.

Noncompletion of Degree. Unless a formal leave of absence has been granted, those students who do not demonstrate continuing progress towards completion of their degree are at risk of being dropped from the Program. In addition, as mentioned above, University policy requires a graduate student to register for at least one credit hour each Autumn Quarter to maintain status as a graduate student.

Reinstatement. A student who has not been granted a leave of absence and who fails to register for coursework for a period of one calendar year will be dropped from the program and may petition for reinstatement. There are two conditions for reinstatement: (a) the student must make up all I and N grades before reinstatement may occur, and (b) the student will be reinstated under the rules in force at the time of the reinstatement (regardless of what rules were in force at the time of the student's original admission).

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 must reapply through the normal admissions process to gain admission to the program.

Graduate Credits and Grading Practices

Grading Practices

The Counseling Program uses the grading practices specified in the *Graduate Handbook* http://www.grad.uc.edu/file_pdf/handbook.pdf.

Full-time / Part-time

A graduate student in the Counseling Program may attend either on a full-time or part-time basis with the following stipulations. Each student must satisfy the College residency requirement. To satisfy the residency requirement, *doctoral students* must complete 3 quarters (out of 5 contiguous quarters) of full time study (at least 12 credits per quarter) at the University of Cincinnati after admission to the doctoral program and prior to taking comprehensive examinations and being admitted to candidacy.² At least one autumn quarter must be included. Doctoral students are required to submit a residency plan at

²A doctoral student, on recommendation by his or her doctoral committee, becomes a candidate for the doctoral degree after satisfactorily completing all coursework and satisfactorily completing the written and oral comprehensive examinations

the time of their Preliminary Hearing stating their residency quarters, the work to be undertaken, and a statement of the manner in which existing professional obligations (e.g., full-time job) will be altered to permit satisfying the spirit of the residency requirement. *Master's Students* must complete one quarter of full-time study (12 credits in a single quarter) at the University of Cincinnati after admission to the master's program.

Course Load for UGS / GA Recipients

All students receiving a University Graduate Scholarship or a Graduate Assistantship *must* qualify as full-time graduate students during the period covered by the award. Full-time students are expected to carry 12 graduate credit hours (courses above the 500 level, exclusive of courses taken as audit courses) per quarter for fall, winter, and spring quarters. Students do not have to register for summer quarter to maintain their status. Students taking courses for audit or to satisfy undergraduate deficiencies must still take 12 graduate credit hours.

Graduate Credit Level Requirements

Generally, courses in the Counseling Program are numbered according to the following schedule: 700 level courses are master's level core courses, 800 level courses are master's specialization courses, practica, and/or electives for advanced master's and doctoral students, 900 level courses are doctoral core courses.

Credit can be earned for only those courses in this University listed as graduate offerings by the Graduate School. Upon recommendation of a student's Committee Chairperson, a limited number of graduate course credits may be granted for graduate work done in other accredited institutions. Not more than 6 quarter credits are accepted for work in a single 3-1/3 week summer term.

Change-of-Grade Policy

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. If a student's candidacy lapses, the petition for reinstatement must include consideration of N and I grades and the year in which they were granted. Research courses are not subject to a time limit. Grade changes are made by the faculty member of record through an electronic grade management website. If a student's candidacy lapses, the petition for reinstatement needs to include consideration of N and I grades and the year in which they were earned.

Working with the Program Advisor or Committee Chair

All students in the Counseling Program have a program advisor (master's, certificate) or committee chair (doctoral). Regular contact with the program advisor or committee chair is essential for the student's smooth progression through the program. Among other tasks, the program advisor or committee chair 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. Students should be aware that if their advisors are not kept informed about their progress through the program, advisors may not have enough knowledge to complete the graduation check-out, and graduation may be delayed.

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., check-out materials for graduation). Considerable frustration can be avoided by taking care of business during the regular academic quarter--students should avoid trying to schedule advising meetings during vacations or in July and August.

Changing Advisor or Committee Members. At admission, each student is assigned an advisor. Occasionally, during the course of one's studies, one may wish to change advisors. To change advisors, the current advisor must be informed and approval must be obtained from the new advisor and from the Program. Until a change in advisor is approved, the original advisor will have official responsibility and will complete the graduation check-out. Master's and certificate students must submit a Change of Advisor form (available through the Program Secretary); doctoral students must submit a Petition for Selection of New Doctoral Committee Member (available through the College Graduate Office).

Professional Organizations and Liability Insurance

Since counseling is an applied discipline, it is important for all counselors to join the national and state professional associations for counselors. It is also important that all students of counseling obtain professional liability insurance.

Organizations. Because of the importance and influence of professional organizations, all students are strongly encouraged to become members of the national American Counseling Association (ACA), its various divisions representing special interests, such as 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). Reduced price, student memberships are available for ACA, OCA, GCCA and special interest divisions. Please see Table III.1. for a sample of relevant organizations.

Table III.1. Sample of National, Regional, State, and Local Counseling Associations

	Counseling	School Counseling	Mental Health Counseling	Counselor Education and Supervision	Counseling Honorary Society
National	American Counseling Association (ACA)	American School Counseling Association (ASCA)	American Mental Health Counselors Association (AMHCA)	Association for Counselor Education and Supervision (ACES)	Chi Sigma Iota
Regional				North Central Association for Counselor Education and Supervision (North Central ACES)	
State	Ohio Counseling Association (OCA)	Ohio School Counseling Association (OSCA)	Ohio Mental Health Counselors Association (OMCHA)	Ohio Association for Counselor Education and Supervision (OACES)	
Local	Greater Cincinnati Counseling Association				Chi Sigma Iota-Upsilon Chi Chi

Associations highly recommended for counseling students are set in boldface

Liability Insurance. All students are required to obtain professional liability insurance *prior to* beginning field-placement practica and internships. Typically, mental health counseling students obtain professional liability insurance by joining ACA and/or AMCHA and applying for coverage by the organization's recognized insurance carrier without an additional charge. School counseling students must become American School Counselor Association (ASCA) members and obtain the ASCA liability insurance prior to starting Field Practicum. Occasionally, a counseling student may have access to professional liability insurance through other sources. Failure to obtain professional liability insurance will result in a student not being admitted to field-placement practica and internship courses and/or not being placed in a field-placement setting. Advisors can provide assistance in securing insurance.

Selective Retention Policy

To maintain the quality and adherence to the ethical principles of the Counseling profession, the Counseling Program has adopted policies regarding academic performance, academic honesty, and the personal and professional behavior of students in the program. Students must adhere to University, College, and Program rules and regulations regarding academic performance and professional conduct. Furthermore, because counseling is an applied profession, it is necessary that all students demonstrate academic and technical competence, in addition to those personal characteristics appropriate to the requirements of the profession.

Academic Performance Standards

Students in the Counseling Program are expected to meet high standards of academic performance. All master's level courses except for clinical instruction courses must be taken for a letter grade and all students are expected to earn a grade of B- or better in every graded course. Doctoral students may take selected courses under Pass/Fail grading with program or advisor approval. Thus, the counseling program requires a minimum grade point average of B- (3.33) for graduation. Clinical instruction courses offered by the Counseling Program (i.e., Pre-practicum, Advanced Counseling Skills, Field Practicum, Master's Internship, Advanced Master's Internship, Advanced Counseling Internship) are graded on a Pass/Fail basis. Independent Study work may be offered for a letter grade or for pass/fail grading. Dissertation Guidance is always offered as a pass/fail course. The Counseling Program awards a grade of "Pass" if the student's work would have been worth of a grade of B- or better were the course to have been graded using the University's letter grade scale.

Whenever a student obtains a grade of C or below 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. A student may have a C or F grade in a course "expunged" from our internal accounting of C grades by retaking the course and earning a grade of B- or better. The original C or F grade will show on the transcript but will not be counted as a probationary grade for program requirements. Once a student receives a grade for a course, the course may not be added to or removed from the student's program plan. Any student who receives a third letter grade of C or below in a course listed in the student's program plan, will be terminated from the Counseling Program. A student, who has been terminated under this policy, may appeal the decision by following the normal Program appeal process.

Academic Honesty

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, unauthorized assistance, fabricating data) may result in a failing grade in a course or graduate research credits and/or immediate suspension or dismissal from the program.

Professional Attitude and Behavior

Students in the Counseling Program are expected to demonstrate a pattern of attitudes and behavior appropriate to a professional counseling trainee and adhere to the ethical standards for counselors established by the *American Counseling Association (ACA)* and the standards of best practice established by the ACA and by the ACA division(s) relevant to the student's specialization. In addition, as a student at the University of Cincinnati, counseling students are expected to adhere to the University of Cincinnati *Student Code of Conduct* (URL: <http://www.soa.uc.edu/life/conduct>). Attitudes or behavior inappropriate for a professional counselor or violation of relevant ethical standards warrants educational intervention regarding ethical and professional behavior. On occasion, such inappropriate attitudes and behavior may also require formal remediation, reprimand, or dismissal from the Counseling Program.

Instances of counseling student academic or non-academic misconduct should be reported, in writing, to the Program Director. Next steps will be guided by the University of Cincinnati *Student Code of Conduct*.

Appeal Policy

The Counseling Program affirms its adherence to the grievance procedures outlined in the Graduate School's website: *Graduate Student Grievance Procedures* (<http://www.grad.uc.edu/rules-grievances.aspx>).

Appeal of Course Grades. Grades received in courses taught by members of the counseling faculty may be appealed. An appeal of a grade is appropriate in cases wherein a student believes the grade was awarded in an arbitrary or capricious manner or through faculty error. A student wishing to appeal a grade received in such a course may do so by first approaching the faculty member to attempt resolution of the difficulty. Should this fail to resolve the problem, the student may submit a written appeal request to the Program Director. An appeal request should include: (a) a description of the circumstances giving rise to the appeal, (b) a request for a specific faculty action, and (c) a rationale for the request. On receipt of an appeal request, the Program Director will first attempt to achieve an informal resolution to the problem. If an informal solution is not achieved, the Program Director will schedule time at the next regularly scheduled Program meeting for the faculty to review the appeal. If the student wants to make the appeal in person, he/she may come to the faculty meeting and will be given a short period to make a verbal presentation. Faculty discussion and a decision on the appeal will be made during a closed-door portion of the meeting. The student will be notified, in writing, of the faculty decision.

Appeal of Formal Actions by the Program. The Program Director's actions and/or faculty recommendation in cases of alleged student misconduct may be appealed. A student wishing to appeal a faculty disciplinary decision may do so by following the guidelines specified in the *Graduate Student Grievance Procedures* for a Level 1 grievance. Copies of the pamphlet, *Graduate Student Grievance Procedures*, are available through the office of Graduate Studies and Research and a copy has been placed in a permanent file in the Department Office.

Credentialing / Endorsement Policy

Because credentialing is necessary for program graduates to practice the profession of counseling, it is important that each student be aware of the credentialing process. The Counseling Program has adopted specific policies regarding endorsement for credentialing. A brief review of counselor licensure and school counselor certification is presented below accompanied by a statement of the program endorsement policy.

The Counseling Program faculty will endorse a student for only those professional certifications, licenses, and placements for which the student has been adequately trained. Endorsement will be given

only on the basis of evidence of demonstrated proficiency in the vocational and/or credentialing area for which endorsement is sought. A student requesting endorsement for a professional credential or placement must have completed a substantial portion of his/her graduate program including relevant supervised practicum and internship experiences.

Within Unit Monitoring. Student completion of courses and experiences required for endorsement will be monitored in several ways. Each student must complete a program plan during the early stages of training. This program plan is keyed to the degree and major sought. Graduation checkout is conducted with reference to the program plan. In addition, faculty check class lists quarterly to determine whether each student is registered under the proper major code. Yearly, listings of transcripts for all students are reviewed to insure that each student is taking classes consistent with his/her program plan and is not in violation of program academic performance standards.

Endorsement by the Counseling Program for Counselor Licensure. By state law, with few exceptions, all individuals who wish to call themselves counselors and practice counseling independently must be licensed. Holders of a master's degree who have completed 90 credits of instruction in counseling which meets course distribution requirements may qualify for licensure as a Professional Counselor (PC) in the State of Ohio. Individuals holding a master's degree of less than 90 credits who complete the CAGS certificate program and those who complete the doctoral program in counseling may also qualify for licensure as a Professional Counselor (PC) in the State of Ohio. As noted earlier, holders of the PC license who satisfy supervised work experience requirements may be granted the PCC license. Guidelines for licensure will be discussed in various classes during your program.

The individual student is responsible for obtaining copies of the counselor licensing law and license board regulations governing licensure in Ohio and/or licensure in any other state in which the student wishes to practice, and for understanding and following their contents. A variety of documents related to counselor licensure in Ohio are readily available on the Board's website (<http://www.cswmft.ohio.gov/Forms.stm>). To prepare for application for licensure after graduation, we strongly recommend that each student assemble a file containing all course syllabi, independent study or readings contracts, field placement activity logs, names and addresses of field placement supervisors, program descriptions, and course catalogs. Questions about individual qualifications or applications of the law should be addressed to:

State of Ohio Counselor, Social Worker, and Marriage and Family Therapy Board
50 West Broad Street, Suite 1075
Columbus, Ohio 43215-5919
Tel: (614) 466-0912 Fax: (614) 728-7790
<http://www.cswmft.ohio.gov>

Graduates from either the M.A. or M.Ed. who have completed the necessary courses to satisfy the requirements of the Mental Health Counseling program meet the educational requirements for licensure as a Professional Counselor. Graduates of the doctoral program who meet the course requirements for a master's degree in mental health counseling also meet training requirements for licensure as a Professional Counselor and once having passed the entry level licensure examination may be granted a license by the Board. Under Ohio law, to qualify for independent licensure as a Professional Clinical Counselor, the individual must meet additional requirements for post-master's degree supervised experience and must pass the clinical counselor licensing examination.

Endorsement for the School Counselor License. At the completion of a student's academic training in School Counseling (either through the completion of a master's degree or through an equivalent License-only preparation), the Program's Certification Officer (i.e., the faculty member assigned as the Coordinator for School Counseling) will review the complete file of the certification

applicant to determine if all academic requirements have been met. Completion of all academic requirements will lead to the generation of an endorsement letter from the Program's Certification Officer. This letter will include: (a) the student's name, address, and social security number, (b) an endorsement that the student has completed all academic requirements for PPS licensure, and (c) either National Teacher Examination (NTE) guidance test scores or an indication that the student will complete the guidance section of the NTE in the near future. This program endorsement will be forwarded to the College of Education, Criminal Justice, and Human Services' Certification Officer who, in turn, will endorse the State Department of Education's Certification Application.

Under the requirements of the State Board of Education, the Professional Pupil Services License shall be issued to an individual deemed to be of good moral character who (a) successfully completes an approved program of preparation and (b) who is recommended by the dean or the head of teacher education, (c) who has completed an examination prescribed by the State Board of Education, (d) who has a master's degree, and (e) who has completed two years of successful teaching experience under a provisional or professional teachers license. The Counseling Program policy for endorsement for the Professional Pupil Services License is as follows:

1. A person who holds a master's degree in school counseling from a CACREP accredited program can receive the Counseling Program endorsement without any additional coursework.
2. A person who holds a master's degree in Community Counseling or Mental Health Counseling, or a person who holds a doctorate in Counselor Education from a CACREP accredited program may receive the Counseling Program endorsement upon completion of our endorsement upgrade program (30 credits of instruction including internship)
3. A person who holds a master's degree in School Counseling, Community Counseling, Mental Health Counseling, or a doctorate in Counselor Education, must have their transcripts evaluated for equivalency to the University of Cincinnati M.Ed. program in School Counseling. Additional coursework to satisfy deficiencies must be completed in order to receive Counseling Program endorsement.
4. A person who holds a master's degree in other disciplines must be admitted to and must complete or M.Ed. program in School Counseling..

A prospective school counselor may sit for the *Praxis Examination* after completing all coursework. The examination is administered at the University of Cincinnati. The registration materials and a schedule of test administration dates, published in *NTE Programs: Bulletin of Information*, is available through the Student Services Center in the College. For further information, contact the Student Services Center or write to:

Ohio Department of Education
Division of Teacher Education and Certification
25 South Front Street
Columbus, Ohio 43215-4183
614-995-1545
<http://www.ode.state.oh.us>

Graduates who have completed the courses required of a School Counseling major may be endorsed by the Program for licensure as a school counselor in the State of Ohio.

Right to Review Records

Students, once enrolled, have the right to review their educational records, except for those excluded by law (e.g., those maintained by a licensed physician, psychiatrist, psychologist, or counselor),

or parent's financial statement. Educational records are maintained in such offices as Student Records, the College of Education, Criminal Justice, and Human Services Graduate Office, Student Financial Aid, Career Development and Placement, Educational Advising, as well as in the Program Office.

In order to gain a review of such records, the student should first address the proper university or collegiate office. In the Counseling Program, a file is maintained which includes (a) the original application form for admission, (b) university personnel payroll forms, (c) the student's program plan, (d) student petitions, (e) university grade forms and transcripts, (f) reports and letters, (g) copies of all correspondence from the Program Director, (h) candidacy examinations, (i) documentation of practicum and internship activities, (j) certification of candidacy, and (k) graduation forms. Students wishing to review their file must submit a request with their program advisor or committee chairperson. No documents may be removed from the file without prior approval of the Program Director. If a student feels there are any inaccuracies, he/she may place a letter of explanation in the file.

Graduation

Graduation entitles all counseling graduates to participate in the College of Education, Criminal Justice, and Human Services recognition ceremony as well as the campus-wide graduation exercises. Graduates can also participate in the graduate hooding ceremony in June. Students are encouraged to participate in the graduation ceremonies. Students initiate their application for graduation on line.

SECTION IV - MASTER'S DEGREE PROGRAMS (M.A., M.Ed.)

General Program Requirements

The master's degree programs in counseling were designed around a core of classes, selected to be consistent with national standards for master's programs in counseling, state training requirements for counselors, and university requirements for graduate programs. Beyond this common core, each student may choose an area of concentration—mental health counseling in community human services settings or counseling in educational settings. Graduates of the 90 credit hour Master of Arts Degree in Mental Health Counseling meet the training requirements established by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board for licensure as a Professional Counselor (PC). Graduates of the 72 credit, Master of Education degree program in School Counseling meet the training requirements for the School Counselor License in the State of Ohio. In addition to coursework, successful completion of a comprehensive examination is required.

To meet general program objectives (outlined in Section I of this handbook), a set of courses has been identified as core courses. These core courses (outlined in Appendix A) include both academic and clinical (i.e., practica, internship) courses. In addition, each concentration area requires additional coursework beyond the required counseling core courses. The choice of the area of concentration (i.e., counseling in human services settings or counseling in educational settings), elective coursework, and field placement activities are jointly developed by the student and the program advisor to provide appropriate educational experiences for the individual's career plans.

School Counseling

The School Counseling concentration prepares students to serve as counselors in educational settings at the elementary and secondary levels. The program is intended to prepare pupil personnel workers who perform such functions as individual and group counseling, working with teachers administrators and other school personnel, parents, and community agencies in the provision of appropriate services for the benefit of individual pupils. The program provides for the integration of counseling and related guidance services.

Objectives for the School Counseling Specialization. School Counseling students will also be expected to gain knowledge of the environment in which they plan to practice. This will require specialized understandings and skills necessary to work effectively in School Counseling settings. In addition to the general objectives for all students in the counseling program, specific objectives for the School Counseling specialization include demonstrated knowledge of and skills in each of the following:

1. the history, philosophy, trends, purposes, ethics, legal aspects, standards, and roles of the counselor in the educational setting in which they plan to function.
2. the educational, psychological, and social development of students within the range of those with whom they plan to work.
3. the counselor's role in meeting the educational and psychosocial needs of special/exceptional students

Required Coursework for the School Counseling Specialization. Courses and clinical experiences involve such competency areas as personal, emotional, and career counseling; human development; multicultural issues in counseling; the use of assessment instruments; individual and group counseling techniques; special problems in School Counseling; curriculum development; and consultative methods. Clinical instruction will focus on working with school age youth and adolescents in school settings.

Professional Portfolio. In compliance with our School Counseling program's NCATE accreditation, School Counseling students must complete a professional portfolio. A description of the requirements for this portfolio is provided in Appendix G.

Mental Health Counseling in Community Settings

The program for Mental Health Counseling has been developed for students interested in counseling in human services settings. Graduates of this program will be prepared to serve in entry level positions in mental health and related agencies. Depending on the choice of electives and field experiences, graduates will be qualified for positions in a wide range of mental health and related agencies including community mental health centers, substance abuse programs, halfway houses, employee assistance programs, and women's programs and services.

Objectives for the Mental Health Counseling Specialization. Students will be expected to gain knowledge of the specialized skills needed for diagnosis and treatment of mental and emotional disorders. This will require specialized understandings and skills necessary to work effectively with individuals experiencing significant distress, impairment, or risk of life, health, or freedom. Specific objectives for the developing expertise in diagnosis, treatment, and prevention of mental and emotional disorders include demonstrated knowledge of and skills in each of the following:

1. The general principles and practices of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behaviors.
2. General principles and practices for the promotion of optimal human development and mental health.
3. The specific principles and models of biological, psychological and social assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans.
4. Knowledge of the principles of diagnosis and the utilization of current diagnostic tools, such as the current Diagnostic and Statistical Manual.
5. Application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including the utilization of crisis intervention, brief, intermediate, and long-term approaches.
6. Basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for the purpose of making appropriate referrals for medication evaluations and identifying effects and side effects of such medications.
7. Principles of conducting an intake interview, a mental status evaluation, a biological, psychological, and social history, a mental health history, and psychological assessment for treatment planning and managing of client caseload.
8. Training in clinical supervision, including counselor development.

9. Specialized consultation skills for effecting living and work environments to improve relationships, communications, and productivity, and for working with counselors of different specializations and with other mental health professionals in areas related to collaborative treatment strategies.
10. The application of concepts of mental health education, consultation, outreach, and prevention strategies, and of community health promotion and advocacy.
11. Effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs affecting mental health services in general and the practice of mental health counseling in particular.
12. Ethical and legal issues specifically related to the practice of mental health counseling.

Program Design and Approval

Program Plan

Prior to or within the first term of study, each master's degree student *must* meet with his or her advisor, develop a program plan, and have the approved program plan placed on file in the Department office. The program plan will include a listing of required counseling core courses, specialization courses for human services or educational settings, and elective courses. The program plan will also include planning for completion of field experience requirements. The program plan should be developed in collaboration with the program advisor and must be approved before it is valid. The program plan is a vital part of the academic record; it will be used at graduation as the basis for graduation check-out. Blank program planning forms are available from the program advisor or the Department Office.

Transfer of Coursework. Students may transfer a *maximum* of 9 graduate quarter credits, upon approval of the program advisor, for classes taken from another approved college or university. Only courses with grades of *B* or better taken within ten years prior to formal admission to the counseling program will be considered. In addition, a maximum of 9 graduate quarter credits of coursework taken as a non-classified student at U.C. prior to admission may be applied to the degree. In other words, all students must take at least 54 of the 72 credits required for their program after admission into the program.

Under an agreement between the Addictions Studies Program (CECH Division of Criminal Justice), individuals who have completed a master's degree in addictions studies may apply for 27 credit hours advanced standing for courses taken which are equivalent to courses required in the Mental Health Counseling program. These courses include:

Table V.1. Courses Approved for Advanced Standing for Students Who Possess a Master's Degree in Addiction Studies	
18-CNSL-784 Counseling Theory.....	3 cr
18-EDST-775 Lifespan Human Development	3 cr
18-CNSL-787 Group Theory and Process	3 cr
18-CJ-630 Group Work with Addicted Populations	3 cr
18-CNSL-963 Multicultural Counseling.....	3 cr
18-CNSL-895 Intro Problem Identification and Diagnosis	3 cr
18-CJ-741 Research Methods in CJ.....	3 cr
plus 6 credits of elective coursework as approved by advisor	6 cr
Total	27 cr

Residency. Master's degree students must complete a residency requirement of one quarter of full-time study. Full-time study is defined as 12 graduate quarter credits exclusive of courses taken for audit. Full-time status is required to receive financial aid.

Modifying the Program Plan. As needs change, it may be necessary to modify the program plan. Changes to the program plan must be described in writing, must have advisor approval, and must be filed as part of the formal program plan. Note: the program plan is, in fact, a planning document, not a record of activities completed. Once a student has received a grade for a course, the course may not be added to or taken off the program plan.

Completing Coursework

Typically, full-time master's degree students begin with the same set of "foundations courses". These "foundations courses" are listed below. Part-time students and students who would like to begin with Summer Quarter may consider these seven courses to be "starter courses" but should *work closely with their advisor* to avoid problems in course sequencing which could delay graduation.

After the first quarter of coursework has been completed, course schedules for master's students may become more individualized. Each student will have to plan individual course schedules taking specialization area courses and electives into account. It is important that the student maintains close contact with his or her advisor to help with the planning process and avoid problems in scheduling.

18-EDST-755	Research Methods	3 cr
18-EDST-701	Intro Statistics	3 cr
18-CNSL-981	Legal, Ethical, Professional Issues	3 cr
18-CNSL-784	Counseling Theories	3 cr
18-CNSL-775	Career Development	3 cr
18-CNSL-787	Group Theory and Process	3 cr
18-CNSL-884	Pre-practicum	3 cr

To assist the student in planning and scheduling, the Program Director publishes a quarterly list of classes being offered through the Counseling Program. In addition, a Generic Two Year Course Schedule has been prepared to forecast when courses in the Counseling Program are likely to be offered over the coming years. Information on the scheduling of courses offered through other departments can be obtained through the relevant department office. Forewarned is forearmed: (a) courses are *not* likely to be offered in quarters other than those specifically noted in the Generic Two Year Course Schedule, (b) some courses are offered only in alternate years.

Satisfactory completion of coursework and program requirements is subject to Program standards for academic and professional performance and behavior. At least once each academic year, the program shall inform the master's student in writing of his or her status in the master's program. For further information about program academic performance standards, refer to Section III - General Policies and Procedures for policies on selective retention.

Completing Internship Clock Hour Requirements

The initial 18 credits of Master's Counseling Internship carries a requirement that the student complete 600 clock hours of field service activity of which 240 clock hours must involve direct client contact. The subsequent 9 credits of Advanced Counseling Internship carries a requirement of 300 field service activity hours of which 120 must involve direct client contact. Students who have not completed the 240 direct contact hours for the initial 18 credit Master's Counseling Internship or who have not completed the 120 direct contact hours for the 9 credit Advanced Master's Internship must (a) enroll for at least 1 credit hour of the relevant internship, (b) attend all internship seminar meetings, and (c) document sufficient service hours to meet the service hour requirement commensurate with the number of credits for which the student is enrolled. Additional internship information is included in Section III - General Policy, Procedure, and Guidelines.

Time Limitations and Leaves of Absence

Students are accepted with the intent that they make continuous progress toward completion of their degree requirements. University policy states that all requirements for a master's degree be completed no later than 5 years from the date of initial registration in the program. To maintain standing in the program, a student must take at least one course each academic year, sign up for 1 credit hour during Autumn quarter, or formally apply to the Program Director for a leave of absence. In the interest of quality training as a professional counselor, students failing to make continuous progress in their programs may be required to complete additional coursework or repeat courses previously taken, or may be terminated from the program.

Switching Between Programs (M.A., M.Ed.)

From time to time, a student enrolled in one of our two master's degree programs may wish to switch to the other program. Students wishing to make such a switch of career direction must complete a new application form for the new program (if the change is made over consecutive quarter enrollments, the application fee is waived). Up to 50% of the graduate credits required for the new master's degree program may be transferred from the program from which the student is transferring. For further information, go to www.grad.uc.edu.

Comprehensive Examination

All master's degree students must take a comprehensive examination prior to receiving their master's degree. The Counseling Program uses the standardized, Counselor Preparation Comprehensive Examination (CPCE) published by the National Board for Certified Counselors, Inc. (NBCC). The examination which consists of 160 multiple choice questions covering the core areas of counseling instruction defined by our accreditation agency, is offered each quarter, including summer.

Application for the comprehensive examination must be made no later than exam week of the quarter preceding the quarter in which you wish to take the comprehensive examination. Application forms are available through the department office, require advisor approval, and are to be submitted to the Comprehensive Examination Coordinator. Study materials are available through the Comprehensive Examination Coordinator. Scheduling of the examination is done through the Counseling Program. To pass the CPCE, a score of 70%, or 95 correct items out of 136 scored items, is required.

A student who does not pass the comprehensive examination is entitled to one retake of the CPCE examination. After completion of the retake examination, evaluation of the student's performance will be based on "best effort" scoring. This scoring system permits the student to be credited with the highest score earned on each subtest, whether that score was produced during the initial or retake

testing. The total score is then computed by summing across the eight "best effort" scores. If that total equals or exceeds the 70% criterion, the student will be deemed to have passed the examination.

Failure to pass the comprehensive examination after two tries will ordinarily be grounds for termination from the program, however, any student who is terminated under this policy has the right to petition the faculty for reconsideration of the termination decision. Grounds for appeal include but are not limited to unusual personal or environmental circumstances that the student believes markedly interfered with his or her performance on the examination or a documented disability that interferes with performance on multiple-choice examinations.

If the faculty approve a student's petition for re-consideration, the student will be re-examined through the use of an essay examination. This re-examination will consist of one essay question for each of the eight CACREP defined areas of the comprehensive examination in which the student did not earn a score of 65%, or 11 items correctly answered. Each question will require the preparation of a 1500 word (minimum) response, prepared in APA style, with references cited as appropriate.

On being approved for re-examination, the student will be notified which of the CACREP areas will be included in the re-examination and provided with the set of questions to be answered. The student will be given a period equivalent to one academic quarter (i.e., 3 months) to prepare responses to the questions. Failure to submit responses to all examination questions by the submission deadline will result in an automatic failing grade for the re-examination. Responses will be graded by pairs of faculty. Should a pair of readers not be unanimous in their judgment of the response, a third faculty member will also read grade the question. Determination of whether the student is judged to have passed will be based on a review by the faculty of the student's overall performance on the re-examination.

Candidacy

Students are not required to submit formal application for candidacy. A student becomes a candidate for the master's degree (M.Ed. or M.A.) upon matriculation into the Counseling Program.

Thesis

No thesis is required to earn the M.Ed. or M.A. degree in counseling. Students wishing to complete a thesis as part of their master's degree work may make arrangements in consultation with their program advisor. Guidelines for completing a master's thesis are available through the College Graduate Office.

Graduation

Each student who has successfully completed all requirements for either the M.Ed. or M.A. degree in School Counseling or Community Counseling may apply to the University Dean's Office for graduation. It is the responsibility of the student to ensure that all forms, procedures, and regulations required by that office are fulfilled.

Post-Internship and Post-Graduation Clinical Supervision

According to State of Ohio licensure law, one may provide counseling services to clients if (a) one has obtained a license to practice counseling, or (b) one is enrolled in a counseling internship. Individuals who have graduated with a master's degree in counseling or who have completed the clinical instruction sequence required within their programs must either discontinue their clinical work or enroll for additional internship credit.

To help students and program graduates continue to engage in clinical work within the constraints of the law, the Counseling Program will allow current students to enroll for additional internship credit and will grant "guest status" in our internship to graduates of our academic programs.

Students and graduates who want to use this option to continue clinical practice until licensure is granted should request permission to enroll in 18CNSL889 Advanced Master's Internship for 1 credit hour. Individuals given permission to enroll under this plan will be required to complete all internship related enrollment paperwork, meet with the internship instructor at least 3 times during the academic quarter, and, at the end of the quarter, submit an activities log, the supervisor's evaluation of clinical work, and any other forms or products deemed necessary by the internship seminar professor.

SECTION V CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS)

General Program Requirements

The Certificate of Advanced Graduate Study (CAGS) consists of two curricular tracks. Each of these two tracks provides holders of a master's degree in counseling an opportunity to qualify for licensure in their chosen practice area.

•*Clinical Counseling Track.* The clinical counseling track offers people who hold of a master's degree in Counseling an opportunity to complete the educational requirements for licensure as a Professional Counselor (PC) (awarded by the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board).

•*School Counseling Track.* The school counseling track offers people who hold a master's degree in counseling an opportunity to complete the educational requirements for licensure as a School Counselor (awarded by the Ohio Board of Education).

The CAGS Program requires the completion of 30 graduate quarter credits of instruction in track specific topics. Graduates of the CAGS program receive a formal certificate from the University of Cincinnati.

Objectives for the Clinical Counseling Track

In addition to extending mastery of the general objectives for all students in the counseling program, specific objectives for the Certificate Program include demonstrated knowledge and skill in clinical services and specialized knowledge and skills applicable to specific settings and client populations. Studies in this area include but are not limited to:

1. The general principles and practices of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behaviors.
2. General principles and practices for the promotion of optimal human development and mental health.
3. The specific principles and models of biological, psychological and social assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans.
4. Knowledge of the principles of diagnosis and the utilization of current diagnostic tools, such as the current Diagnostic and Statistical Manual.
5. Application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including the utilization of crisis intervention, brief, intermediate, and long-term approaches.
6. Basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for the purpose of making appropriate referrals for medication evaluations and identifying effects and side effects of such medications.

7. Principles of conducting an intake interview, a mental status evaluation, a biological, psychological, and social history, a mental health history, and psychological assessment for treatment planning and managing of client caseload.
8. Training in clinical supervision, including counselor development.
9. Specialized consultation skills for effecting living and work environments to improve relationships, communications, and productivity, and for working with counselors of different specializations and with other mental health professionals in areas related to collaborative treatment strategies.
10. The application of concepts of mental health education, consultation, outreach, and prevention strategies, and of community health promotion and advocacy.
11. Effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs affecting mental health services in general and the practice of mental health counseling in particular.
12. Ethical and legal issues specifically related to the practice of mental health counseling.

Objectives for the School Counseling Track

In addition to extending mastery of the general objectives for all students in the counseling program, specific objectives for the Certificate Program include demonstrated knowledge and skill in clinical services and specialized knowledge and skills applicable to specific settings and client populations. Studies in this area include but are not limited to:

1. Foundations of School Counseling

- a) history, philosophy, and current trends in school counseling and educational systems;
- b) relationship of the school counseling program to the academic and student services program in the school;
- c) role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
- d) strategies of leadership designed to enhance the learning environment of schools;
- e) knowledge of the school setting, environment, and pre-K–12 curriculum;
- f) current issues, policies, laws, and legislation relevant to school counseling;
- g) the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
- h) knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
- i) knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and
- j) ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).

2. Contextual Dimensions of School Counseling

- a) advocacy for all students and for effective school counseling programs;
- b) coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;

- c) integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K–12 students in maximizing their academic, career, and personal/social development;
- d) promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
- e) methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;
- f) methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and
- g) knowledge of prevention and crisis intervention strategies.

3. Program Development, Implementation, and Evaluation

- a) use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;
- b) design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home;
- c) implementation and evaluation of specific strategies that meet program goals and objectives;
- d) identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
- e) preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
- f) strategies for seeking and securing alternative funding for program expansion; and
- g) use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

4. Counseling and Guidance

- a) individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;
- b) individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;
- c) approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
- d) issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)
- e) developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);
- f) constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;
- g) systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and
- h) approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

5. Consultation

- a) strategies to promote, develop, and enhance effective teamwork within the school and larger community;
- b) theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;

- c) strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and
- d) knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

Required Coursework

I. *Clinical Counseling Track*

- A. Individuals seeking licensure as a Professional Counselor must have a total of 30 credit hours in clinical counseling with at least one course in each of the following four areas. .
 - 1. Clinical psychopathology, personality, and abnormal behavior
 - 2. Evaluation of mental and emotional disorders
 - 3. Diagnosis of mental and emotional disorders
 - 4. Methods of prevention, intervention, and treatment of mental and emotional disorders
- B. A typical student's curriculum will consist of
 - 1. 18-CNSL-809 Abnormal Human Behavior (3 cr hr)
 - 2. 18-CNSL-985 Testing and Assessment (3 cr hr)
 - 3. 18-CNSL-895 Problem Identification and Diagnosis (3 cr hr)
 - 4. 18-CNSL-961 Supervision (3 cr hr) (may be repeated for additional practice)
 - 5. Plus 18 credits of additional clinical counseling coursework as approved by the student's advisor.
 - 6. If the student did not complete a 600 clock hour internship in a mental health setting under a supervisor who held a PCC license, the student will need to complete this internship requirement in addition to completing the 30 credit hours of clinical coursework.
- C. a minimum of seven courses must be taken from the School of Human Services (college: 18; program: CNSL or PSYC), of which at least five must be taken from Counseling (program: CNSL);
- D. students in the mental health track who have not previously completed a practicum under supervision from a member of the Program faculty must engage in at least one supervised clinical experience as part of the certificate program (which may consist of either supervised experience providing counseling services or supervised experience supervising counselor trainees);
- E. students whose master's degree work was completed within the University of Cincinnati Counseling Program may, with advisor permission, use up to six credits worth of courses taken as a master's student to satisfy some coursework distribution requirements within the certificate program

II. *School Counseling Track*

- A. Individuals seeking licensure as a School Counselor must have a total of 30 credit hours in school counseling. A typical student's curriculum will consist of:
 - 1. 18-CNSL-852 Counseling in the Schools (3 cr hr)
 - 2. 18-CNSL-890 Counseling Children and Adolescents (3 cr hr)
 - 3. 18-EDAD-880 School Law (3 cr hr)
 - 4. 18-SPED-601 Special Education and the Law <or> 18-SPED-600 Challenging Learner in Society
 - 5. 18-CNSL-888 Master's Internship (18 cr hr; 600 clock hours; in a school setting under a supervisor who holds a SC license)

Program Design and Approval

Within the first quarter of study, each certificate student must develop a program plan and have the approved program plan placed on file in the Department office. The program plan will include a listing of courses to be taken in each of the required areas of training. The program plan will also include planning for completion of field experience requirements. The program plan should be developed in collaboration with the program advisor and must be approved before it is valid. The program plan is a vital part of a student's academic record; it will be used at graduation as the basis for graduation check-out. Blank program planning forms are available from the program advisor or the Department Office.

Transfer of Coursework. Due to the brevity of the certificate program, advanced standing for graduate work taken at other universities will not be granted.

Residency. There is no residency requirement for certificate students. However, full-time status is required to receive financial aid.

Modifying the Program Plan. As needs change, the student may want to modify the program plan. Changes to the program plan must be described in writing, must have advisor approval, and must be filed as part of the formal program plan. Note: the program plan is, in fact, a planning document, not a record of activities completed. Once a student has received a grade for a course, the course may not be added to or taken off the program plan.

Completing Coursework

Course schedules for certificate students are very individualized. At admission to the program, certificate students are assigned a program advisor. It is very important that you meet with your advisor early in your studies, and regularly thereafter, to insure smooth progress through the program. In addition to your assigned program advisor, you may also seek advice and counsel from the Certificate Program Coordinator, the Counseling Program Director, program faculty, program graduate assistants, and knowledgeable students. Please refer to Section III - General Policies and Procedures for further help regarding advising.

To assist the student in planning and scheduling, the Program Director publishes a quarterly list of classes being offered through the Counseling Program. In addition, a Generic Two Year Course Schedule has been prepared to forecast when courses in the Counseling Program are likely to be offered over the coming years. Information on the scheduling of courses offered through other departments can be obtained through the relevant department office. Forewarned is forearmed: (a) courses are *not* likely to be offered in quarters other than those specifically noted in the Generic Two Year Course Schedule and (b) some courses are offered only in alternate years.

Satisfactory completion of coursework and program requirements is subject to Program standards for academic and professional performance and behavior. Refer to Section III - General Policies and Procedures for policies on selective retention.

Time Limitations and Leaves of Absence

Students are accepted with the intent that they make continuous progress toward completion of their certificate requirements. The University requires that all requirements for a Certificate of Advanced Graduate Study be completed no later than 5 years from the date of initial registration in the program. To maintain standing in the program, a student must take at least one course each academic year, sign up for 1 credit hour during autumn quarter, or formally apply to the Program Director for a leave of absence. In the interest of quality training as a professional counselor, students failing to make continuous progress in their programs may be required to complete additional coursework or repeat courses previously taken, or may be terminated from the program.

Graduation

Each student who has successfully completed all requirements for the CAGS may apply on line for their certificate. It is the responsibility of the student to ensure that all forms, procedures, and regulations required by that office are fulfilled.

SECTION VI - DOCTORAL DEGREE PROGRAM (Ed.D.)

General Program Requirements

The doctoral program in counseling (Ed.D.) prepares leader-scientists skilled in leading, teaching, supervising, and researching counseling from an ecological perspective. Doctoral graduates are committed to providing service and leadership for diverse populations, emphasizing underserved groups. Doctoral graduates will demonstrate knowledge and skill in (a) theories pertaining to the principles and practice of counseling, group work, and consultation; (b) ethical and legal issues in counseling, supervision, and counselor education; (c) social, cultural, diversity, and equity issues in counseling, supervision, and counselor education; (d) instructional theory and methods relevant to training and supervising counselors; (e) current social and cultural issues; models and methods of assessment and use of assessment data; (f) design and implementation of quantitative and qualitative research; and (g) use of technology. They will also demonstrate attitudes and values consistent with best practices in ecological counseling practice, teaching, supervision, and research. Doctoral graduates will meet criteria for appropriate counseling credentials. Further, doctoral graduates will participate in professional organizations and associations appropriate to career goals; engage in scholarly counseling research; and demonstrate expertise in leadership in ecological counseling, including program development and evaluation, social change theory, and advocacy.

The Doctoral Program in Counseling is demanding, both academically and personally. Courses are designed to be highly involving and interactive. The two-year ecological counseling seminars, for instance, expect that students participate actively, collaborate with each other, and engage in frequent connect with each other outside of class to conduct academic work. Students are often required to produce group products. Doctoral students are expected to assume active responsibility for their learning and to work interdependently with other doctoral students, as well as with their professors. Many students are motivated by this kind of interactive, collaborative participation. Others might find it difficult or not fitting for their life style. Choosing to enter our doctoral program, therefore, represents a commitment to engage, participate, collaborate, and generate. Each student must “pull his or her weight.” Failure to engage, participate, collaborate, and generate will be noticed and evaluated.

Graduates of the Doctoral Program in Counseling will be prepared to assume leadership positions within the field of counseling. Key examples include: (a) Counseling Center Director: providing leadership in ecological counseling within a mental health services center; (b) Consultant in Ecological Counseling: providing assistance with program development and evaluation for those wishing to adopt an ecological perspective in counseling service delivery; and (c) Counselor Educator: teaching and supervising counselor trainees in a counselor training program at an institution of higher education. Direct service delivery, either as a private practitioner or as a staff member, remains an additional avenue of employment for doctoral-prepared graduates. Therefore, our Doctoral program is geared to preparing students to assume counseling and mental health management, research, program development and evaluation, consultation, or teaching positions. The market for such roles is exceedingly strong. Annual follow-up studies demonstrate consistently that our Doctoral graduates are successful in securing desired employment in the field within the roles mentioned previously.

Objectives for the Doctoral Program in Counseling

In addition to extending mastery of the general objectives for all students in the counseling program, specific objectives for the Doctoral Program include demonstrated knowledge and understanding in each of the following:

- advanced professional preparation for professional leadership roles of (a) academic and clinical instruction, (b) clinical supervision, (c) advanced counseling practice, (d) leadership, (e) research, (f) program evaluation, (g) consultation, (h) administration and management.
- advanced knowledge of and skill related to social, cultural, spiritual, diversity and equity issues from a local, regional, national and international perspective.
- advanced knowledge of and skill related to theories pertaining to the principles and practice of counseling, career development, group work, consultation,
- advanced knowledge of and skill related to theories and practices of and counselor education and counselor supervision, including pedagogy in instructional theory and methods relevant to counselor education and pedagogy relevant to current social and cultural issues including social change theory and advocacy planning and action;
- research methodology including both quantitative methods (e.g., multivariate data analysis, sampling theory, measurement theory, nonparametric statistics, single case analysis) and qualitative methods (e.g., grounded theory, ethnographic, and phenomenological methodologies);
- models and methods of assessment and use of data;.
- computer use and application.
- ethical and legal considerations in counselor education and supervision (e.g., *ACA Code of Ethics*).

Over the course of their training, doctoral students will develop advanced knowledge in and will develop advanced skill in applying ecological counseling as an area of professional counseling expertise. They will develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public. Participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and the American Counseling Association (ACA) will be explicitly fostered. Interest in scholarly productivity will be stimulated and active participation in research activities will be fostered. Doctoral students will either meet criteria for appropriate credentials prior to admission to the doctoral program or will acquire such credentials during their doctoral work.

Required Coursework

The doctoral degree program in counseling requires the completion of 168 graduate quarter credits of instruction in counseling and counseling related topics of which includes satisfaction of the criteria for a CACREP accredited master's degree in mental health counseling. In addition to coursework, successful completion of a half-time internship, a comprehensive examination, and a dissertation is required. The doctoral program is integrated with and builds upon our master's degree program in mental health counseling (see Section IV). In addition to 90 credit hours of master's level, mental health counseling instruction, 78 credit hours of doctoral instruction are required. The specific

areas of doctoral study which extend the student's master's degree training will be described below and are outlined in Appendix C.

- *Doctoral Foundations* (12 cr). All doctoral students will complete a Proseminar course and a three-course Ecological Counseling seminar sequence which will ground the student in knowledge and skill in ecological counseling.
- *Doctoral Cognate* (12 cr). All doctoral students will complete a cognate area in ecological counseling consisting of a three course seminar sequence in which students will apply foundational learnings to real-world situations. In addition, with approval of their doctoral committee, students may select elective courses to focus their ecological learnings in specific areas.
- *Doctoral Research Methods* (18 cr). All doctoral students will develop advanced skill in quantitative and applied research methodologies with specific emphasis on their application to ecological counseling questions.
- *Doctoral Clinical Instruction* (21 cr). All doctoral students will complete an advanced practicum and a half-time internship of 600 hours in which they will have opportunity to apply ecological counseling knowledge and skill in teaching, supervision, consultation, and research settings.
- *Doctoral Dissertation* (15 cr). All doctoral students will complete a dissertation using quantitative or qualitative methods to generate new knowledge relevant to the field of counseling.

Program Design and Approval

All doctoral students must have a program plan on file in the department office. This plan, created in collaboration with the doctoral committee, must be completed within the first 24 credits of coursework taken. The specific tasks involved in obtaining approval of a program plan involve: (a) identifying specific goals for doctoral study, (b) selecting or creating a tentative list of educational experiences (e.g., courses, workshops, field experiences), (c) selecting the members of the doctoral committee, (d) writing a program plan proposal, (e) holding a preliminary hearing meeting to finalize the program plan.

Forming a Committee. The typical doctoral committee is composed of four members, although occasionally a student will have reasons for including a fifth member. The doctoral committee must have two members of the counseling faculty, at least one of whom is a full-time faculty member. The chair must be a full-time faculty member in the counseling faculty. The committee may have one or more full-time UC faculty members who are not members of the counseling faculty. The committee may have no more than one part-time UC faculty member. When a non-UC professional person could make a substantial or unique contribution, one such person may be included on the committee.

Writing a Program Proposal. The doctoral program involves accumulating a minimum of 168 graduate quarter hours credits, of which a minimum of 90 credits of course work (excluding dissertation credits). In addition, a minimum of 15 must be dissertation credit taken in a block during a *summer* or *autumn* term. The remaining credits may be accumulated using some combination of the following options: (a) up to 63³ transfer credits taken within the last 10 years may be included in the

³College of Education, Criminal Justice, and Human Services rules typically permit transfer of 30 credits of work taken prior to admission to a 135 credit hour doctorate. Since the counseling doctoral program is a 168 credit hour program, we permit transfer of an additional 33 credit hours (the difference between 168 and 135).

minimum of 90 hours of course work, (b) up to 30 additional dissertation credits may be taken, (c) any or all the remaining credits may be taken as University of Cincinnati graduate credits.

The doctoral program proposal should include (a) a current vita describing both educational and work experience; (b) a statement of professional goals focusing specifically on the areas of knowledge and skill to be acquired during doctoral study; (c) a listing of courses (including transfer courses and dissertation credits) and experiences to be undertaken during doctoral study; and (d) a sample of scholarly writing demonstrating inquiry and writing skills.

Courses taken at other universities but approved for transfer by the student's committee may be posted on the student's UC transcript by requesting advanced standing on a graduate petition form. Doctoral students are required to submit a residency plan at the time of their Preliminary Hearing stating their residency quarters, the work to be undertaken, and a statement of the manner in which existing professional obligations (e.g., full-time job) will be altered to permit satisfying the spirit of the residency requirement.

Preliminary Hearing. The preliminary hearing is a meeting between the student and his/her committee members to discuss and negotiate a final agreement on the content of the doctoral program. This meeting must occur prior to the completion of the student's first three terms of doctoral study (either full-time or part-time). *Failure to hold a successful preliminary hearing by June of the first year of study will result in the student's ineligibility to receive University Graduate Scholarship support for subsequent quarters.* To complete this Preliminary Hearing the student should (a) obtain an application for preliminary doctoral hearing from the department office, (b) select a date and time convenient to each of the committee members, (c) circulate the application among the committee members and obtain their signatures indicating commitment to meet at that date and time and return it to the department and the department secretary will schedule a meeting room, and (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.

Annual Review. A written assessment of performance for each doctoral student will be made at the end of each academic year. A copy of the written evaluation will be placed in the student's cumulative file.

Transfer of Credits

As a means of assuring that the character and standards embodied in graduate degrees awarded by the University of Cincinnati are preserved, limits are set on the amount of work completed at other institutions which can be included as fulfilling graduate degree requirements. Transfer of credits from other universities, summer programs, etc., are subject to the approval of the student's doctoral committee. A doctoral student in the Counseling Program may, with doctoral committee approval, transfer up to 63 credits of appropriate graduate work taken at other universities.

Residency

All doctoral students must complete 3 quarters (out of 5 contiguous quarters) of full-time study (12 credits per quarter) at the University of Cincinnati after admission to the doctoral program and prior to admission to candidacy. At least one Autumn quarter must be included, and summers (with at least 12 total credits) may be counted as quarters, for this purpose.

Changing Committee Chair or Members

At times a student may feel it necessary to change the composition of his/her committee membership. Sometimes a change is indicated because of a marked change in need or interest,

sometimes because of committee member unavailability for appointments, and sometimes because of irreconcilable interpersonal conflict. When a student reaches dissertation stage, it is common to change one or more committee member(s). The student should discuss the matter with the committee member and attempt to find mutually agreeable solutions to the program. If the solution requires a change of committee membership, the student may do so by (a) identifying a person to join the committee, (b) completing a Petition for Selection of New Doctoral Committee Member, (c) obtaining the signatures of all current committee members and the signature of all persons to be added to your committee, and (d) submitting the completed form to the Division office.

Modifying the Program Plan. As needs change, the student may want to modify his or her program plan. Changes to the program plan must be described in writing, have committee approval, and be filed as part of the formal program plan. When the change proposed is extensive or may be controversial, the chairperson may hold a committee meeting to discuss the proposed changes. Note: the program plan is, in fact, a planning document, not a record of activities completed. Once a student has received a grade for a course, the course may not be added to or taken off the program plan.

Completing Coursework

After the first quarter of coursework has been completed, course schedules become very individualized. Each student will have to plan individual course schedules taking specialization area courses and electives into account. It is important that the student maintains close contact with his or her advisor to help with the planning process and avoid problems in scheduling.

To assist the student in planning and scheduling, the Program Director publishes a quarterly list of classes being offered through the Counseling Program. In addition, a Generic Two Year Course Schedule has been prepared to forecast when courses in the Counseling Program are likely to be offered over the coming years. Forewarned is forearmed: (a) courses are *not* likely to be offered in quarters other than those specifically noted in the Generic Two Year Course Schedule, (b) some courses are offered only in alternate years.

Satisfactory completion of coursework and program requirements is subject to Program standards for academic and professional performance and behavior. A written assessment of performance will be prepared for each doctoral student at the end of the student's first year. Each year thereafter, an annual review of continuing progress will be made. For further information about academic performance standards, refer to Section III - General Policies and Procedures for policies on selective retention.

Time Limitations and Leaves of Absence

Students are accepted with the intent that they make continuous progress toward completion of their certificate requirements. In recent action, the University reduced the overall maximum time limit for doctoral degree completion from ten (10) years to nine (9) years: five (5) years to achieve candidacy and, upon being advanced to candidacy, four (4) years to degree completion. To maintain standing in the program, a student must take at least one course each academic year, sign up for 1 credit hour during Autumn quarter, or formally apply to the Program Director for a leave of absence. In the interest of quality training as a professional counselor, students failing to make continuous progress in their programs may be required to complete additional coursework or repeat courses previously taken, or may be terminated from the program.

Doctoral Research Emphases

Class Assignments

- Ecological Counseling Seminar III
 - Complete a detailed literature review (at least 25 pages) supporting an ecologically based researchable question of interest (no research design or data collection and analysis is necessary)
- Advanced Research Seminar
 - Individually, or as part of a group, design and complete an empirical study with (a) the faculty member teaching the class or (b) another faculty member
- Internship
 - Complete teaching, research, or program development internship that involves collecting data on some aspect of the internship's activities
 - Evaluation data (e.g., student evaluation of a teaching strategy; program development data) are acceptable. Discussion of the data collection will take place in internship class (and with an on-site supervisor, if applicable)
 - NOTE: Students may design internships that involve other activities as well (e.g., teaching in addition to research; supervision with a program development component)

Independent Activity Assignments

- Participate in at least one regional or national professional convention with involvement in some governance, committee, or professional presentation activities.
 - For example:
 - Assist in convention planning;
 - Volunteer for a divisional committee or special project;
 - Serve as a presenter (including roundtables or poster sessions)
 - Attendance at a conference is highly desirable (but, due to possible expense, it is not absolutely required). Presentations at a regional or national conference typically will require conference registration and attendance.
- Prepare and submit a program proposal for a professional conference (state, regional, national, or international) related to an internship project or similar project (approved by the student's doctoral chairperson).
 - Faculty member(s) and other students may serve as co-presenter(s), as long as the student develops the proposal
 - NOTE: Acceptance of the proposal for inclusion in the conference program is *not* required as long as the proposal has been approved by the student's doctoral chairperson.

Advancement to Candidacy

- In partial fulfillment of the requirements for advancement to candidacy, the doctoral student will submit a manuscript for editorial review in a referred professional journal.
 - The topic must be relevant to theory, research, or practice in the ecological perspective.

- The student must be the senior author with co-authorship by a faculty member.
- NOTE: Acceptance of the manuscript for publication is *not* required as long as the manuscript's submission has been approved by the student's doctoral chairperson.

Dissertation

- Propose, conduct, and prepare a formal dissertation manuscript.
- Prepare a journal-length manuscript for publication in an appropriate professional journal. This journal-length manuscript will be submitted as part of the dissertation process.
- A student's chairperson may assist in the preparation of the manuscript as a second author. In some cases, other committee members may be included as co-authors as well (e.g., a research methodologist).
- If the dissertation student has not sent the manuscript to a potential publisher within four months of graduation, the faculty advisor may make final revisions and send the research report for review with the listed as no less than the second author.

Doctoral Portfolio

All doctoral programs at the University of Cincinnati require a "culminating experience" as part of the degree process. In many programs, the requirement for a culminating experience is met through the use of a written and oral comprehensive examination. The Counseling Program, in contrast, uses the preparation and oral presentation of a professional portfolio as its culminating event.

Each incoming doctoral student will be asked to collect relevant documentation of contributions to each of the important areas of counseling professional competence: (a) scholarship, (b) teaching, (c) clinical practice, (d) professional involvement and service, and (e) advocacy. The eventual organization and evaluation of such documentation will comprise the "Doctoral Professional Portfolio," submitted at the end of the student's course work. The process of thinking through one's goals for doctoral study, evaluating one's progress in meeting personal and professional goals, and chartering one's course for continued professional development into the future is expected to be an excellent opportunity for self-reflection and planning.

Following the completion of the "Doctoral Professional Portfolio," the student's doctoral committee will carefully review its contents. The student will then schedule an oral hearing to review the portfolio and answer questions posed by the committee members. This oral hearing will also allow an initial discussion of potential dissertation research ideas.

Body of the Portfolio

The contents of the portfolio will include a statement of career goals, a review of the student's attainment in five areas of professional competence, a summary and integrative evaluation of the material, and a statement of goals and plans for continuing professional development. In addition, in three appendices, the portfolio will include a copy of the student's professional vita, a qualifying paper (see the description above under "Advancement to Candidacy"), and a brief dissertation prospectus.

Statement of Career Goals. In order to provide a framework for evaluating the student's portfolio, a key document in the portfolio will be the Statement of Career Goals. This document should be a three to five page description of the student's career plans. In preparing the Statement of Career Goals, one might think in terms of the broad areas of professional competence encompassed by this portfolio (scholarship, teaching, clinical practice, professional involvement, and advocacy) and in

terms of time frames (immediate goals—the first three years following graduation—and longer term goals—the first ten years following graduation).

Areas of Professional Competence. Following the description of career goals, the student should address each of the following five areas of professional competence. For each area, it is expected that the student has collected relevant documentation of accomplishment. This evidentiary documentation will, however, not be included in the portfolio presented to the faculty.

(a) *Scholarship* (scholarly writing, scholarly presentations, and other participation in scholarly activity) The scholarly activities may include but limited to the following: training and experience related to scholarship (e.g., research papers written for classes, research proposals written for class projects, participation in research projects, learning research skills via courses and research projects) and products (e.g., a manuscript for a refereed journal, non-refereed journal, books/book chapters, conference proceedings, professional newsletters, presentations at international, national, regional, state, and local levels, and any other forms of dissemination of original works). The student will write a brief reflective summary and evaluation about training and experiences in this area.

(b) *Teaching* (classes taught, guest lectureships, curriculum development) This section should contain information pertaining to doctoral students' knowledge, understanding, performance and experiences in teaching counseling courses in higher institutions. Students should write a brief summary of their own reflection and evaluation about their training and experiences in this area.

(c) *Clinical Practice* (task group consultation, psychoeducation, counseling, psychotherapy, agency administration) A prerequisite to doctoral study is the completion of the equivalent of a master's degree in mental health counseling. Either during their years of master's degree study, during the interval between master's and doctoral work, or during the years of doctoral study, doctoral students are expected to have given evidence of clinical ability through the provision of direct or consultative service to clients. The student's report of clinical practice should address a summary of and integrative evaluation of their service.

(d) *Professional Involvement and Service* (associational membership, conference attendance, committee work, offices held, professional leadership) This is the section of the Doctoral Professional Portfolio dealing with any and all contributions that the student has made to the profession through membership in professional associations. The section should include a summary and integrative evaluation of the student's activities in professional service.

(e) *Advocacy* (empowering clients, enhancing environments, change agency) The fifth professional competence is advocacy. We conceptualize advocacy as a continuum encompassing *empowerment* on one end and *social action* at the other. Counselor actions which focus on the individual or group counseling environments, and assist clients in recognizing and addressing socio-political barriers to well being tend to focus on empowerment. Professional helpers assist their client/partners in developing greater confidence in their own personal power and in the power of their organized group. As group members feel a greater sense of worth and personal control, they recognize that they can participate with others to influence conditions that affect them. Counselor actions that advocate for change in the context of a larger, public arena would lie toward the social action end of the continuum. Social action involves counselors' participation in the socio-political context to remove barriers faced by clients and client groups. Common examples of social action include counselor involvement in legislative or policy issues directly affecting clients and client issues. This section, as was true with each prior section, will include a summary and integrative evaluation of the student's contributions to advocacy.

Overall Summary and Integrative Evaluation. There are two kinds of "summary and integrative evaluation" assignments for your Portfolio. In the previous section, you have written

summaries and integrative evaluations to introduce the contents you presented within each Area of Competence (Scholarship, Teaching, Clinical Practice, Professional Involvement and Service, and Advocacy). Now, you are to write a 3-5 page, reflective summary and integrative evaluation to synthesize your learning over all areas of competence. This overall synthesis provides you with the opportunity to examine a representative sampling of the body of work you have produced and compiled as a doctoral student and to reflect on the significance and meaning of what you have learned and of what you have contributed. It is hoped that through this integrative, evaluative, synthesis you will identify key strengths (e.g., knowledge acquired, skills attained, attitudes developed, values strengthened) as well as areas in which further growth would be desirable.

Goals and Plans for the Future. The final section in the body of the portfolio is a 3 to 5 page statement of the student's goals and plans for the future. Although doctoral studies may have advanced the student along the path toward the career goals described in the first section of the portfolio, it is doubtful that the doctoral graduate is a "finished product." In the integrative evaluation completed in the previous section, the student was encouraged to conduct a forthright assessment of current strengths and lacks. In this section, then, the student is encouraged to develop plans for continued growth in the time before graduation and throughout the early career years.

Portfolio Appendices. The portfolio will have at least three appendices in which the student will present his or her professional vita, a qualifying paper, and a prospectus for a dissertation.

(a) *Professional Vita.* In the first appendix, the student should include a copy of a professional Vita or resume using standard Vita/resume format.

(b) *Qualifying Paper/Project.* In partial fulfillment of the requirements for the portfolio and for advancement to candidacy, the doctoral student will submit a manuscript for editorial review in a referred professional journal. The topic must be relevant to theory, research, or practice in the ecological perspective. The student must be the senior author with co-authorship by a faculty member. (NOTE: Acceptance of the manuscript for publication is *not* required as long as the manuscript's submission has been approved by the student's doctoral chairperson.)

(c) *Prospectus for Dissertation.* Finally, the last document in the student's proposal should be a brief 3 to 5 page prospectus related to the student's dissertation. This prospectus is prepared in consultation with the faculty advisor whom the student has chosen to serve as the dissertation director. It should include a brief description of the problem, a rationale for its significance, and a brief description of the proposed methodology.

Candidacy

A doctoral student is advanced to candidacy when (a) all required coursework is completed with a GPA of at least 3.2; (b) all I, N, and F grades are removed or processed in accordance with College policy, (c) the doctoral portfolio has been prepared and presented to the doctoral committee, (d) the "oral examination" related to the student's portfolio has been completed satisfactorily, (e) the student has addressed all the requirements for the research tool area and planned research experience, and (f) the residency requirement has been met. The student is responsible for making application to the department office of the College of Education, Criminal Justice, and Human Services, and for the completion of all required forms.

Dissertation

The dissertation is a culminating project involving a document which integrates previous work related to a topic and makes an original contribution to the field. Dissertations are empirical studies (experimental, associational or descriptive). 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 *Publications Manual*. On acceptance as a dissertation, the document is entered in the library.

The Dissertation Committee

On completing the comprehensive examinations, the student's committee is formally disbanded to provide the student an opportunity to reconfigure the committee. The student may choose the same persons for the dissertation committee as served on the student's initial program committee, or may change committee membership.

The Dissertation Proposal

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 from the ethical treatment of human subjects committee, (e) conducting the study, (f) writing the dissertation, (g) holding a dissertation defense, and (h) submitting and binding the dissertation.

Initial Conceptualization. Ideas for research arise from numerous sources: articles and books one has read, lectures one has heard, problems one has faced, relationships one has observed. Ideally, dissertation topics reflect the student's areas of expertise and interest rather than a brand-new topic the student wishes to learn about. At times students select a relatively unique problem to study; at times students replicate studies done by others. The initial conceptualization of the research should be the product of dialogue between the student and his/her committee members.

A useful plan is to try to write out an initial statement of the problem and share the written statement of the problem with the committee chair and the committee members. If the student is trying to choose from among several ideas, a useful strategy is to write an initial problem statement for each. An initial statement of the problem need not take more than a page to write and is helpful in that it sets up in clear terms the idea to be studied. Once the student has selected a statement of the problem, the problem statement will help to guide the review of literature, selection or creation of instruments, design of procedures and manipulation, and analysis of data.

Preparing a Proposal. A dissertation proposal in the Counseling program is the equivalent of the first two chapters of a dissertation. There are a number of general resources available to help the student organize and prepare a dissertation proposal. For specific guidance, the student's dissertation chair should be consulted.

It is expected that the proposal will be written in conformance with College and APA standards of style. It is the student's responsibility to insure that the work conforms to standards for academic honesty. All material quoted or paraphrased must be cited and referenced; all works cited in the body of the proposal are referenced in the reference list, and all items referenced in the reference list appear at least once in the body of the text. The proposal should be free of grammar and spelling errors. Students who have chronic problems with writing may need to hire an editor to assist them while being careful to assure that the product is their own work.

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 and with each other to discuss the

proposal. Although the wise student will, no doubt, have shared initial drafts of the proposal with the committee members and will have elicited and incorporated their feedback, the draft submitted for the hearing is not necessarily the final draft. Often, as a result of face-to-face discussion, the committee will recommend or insist on changes to strengthen or to simplify the research. In fact, it should not be the expectation that the student's proposal will inevitably pass in the proposal hearing. Good, new ideas generated through the dialogue of the proposal hearing may well require major alterations in the planned research. However, one should strive to make the proposal as complete and polished as possible. The hearing is scheduled by submitting a completed Proposal Hearing form to the department office.

Approval by the Human Subjects Committee. Once the proposal has been approved by the committee, the student must submit a request for review of the proposal by the Committee for Ethical Treatment of Human Subjects. Federal law requires that all research conducted with human subjects be reviewed by a committee whose sole responsibility is to insure that the subjects' right to ethical treatment is not violated. The relevant application forms may be obtained from the Office of Research and Development (432 TC). *Note:* One may *not* begin to collect data before receiving approval by the Human Subjects Committee.

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. Radical departures from the original approved proposal may necessitate re-review by the Human Subjects Committee.

Writing the Dissertation

Often, only minor changes will be needed in the Introduction and Methods Chapters. The major tasks, then, are writing the Results and Discussion Chapters and adding a Title Page, Abstract, Table of Contents, additional appendices as needed, and updating the references. As with the proposal, the dissertation must adhere to College and APA style requirements, must be free of grammar and spelling errors, and must read clearly and easily. Strive for clear, crisp writing using plain, undecorated English. Avoid jargon and hype. Do *not* expect the advisor or the committee to serve as data processors or editors. Have routine editing completed before giving a draft copy to the advisor.

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 discussion of the study and its findings. Again, the wise student will have sought and incorporated feedback about initial drafts of the dissertation from the chair and committee members. Again, the group discussion may result in recommendations or directives for changes to be made in the dissertation. Naturally, if the student has chronic difficulties in exposition, grammar, spelling, or referencing, the committee will insist on these problems being corrected. At times, the group discussion may uncover alternative ways to interpret the findings of the study. At times, a student is too conservative or too liberal in generalizing the results of the research. The committee may recommend or insist on changes in these areas as well. Once again, it is very important that the committee has ample opportunity to review the *final draft* prior to the defense. It is important that this *final draft* be complete and polished. Submission of an unfinished version for the defense usually means that: (a) approval is delayed; (b) one may have a very short time in which to

complete a number of significant revisions; and (c) one may have to allow time for more rounds of review after the defense.

Scheduling of this meeting, involves obtaining an Application for Defense of Dissertation, agreeing on a date and time, securing signatures and submitting the application to the graduate office. Again, the student should plan lead time such that the committee members will have at least *two weeks* to read the dissertation draft.

Binding and Submitting the Dissertation

The final step in this process is to have the final, corrected draft of the dissertation typed for submitting in electronic format (i.e., a pdf file) and one copy for binding. It is critical that the student follows the format presented by the college and the university. Contact the department office for details on how and on what kind of paper the final copy should be typed, how to arrange for binding, and copyright, and how to have copies made for the student, the chair, the committee (if desired), the library, and University Microfilms.

Graduation

Each student who has successfully completed all requirements for the doctoral program may apply to the University Dean's Office for graduation. It is the responsibility of the student to ensure that all forms, procedures, and regulations required by that office are fulfilled. *Note:* Each doctoral candidate is required to complete the Doctoral Exit Survey on their doctoral experience and return it to the Division of Research and Advanced Studies.

**APPENDIX A -
COURSE REQUIREMENTS:
MASTERS DEGREE PROGRAMS
(M.A., M.Ed.)**

Core Courses

Foundations Courses

18-CNSL-981 Legal, Ethical, Prof Issues..... 3 cr
18-CNSL-784 Counseling Theory 3 cr
18-CNSL-775 Career Development..... 3 cr
18-EDST-775 Life-Span Human Development . 3 cr
18-CNSL-787 Group Theory and Process 3 cr
18-CNSL-961 Supervision 3 cr
18-CNSL-963 Multicultural Counseling 3 cr
18-CNSL-783 Tests in Counseling..... 3 cr
18-EDST-710 Intro Statistics..... 3 cr
18-EDST-755 Research Design..... 3 cr
18-CNSL-819 Preventive Counseling 3 cr

Clinical Instruction

18-CNSL-884 Pre-practicum..... 3 cr
18-CNSL-886 Advanced Counseling Skills 3 cr
18-CNSL-887 Field Practicum 3 cr
18-CNSL-888 Masters Counseling Internship. 18 cr

Specialization Courses

M.Ed. School Counseling Specialization Courses

18-CNSL-852 Counseling in the Schools 3 cr
18-CNSL-890 Child Counseling 3 cr
18-EDAD-880 School Law 3 cr
18-SPED-601 SPED and the Law 3 cr
<or>
18-SPED-600 Challenging Learner in Society .. 3 cr

*M.A. Mental Health Counseling
Specialization Courses*

18-CNSL-855 Community Cns in M H Settings. 3 cr
18-CNSL-809 Abnormal Human Behavior 3 cr
18-CNSL-895 Intro Problem Identification..... 3 cr
18-CNSL-985 Testing and Assessment 3 cr
xx-xxxx-xxx <elective> 3 cr
18-CNSL-889 Adv Masters Cns Internship 9 cr
18-CNSL-841 Family Counseling..... 3 cr
18-CNSL-861 Chemical Dependency Couns ... 3 cr

<p>APPENDIX B - COURSEWORK GUIDELINES CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS)</p>
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Courses not appearing on this list may be used to meet CAGS requirements with advisor approval.

Curriculum: CAGS Program for Mental Health Counseling

Clinical Psychopathology, Personality, and Abnormal Behavior

- 18-CNSL-809 Abnormal Human Behavior 3 cr
- 18-CNSL-981 Legal, Ethical, Professional Issues..... 3 cr
- 18-PSYC-893 Developmental Psychopathology..... 3 cr
- 15-PSYC-805 Pro Sem: Personality..... 3 cr
- 15-PSYC-810 Psychopathology of Childhood 3 cr

Evaluation of Mental and Emotional Status

- 18-CNSL-985 Testing and Assessment3 cr
- 18-PSYC-850 Assmnt and Intrvntn in Early Chld..... 3 cr
- 18-PSYC-860 Applied Behavioral Analysis..... 3 cr
- 18-PSYC-861 Fndtns Socl/Bhvrl Assmnt/Intrvntn..... 3 cr

Diagnosis of Mental and Emotional Disorders

- 18-CNSL-895 Intro to Cns Prob Ident and Diagn..... 3 cr
- 18-CNSL-861 Chemical Dependency I..... 3 cr
- 18-CNSL-841 Family Counseling I 3 cr
- 15-PSYC-860 Measurement of Psychopathology..... 3 cr
- 15-PSYC-806 Pro Sem: Dscrptv Psychopathology.... 3 cr

Methods of Intervention and Prevention of Mental and Emotional Disorders

- 18-CNSL-819 Preventive Counseling 3 cr
- 18-CNSL-890 Child & Adolescent Counseling 3 cr
- 18-CNSL-963 Multicultural Counseling 3 cr
- 18-CNSL-965 Gender Issues in Counseling 3 cr
- 18-CNSL-984 Advanced Practicum 3 cr
- 18-PSYC-863 Social and Behavioral Interventions 3 cr
- 18-PSYC-864 School Based M H Intervention..... 3 cr
- 18-PSYC-978 Process Cnslt n and Org Dvlpmnt 3 cr
- 18-PSYC-982 Social Learning Intervention..... 3 cr

Treatment of Mental and Emotional Disorders

- 18-CNSL-961 Supervision of Counseling..... 3 cr
- 18-CNSL-855 Community Cns in M H Settings..... 3 cr
- 18-CNSL-842 Family Counseling II 3 cr
- 18-CNSL-862 Chemical Dependency II 3 cr
- 18-PSYC-851 Family Interventions..... 3 cr
- 18-CNSL-889 Advanced Masters Couns Internship var cr

Curriculum: CAGS Program for School Counseling

Clinical Instruction Courses

- 18-CNSL-888 Mstrs Counseling Internship
(in the Schools) 18 cr.

Specialization Courses

M.Ed. School Counseling Specialization Courses

- 18-CNSL-852 Counseling in the Schools 3 cr.
- 18-CNSL-890 Child Counseling 3 cr.
- 18-EDFN-880 School Law 3 cr.
- 18-SPED-600 Challenging Lrn in Society

or>

- 18-SPED-601 The Law, Visioning, and IEP 3 cr.

**APPENDIX C -
COURSE REQUIREMENTS:
DOCTORAL DEGREE PROGRAMS
(Ed.D.)**

<i>Master's Prerequisite Courses</i>	<i>Doctoral Courses</i>
<i>Master's Foundations Courses</i>	<i>Doctoral Foundations Courses (12 cr).</i>
18-CNSL-981 Legal, Ethical, Prof Issues 3 cr	18-CNSL-986 Counseling Proseminar I 3 cr
18-CNSL-784 Counseling Theory.....3 cr	18-CNSL-989 Ecological Cns Sem I 3 cr
18-CNSL-775 Career Development.....3 cr	18-CNSL-990 Ecological Cns Sem II 3 cr
18-EDST-775 Life-Span Human Devel.....3 cr	18-CNSL-991 Ecological Cns Sem III 3 cr
18-CNSL-787 Group Thry and Process.....3 cr	
18-CNSL-961 Supervision.....3 cr	<i>Doctoral Cognate in Counseling (12 cr)</i>
18-CNSL-963 Multicultural Counseling.....3 cr	18-xxx-xxx (ecological cns elective) 3 cr
18-CNSL-783 Tests in Counseling3 cr	18-xxx-xxx (ecological cns elective) 3 cr
18-CNSL-819 Preventive Counseling.....3 cr	18-xxx-xxx (ecological cns elective) 3 cr
	18-xxx-xxx (ecological cns elective) 3 cr
<i>Master's Mental Health Counseling Specialization Courses</i>	<i>Doctoral Research Courses (33 cr).</i>
18-CNSL-855 Community Cns in M H Sttns....3 cr	<i>Statistical Methods</i>
18-CNSL-809 Abnormal Human Behavior.....3 cr	18-EDST-711 Intermediate Statistics 3 cr
18-CNSL-985 Testing and Assessment.....3 cr	18-EDST-878 Multivariate Statistics III 3 cr
18-CNSL-895 Intro Problem Identification3 cr	<i>CHOOSE ALTERNATIVE (A) OR (B)</i>
18-CNSL-861 Chemical Dependency Couns3 cr	<i>(A) Qualitative Research Methods</i>
18-CNSL-841 Family Counseling3 cr	18-EDST-802 Intro to Field Methods 3 cr
	18-EDST-812 Intermed Field Meth 3 cr
<i>Master's Research Courses</i>	18-EDST-822 Adv Field Methods 3 cr
18-EDST-755 Research Methods.....3 cr	18-EDST-886 Experimental Res..... 3 cr
18-EDST-710 Intro Statistics3 cr	<i>(B) Quantitative Research Methods</i>
	18-EDST-855 Quant Res Methods I 3 cr
<i>Master's Clinical Instruction</i>	18-EDST-856 Quant Res Methods II 3 cr
18-CNSL-884 Pre-practicum3 cr	18-EDST-857 Quant Res Methods III 3 cr
18-CNSL-886 Advanced Counseling Skills.....3 cr	18-EDST-802 Intro Field MethodsI 3 cr
18-CNSL-887 Field Practicum.....3 cr	<i>Dissertation (15 cr).</i>
18-CNSL-888 Mstrs Counseling Internship18 cr	18-CNSL-973 Ind Dissertation Guid 15 cr
18-CNSL-889 Adv Counseling Internship9 cr	
	<i>Doctoral Clinical Instruction (21 cr).</i>
	18-CNSL-984 Adv Practicum in Cns 3 cr
	18-CNSL-901 Adv Counseling Internship..... 18 cr

**APPENDIX D -
FIELD PLACEMENT REQUIRED CLOCK HOURS**

Typical application		Crd Hrs	Clock hours for all practicum or internship related activities		Clock hours of direct contact in either individual or group counseling work		Suggested proportion of direct service hours to be devoted to individual counseling v. group work activities		Clock hours for individual and for group supervision	
			Hr per Wk	Hr per Qtr	Hr per Wk	Hr per Qtr	Indiv Couns	Group Couns	Indiv Suprv	Group Suprv
							Hr per Qtr	Hr per Qtr	Hr per Wk	Hr per Wk
Equiva- lencies	Mstrs practicum or mstrs/dctrl partial internship	3	10	100	4	40	25	15	1.0	2.5
	Mstrs or doctoral ½-time internship	6	20	200	8	80	50	30	1.0	2.5
	Mstrs adv internship	9	30	300	12	120	75	45	1.5	2.5
	Mstrs/dctrl double ½-time internship §	12	40	400	16	160	100	60	1.5	2.5
CACREP Requirement for Basic Master's Clinical Internship: 18-CNSL-888 – 600 Clock Hours.		18	60	600	24	240	150	90	1.5	2.5
CACREP Requirement for Advanced Master's Clinical Internship in Mental Health Counseling: 18-CNSL-889 – 300 Clock Hours.		9	30	300	12	120	75	45	1.5	2.5
CACREP Requirement for Doctoral Internship: CACREP 600 Clk Hr Requirement: 18-CNSL-901 – 600 Clock Hours.		18	60	600	24	240	150	90	1.5	2.5
<p>§ Master's/Doctoral: half-time internship, double enrollment (12 cr). Students enrolled for a double internship are required to participate in 2.5 hours of group supervision plus engage in extra supervision/training activities to replace those lost due to the double enrollment (to be negotiated with the internship faculty supervisor).</p>										

<p style="text-align: center;">APPENDIX E - SEQUENCE COURSES</p>

Sequence courses are designed so that each course in the sequence builds upon learnings gained in the earlier course(s). To avoid unnecessary disappointments, enroll for these courses in their sequential order.

Practica and Internship Sequence

Master's Degree Programs

1. 18-CNSL-884 Pre-practicum	3 cr
2. 18-CNSL-886 Advanced Counseling Skills.....	3 cr
3. 18-CNSL-887 Field Practicum.....	3 cr
4. 18-CNSL-888 Master's Internship	3-12 cr
5. 18-CNSL-961 Supervision of Counseling	3 cr
6. 18-CNSL-889 Advanced Master's Counseling Internship	3-9 cr

Doctoral Degree Program

1. 18-CNSL-984 Advanced Practicum.....	3 cr
2. 18-CNSL-901 Advanced Counseling Internship	3-12 cr

Problem Identification, Diagnosis, and Treatment

1. 18-CNSL-784 Counseling Theories.....	3 cr
2. 18-CNSL-809 Abnormal Human Behavior.....	3 cr
3. 18-CNSL-895 Problem Identification and Diagnosis	3 cr
4. 18-CNSL-985 Testing and Assessment	3 cr

Appraisal

1. 18-CNSL-783 Tests in Counseling	3 cr
2. 18-CNSL-985 Testing and Assessment	3 cr

<p>APPENDIX F – DESCRIPTION OF THE SCHOOL COUNSELING PORTFOLIO</p>
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Student Portfolio of School Counseling Program

Student Name _____ Advisor Name _____

Date of Admission _____ Date of Graduation _____

Table of Contents

NCATE Conceptual Framework

Portfolio Orientation Overview

Organization Chart of Comparing NCATE Standards & CACREP Standards

Portfolio Contents for Each Section

Evidence which reflects you have met CACREP standards in School Counseling area

Evidence which shows that you have the knowledge, skills and dispositions to provide quality service to students' development in learning, personal/social/emotional areas and career development.

Evidence which shows that you have sound knowledge of contexts of schools, families and communities.

Evidence to illustrate you have developed professional dispositions as a school counselor

Evidence to demonstrate positive effects on students by your work

Evidence which reflects your commitment to continual learning to improve your school counseling work.

Evidence to demonstrate understanding of developmental levels of students, diversity of students, families and communities, and contexts in which they work.

Summary and Self-Evaluation

Vita

Appendices

Organization Chart

NCATE Standards	CACREP Standards	Possible Courses	Evidence	Out-come
1. Candidates are expected to meet professional standards for the subjects.	Helping Relationships; Group Work Career Development; Foundations Of School Counseling; Knowledge and Skills Requirements for School Counselors	Pre-practicum; Group Theory and Process Counseling Theories; Career Development Introduction to Group Leadership; Seminar Educational Research; School Law	Passing grades; comp scores; sample papers/prese ntations	
2. Candidates are expected to demonstrate knowledge, skills, and dispositions to provide learning opportunities supporting students' intellectual, social, and personal development. Learning is facilitated through the presentation of content in clear and meaningful ways and through the integration of technology	Clinical Instruction	Counseling in Schools Practicum I & II Internship Supervision; Tests in Counseling; Counseling Program Development & Eval Counseling Children;	Goal Attainment Scale; Supervision Evaluation Self analysis	
3. Candidates need a sound professional knowledge base to understand learning and the context of schools	Contextual Dimensions of School Counseling	Counseling in Schools; Internship	Class projects	
4. Candidates develop and model dispositions that are expected for all educators	Professional Identity	Legal, Ethical and Professional Issues; Counseling in Schools	Self analysis Supervision evaluation	
5. Candidates are expected to demonstrate positive effects on student learning	Assessment; Research and Program Evaluation	Counseling Program Development & Eval Internship	Goal Attainment Clients Progress Report	
6. Candidates build upon and extend their knowledge and experiences to improve their own work and student learning in classroom		Internship; Professional Organization Chi Sigma Iota Reading Projects	Membership Conference Participation Seminars	

7. Candidates build upon the developmental levels of students with whom they work, on the diversity of students, families, and communities, and on the policy contexts within which they work	Social and Cultural Diversity; Human Growth and Development	Life-span Human Development; Multicultural Counseling	Class projects	
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Guidelines for Writing the Portfolio Overview/Orientation

Provide readers a guide to understand the structure of your portfolio, i.e. what readers should expect from reviewing the portfolio.

Discuss why and how you select the materials included in the portfolio to address the standards, i.e. the link between the standards and your portfolio contents.

Guidelines for Writing the Summary and Evaluation

This paper should discuss what you have learned through your training in the school counseling program

Address how the portfolio contents demonstrate your knowledge, skills and dispositions to be a qualified school counselor

Address how the portfolio contents demonstrate your performance in helping students effectively

Identify your strength and weakness. How would you deal with weakness?

Describe what is your career plan (continue to learn and improve)

**APPENDIX G -
POLICIES AND PROCEDURES PERTAINING TO
GRADUATE ASSISTANTSHIPS**

Policies, procedures, rights and responsibilities pertaining to graduate scholarships in the Counseling Program based upon University, College, and School of Human Services policies, procedures, and guidelines. Refer to <http://www.grad.uc.edu> for clarification.

As described in the Graduate Student Handbook, “a student awarded a graduate assistantship receives a financial stipend for services rendered in addition to a tuition scholarship. The level of scholarship is determined by the University Bookstore. Students receiving graduate assistantships from University general funds must be registered and awarded for designated periods of time by the graduate programs with funds allocated and monitored by the Graduate School. Minimum stipends are set by the University Dean of credit hours (or 209 if their master’s degree is from another institution) are not eligible for a graduate assistantship from University general funds. (See Limitations on University of Cincinnati Graduate Awards later in this chapter.) University assistantships will be cancelled if the awardee does not meet his or her enrollment obligation.”

I. *Appointments and Reappointments*

- A. All graduate assistant appointments or reappointments are for a period of one academic year (nine months) beginning September 1 and terminating with the fulfillment of normal academic responsibilities (examinations and the submission of grades) for Spring Quarter.
- B. Applications should be submitted to the Counseling Program by April 1 of the preceding year. Each application must be accompanied by supportive documentation including: a current vita, three letters of recommendation, a statement of professional goals, and a statement of financial need.
- C. Appointments will be made by the Division Head upon the recommendation of the Program Director 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 Director.
- E. Appointment decisions will be based upon the anticipated ability of the applicant (a) to meet the programmatic needs associated with the specified position, and (b) to gain professionally as an individual from the assistantship experience.
- F. A student may be appointed to a graduate assistantship in the Counseling Program for a maximum of three (3) years.

- G. Reappointment decisions will also be based upon an evaluation of the applicant's prior work-related performance as a graduate assistant. Successful completion of job duties does not guarantee reappointment

II. *Job Descriptions*

- A. Descriptions of the responsibilities associated with each assistantship have been developed by the Counseling Program. 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 graduate assistants.
- C. Although a graduate assistant may be assigned to and/or supervised by individual faculty, all Counseling Program graduate assistants report directly to the Program Director.

III. *Termination During Period of Appointment*

- A. Termination may be initiated by the Graduate Assistant, Division Head, or Vice Provost for the Graduate School
- B. Graduate assistants wishing to terminate their appointments prior to the established termination date must inform the Department Head 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 quarter.
- C. If termination *during* an academic quarter results from self-initiated action by the graduate assistant for other than medical reasons, she/he may be required to repay tuition for that quarter.
- 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 quarter).
- E. Termination based on unsatisfactory academic performance or unsatisfactory performance of work-related responsibilities will become effective at the end of the academic quarter during which the termination decision is made unless the situation is judged by the Department Head and Assistant Dean for Graduate Studies to be seriously adverse to the academic program to which the graduate assistant is assigned.
- F. Termination based on academic dishonesty may become effective prior to the end of an academic quarter. 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 quarter. In such cases, compensation to the graduate assistant will continue until the end of the quarter. Further more, 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 Awards Manual*.

IV. *Graduate Assistant Rights, Responsibilities and Grievance Procedures*

- A. Additional rights and responsibilities of graduate assistants are outlined in the *Graduate Awards Manual*, Section VIII.
- B. Procedures for appeal and possible redress of grievances arising out of a graduate assistant's academic relationship with the Department, College, or University are set forth in *Graduate Student Grievance Procedures*,

V. *Courseload*

- A. The normal academic load for graduate assistants is 12 graduate quarter hours each term. A maximum of 3 additional quarter hours of credit may be taken upon the specific approval of the Program Director for the Program in which the student is enrolled.

APPENDIX H -
POLICIES AND PROCEDURES PERTAINING TO
UNIVERSITY GRADUATE SCHOLARSHIPS

Policies, procedures, rights and responsibilities pertaining to graduate scholarships in the Counseling Program based upon University, College, and School of Human Services policies, procedures, and guidelines. Refer to <http://www.grad.uc.edu> for clarification.

I. *Awards*

- A. University Graduate Scholarships shall be awarded based on merit and financial need as judged by the faculty holding the responsibility for making decisions regarding financial aid. The awarding of University Graduate Scholarships shall be by the Department Head in a letter which outlines the conditions of the award.
- B. All awards are for a period of one academic year (Autumn, Winter, and Spring Quarters) or for one summer term. The award will pay the tuition costs for 12 - 19 graduate credit hours each quarter. 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 19 credit hours will require the student to pay for those hours in excess of 19.
- C. A University Graduate Scholarship will not cover the general fee unless specifically indicated in the awarded letter.
- D. 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 Department Head.
- E. The maximum amount of University Graduate Scholarship support which may be awarded to an individual student will vary with the student's program of study:

Program of Study	Maximum UGS Award
Doctoral	4 years
Master's	2 years

II. *Prohibition of Work Requirements*

- A. A student may not be required to perform any services in return for receipt of a University Graduate Scholarship.

III. *Termination of Award*

- A. Termination of the award may be initiated by the financial aid recipient, the Department Head, or the Assistant Dean for Graduate Studies.
- B. Award recipients wishing to terminate the award prior to the expiration date must notify the Department Head in writing. Except in emergency situations, such early terminations should occur only at the end of an academic quarter.
- C. If termination *during* an academic quarter results from self-initiated action by the award recipient for other than medical reasons, she/he may be required to repay tuition costs for that quarter.
- D. Termination may also be based on unsatisfactory academic performance (including unsatisfactory progress in the degree or certification program of study), or academic dishonesty. Immediate termination may also 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 quarter during which the termination decision is made.
- E. Termination based on academic dishonesty may become effective prior to the end of the academic quarter.
- F. Procedures for appeal and possible redress of grievances pertaining to University Graduate Scholarships are set forth in *Graduate Student Grievance Procedures*, adopted by the Graduate Faculty on January 13, 1977.

APPENDIX I - COUNSELING FACULTY

Core Faculty

The core program in Counseling is staffed by seven full-time faculty. In addition, there are special course offerings by a number of adjunct faculty. Briefly, the core faculty includes:

Michael Brubaker, Ph.D. (Assistant Professor of Counseling; Director, Addictions Studies) is a recent graduate of the University of Florida. His research interests include use of a Native American centering techniques, wellness and healing promotion, and emancipatory communitarianism.

Ellen Piel Cook, Ph.D. (Professor of Counseling) has her primary association with clinical and career counseling and coordinates the community counseling program and both the master's and doctoral clinical placements. She typically teaches courses in professional issues, research, counseling theory, and career counseling. In addition she supervises master's and doctoral level internship courses. Her research and clinical interest areas include gender issues and career development. She received her doctorate from the University of Iowa.

Kerry Sebera, Ph.D. (Assistant Professor of Counseling) has experiential background in both schools and mental health settings. Dr. Sebera is a 2005 graduate of Ohio University, Athens, OH, and she formerly served as a counselor educator at the University of West Georgia for three years. Dr. Sebera is both a Licensed Professional Clinical Counselor and Licensed School Counselor in Ohio.

Mei Tang, Ph.D. (Associate Professor of Counseling) serves as the overall Program Director for Counseling, and she coordinates the School Counseling Program. She teaches courses school counseling and research methodology. She also supervises practicum and internship students. Her research interests include work with school-age populations and multicultural issues in counseling. She received her doctorate from the University of Wisconsin - Milwaukee.

Albert Watson, Ph.D. (Associate Professor of Counseling) is primarily associated with clinical counseling and coordinates the certificate (CAGS) program. He has worked as a counselor in various settings, including rehabilitation settings. He teaches core courses in the master's program and supervises practica and internship students. He has developed an advanced course in multicultural counseling. His clinical and research interests include counseling effectiveness, counseling with special populations, and cognitive approaches to counseling. He received his doctorate in from the University of Michigan.

F. Robert Wilson, Ph.D. (Professor of Counseling) has his primary association with clinical counseling and he coordinates the doctoral program. His specialties are mental health counseling and group work. He has teaching responsibilities in the master's and doctoral programs. He supervises master's practica and internship and teaches courses in group counseling and clinical mental health counseling. His research and clinical interests include, individual and group counseling and psychotherapy, assessment, diagnosis, and treatment planning, supervision of clinical practice, and advocacy for the counseling profession. He received his doctorate from Michigan State University.

Geoffrey G. Yager, Ph.D. (Professor of Counseling) has his primary association with mental health counseling. Dr. Yager regularly teaches the pre-practicum, advanced counseling skills, and field practicum sequence. Additionally, he is the primary instructor for the Supervision of Counseling class. His research interests include counselor training and supervision, cognitive self-instructional training, self-disclosure, and perceptions of effective counseling. He received his doctorate from Michigan State University.

Emeriti

Robert K. Conyne, Ph.D. (Professor Emeritus of Counseling) is primarily associated with clinical counseling. His specialties are group work, prevention, and consultation. His research and counseling interests include primary prevention, alcohol abuse, environmental change, and group work. He received his doctorate from Purdue University.

Regular Adjunct Faculty

In addition to the core faculty, community professionals serve as regular adjunct faculty. These regular adjunct faculty regularly teach required courses in the program and may serve on doctoral committees. Currently the program utilizes the expertise of one adjunct faculty person:

Lynn Rapin, Ph.D. (Adjunct Associate Professor of Counseling) received her doctorate from the University of Illinois and has taught courses in testing, program development and evaluation, and mental health counseling.

Associate Faculty

The 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 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. Other Associate Faculty will be added as this program proceeds.

The current Associate Faculty are:

Educational Studies

Professor Mary Brydon-Miller
Professor Roger Collins
Professor Annette Hemmings
Professor Wei Pan

Social Work

Professor Gary Dick
Professor Sofia Dzieblewski

Arts and Sciences Psychology

Professor Kathleen Burlew
Professor Laura Nabors
Professor Paula Shear
Professor Giao Tran

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End of Handbook