

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



**Graduate Study in Counseling**

# **Information for Prospective Applicants**

**Websites:** [www.uc.edu/counselingprogram](http://www.uc.edu/counselingprogram)

[www.ecologicalcounseling.org](http://www.ecologicalcounseling.org)

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## **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 doctorally 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 and Social Worker Board [OC&SWB], 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.

## Programs of Study in Counseling

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

Masters Degree Study in Mental Health Counseling. The masters 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 and Social Worker Board. The program consists of two parts: (a) a 72 credit, Master of Arts (MA) program in Community Counseling (Code: 683) coupled with (b) an 18 credit Certificate in Mental Health Counseling. The program is organized around a set of core classes augmented by specialization classes deemed necessary for the practice of mental health counseling in community settings. Students must complete the full 90 credit program before the MA degree will be awarded. 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 masters programs.

Masters Degree Study in School Counseling. The masters 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 (MEd) 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 also hold a valid state teaching certificate, have completed the required years of teaching experience, and pass the National Teacher Examination, guidance subtest. Refer to Section IV for a detailed description of the masters programs.

Advanced Graduate Study in Counseling (CAGS). This program provides students whose completed masters degree in counseling consists of less than 90 graduate credits of instruction, with an opportunity to earn a 30 quarter credit Certificate of Advanced Graduate Study (CAGS) which, when combined with the completed master's degree in counseling, meets the training requirements for licensure as a Professional Counselor (PC). Students in the CAGS program select courses from a list of courses approved by the Counselor and Social Worker Board which is reproduced in 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 the certificate program.

Doctoral Study in Counseling (EdD). 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.

### The Counseling Program

The Counseling Program is headed by a Program Director who is appointed by and is responsible to the Department Head. The Program Director 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 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).

<p>Table I.1. Organization Counseling Program</p>
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Program Director Dr. Robert Conyne (526G TC; 556-3344)

Program Secretary Ms. Linda Pelton (522 TC; 556-3335)

Program Faculty Dr. Ellen P. Cook  
Dr. Mei Tang  
Dr. Al Watson

Dr. F. Robert Wilson  
Dr. Geoffrey G. Yager

Other Useful Numbers GRE Test Dates (556-0648)

Financial Aid (556-6982)

### 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 MEd program may be completed in two years (6 quarters) of full-time study while the 90 credit MA program will take slightly longer (7 quarters). The certificate program for post-masters work (CAGS) may be completed in a year of full-time study, and the doctoral program (EdD) generally requires four or more years to complete. Completion deadlines for each of the programs of study (e.g., masters, 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 masters and doctoral students are required to complete a residency requirement, one quarter of full-time study for masters students, one year of full-time study for doctoral students. Students enrolled for a 12 credit, full-time internship may not count those credits toward satisfaction of the residency requirement. In addition, doctoral students are required to complete a full-time internship. There is no residency requirement for certificate students. Residency requirements for each of the programs of study (e.g., masters, certificate, doctoral) will be discussed in Sections IV, V, and VI of this handbook.

How much coursework will I have to take? To graduate, MEd students in school counseling must complete 72 graduate quarter credits and MA students in mental health counseling must complete 90 credits including completion of the Certificate in Mental Health Counseling. In either masters program, up to 9 graduate quarter credits earned at another accredited university within the last ten years may, at the discretion of the students 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., masters, 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, masters 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., masters, 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 and delayed graduation.

Is the Counseling Program accredited? Each of the degree granting programs (MA in Community Counseling; MEd in School Counseling; EdD 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 which is accredited by the National Council for Accreditation of Teacher Education (NCATE). Finally, our MA in Community Counseling, our Certificate of Advanced Graduate Study, and our EdD in Counselor Education are approved as meeting the training requirements for licensure by the Ohio Counselor and Social Worker Board. Under the newly adopted rules for counselor licensure in the State of Ohio, graduates of our MEd in school counseling graduates must complete an additional 18 graduate credits in counseling instruction which meets prescribed course distribution requirements, and must have completed internship experiences meeting board requirements for clinical mental health training.

Can graduates of the masters, certificate, or doctoral program in counseling get licensed? As stated above, graduates of the masters program in mental health counseling may be licensed by the Ohio Counselor and Social Worker Board as a Professional Counselor. Graduates of the masters 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 qualify for licensure as a Professional Counselor in the State of Ohio. Holders of a masters degree in counseling

consisting of less than 90 credits and/or not meeting the course distribution requirements for mental health counseling training may augment their completed masters by also completing the CAGS certificate program. Under Ohio law, to practice diagnosis and treatment of mental and emotional disorders independently, additional requirements for supervised work experience in counseling must be met. 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

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requirements. 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 Work•Study, Guaranteed Student Loan, or National Direct Student Loan programs. 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.

Graduate Assistantship (GA): A Graduate Assistantship is a financial award and stipend for full-time graduate students. GA's usually carry teaching and/or research responsibilities, requiring at least 20 hours of service per week. These assistantships carry stipends ranging from \$3500 to \$9000, plus a tuition and coverage of general fees. Application for an assistantship should be made to the department by March 25th; GA awards are available for the academic year only. 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 by March 1st. 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 H.

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 deemed lacking in 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. 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.

What kinds of facilities are available for studies at U.C.? Students in Counseling have access to a modern, spacious library for academic research, counseling facilities equipped with up•to•date observation and recording equipment, advanced mainframe and personal computing equipment, and small classes taught by full•time and expert adjunct faculty.

What about the Program faculty? The Counseling Program has six full-time faculty. In addition, the Program is 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 is presented in Appendix I.

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. Masters 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 MASTERS, 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 masters, certificate, and doctoral programs is similar.

### Applying to the Program

Students are admitted to the masters, certificate, and doctoral programs in counseling for the beginning of Autumn quarter each year. Application should be made to the Graduate School of the College of Education. 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 masters and certificate applicants, the admissions application folder must be completed by February 1st of the year in which the application is being made. For doctoral applicants, the admissions application folder must be completed by February 1st. 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 masters degree in counseling from an accredited college or university and demonstrate admissibility to doctoral study. Doctoral applicants must have a masters 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 masters 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.

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 masters 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 masters internship in counseling and provide at least one letter of reference from a qualified counseling supervisor. Doctoral applicants must have at least one year of supervised counseling experience and provide at least one letter of reference from a qualified counseling supervisor. Applicants who have completed one year of internship under program supervision are considered to have met this requirement.

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			
	Masters Programs	Certificate Program	Doctoral Program
Undergraduate Degree	Must have baccalaureate degree from an accredited university.		
Graduate Degree	Not applicable	Must have masters degree in counseling from an accredited university	Must have masters degree in counseling or 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 generally have undergraduate grade point average of 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, Analytical)	GRE not required	Must complete basic GRE (i.e., Verbal, Quantitative, Analytical) plus the advanced GRE test in psychology.
English language proficiency	Successful applicants typically have total scores of 1000 for the Verbal + Quantitative subtests. If English is not the native language, must score 620 or higher on the TOEFL proficiency examination.		
Evidence of interest and skill in helping relationships	Must submit at least one letter of reference from someone who knows the applicant's professional background.	Must have completed a masters internship in counseling and submit at least one letter of reference from a qualified counseling supervisor	Must have at least one year, post-masters counseling experience (or one year of internship under program supervision) and submit at least one letter of reference from a qualified counseling supervisor.

Making Application

To qualify for consideration, the applicant must complete an admissions application folder which includes several kinds of materials. A listing of the required contents of the admissions application folder is presented in Table II.2.

Table II.2.  
Contents of the Admissions Application Folder

- # 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:  
 Masters Applicants: GRE Basic Test (Verbal, Quantitative, and Analytical subtests).  
 Doctoral Applicants: GRE Basic Test plus the Advanced Test in Psychology.
- # 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. Masters 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.

Table II.3. Admissions Deadlines	
Masters (MA, MEd), Certificate (CAGS), and Doctoral Programs (EdD)	
Deadline for Completing the Application for Admission	January 15 <sup>th</sup>

Admissions Interviews with Program Faculty and Students	Typically the first week of April
Notification of Admissions Decisions	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 masters 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 Graduate Scholarships (UGS). Full-time masters, certificate, and doctoral students in good academic standing may qualify for a University Graduate Scholarship. The UGS pays tuition and all fees 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.

## SECTION III - MASTERS DEGREE PROGRAMS (M.A., M.Ed.)

### General Program Requirements

The masters 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 masters program in mental health counseling (comprised of the 72 credit, Master of Arts program in Community Counseling plus the 18 credit, Certificate in Mental Health Counseling) meet the training requirements established by the Ohio Counselor and Social Worker 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 Professional Pupil Service License (PPS) 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. 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.

### Mental Health Counseling in Community Settings

The program for Mental Health Counseling in Community Settings 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. During training, students in Community Counseling will gain a basic understanding of personal, emotional, and career counseling; human development and abnormal behavior; multicultural issues in counseling; the use of assessment instruments; individual counseling and group work techniques; and consultative methods. Students may also choose elective coursework in such topics as chemical dependency counseling, group work, career counseling, family counseling, women's issues, or counseling supervision. Other elective emphasis areas may be developed in consultation with the student's program advisor. Clinical instruction will focus on the practice of counseling in community counseling settings.

#### Other Features of the Program

Students in all master=s degree programs are expected to create, in collaboration with their advisor, a program plan within the first quarter of study. This program plan will outline the courses and experiences required for graduation. Although no thesis is required, all master=s degree students must pass a comprehensive examination (administered quarterly).

## SECTION IV - CERTIFICATE PROGRAM (C.A.G.S.)

#### General Program Requirements

The Certificate of Advanced Graduate Study Program (C.A.G.S.) offers holders of a Masters Degree in Counseling an opportunity to earn a certificate attesting to completion of the educational requirements for licensure as a Professional Clinical Counselor (PCC) in the State of Ohio. [2]

The C.A.G.S. Program requires the completion of 30 graduate quarter credits of instruction in counseling and counseling related topics. Graduates of the C.A.G.S. program receive a formal certificate from the University of Cincinnati. The C.A.G.S. program may appeal especially to graduates of counseling master=s programs which of insufficient length to qualify the graduate for Ohio counselor licensure.

To be licensed as a counselor in the State of Ohio, one must hold an academic degree in counseling. Since the Certificate of Advanced Graduate Study is a certificate, not an academic degree, prior completion of a masters or doctoral degree in counseling, or prior licensure under the pre- Spring, 1997 rules for licensure as a Licensed Professional Counselor (LPC) in the State of Ohio is required for admission to the certificate program.

#### Required Coursework

A set of courses has been approved as meeting the training requirements specified by the Counselor and Social Worker Board. These courses (presented in Appendix B) are distributed across five required training areas (a) psychopathology, personality, and abnormal behavior; (b) evaluation of mental and emotional status; (c) diagnosis of mental and emotional disorders; (d) methods of intervention and prevention of mental and emotional disorders; (e) treatment of mental and emotional disorders. Advisor approval is required for courses not listed as approved.

#### Other Features of the Program

Students in all master=s programs are expected to create, in collaboration with their advisor, a program plan within the first quarter of study. This program plan will outline the courses and experiences required for graduation. In the Certificate Program, no comprehensive examination or thesis is required.

## SECTION V - DOCTORAL DEGREE PROGRAM (Ed.D.)

### General Program Requirements

The doctoral program in counseling (EdD) 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.

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 doctorally 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.

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 masters level, mental health counseling instruction, 78 credit hours of doctoral instruction are required. The specific areas of doctoral study which extend the student's masters degree training will be described below and are outlined in Appendix C.

- I. Doctoral Foundations (9 cr). All doctoral students will complete a three-course Proseminar sequence which will ground the student in knowledge and skill in ecological counseling.
- II. Doctoral Cognate (15 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.
- III. 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.
- IV. Doctoral Clinical Instruction (21 cr). All doctoral students will complete an advanced practicum and a half-time internship in which they will have opportunity to apply ecological counseling knowledge and skill in teaching, supervision, consultation, and research settings.
- V. 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.

Other Features of the Program

Students in the doctoral program are expected to create, in collaboration with their doctoral committee, a program plan within the first quarter of study. This program plan will outline the courses and experiences required for graduation. Successful completion of a written and oral comprehensive examination are required for advancement to candidacy. All doctoral students must complete and defend a dissertation consisting of original quantitative or qualitative research.

## SECTION VI - SCHOOL COUNSELOR CERTIFICATION

General Program Requirements

Students with completed masters degrees (either in Counseling or in other areas of Education) may apply for matriculation as students in a "Professional Pupil Services License Only" program. Those few students who are admitted to the "PPS License Only" option are individuals (a) who have a completed masters degree and (b) who do not intend to seek a masters degree in School Counseling.

Required coursework for "PPS License Only" students will be determined in consultation with the student's program advisor. In each case, the student will be required to meet the same coursework requirements as the students formally admitted to the masters program in School Counseling. A complete listing of the required course work for "PPS License Only" students is presented in Appendix D. Note: Students completing this program must meet all requirements, including a set of non-academic requirements, set by the State Board of Education for the PPS License.

Other Features of the Program

Students in the Professional Pupil Services licensure-only program are expected to create, in collaboration with their advisor, a program plan within the first quarter of study. This program plan will outline the courses and experiences required for graduation. Professional Pupil Services licensure-only students are not expected to complete a comprehensive examination nor a thesis.

## APPENDIX A - COURSE REQUIREMENTS: MASTERS DEGREE PROGRAMS (MA, MEd)

Core CoursesFoundations Courses

18-CNSL-981 Lgl, Eth, Prof Issues.....	3 cr
18-CNSL-784 Counseling Theory.....	3 cr
18-CNSL-775 Career Development.....	3 cr
18-EDFN-775 Life-Span Human Devel.....	3 cr
18-CNSL-787 Group Thry and Process.....	3 cr
18-CNSL-811 Intro Group Leadership.....	3 cr
18-CNSL-961 Supervision.....	3 cr
18-CNSL-963 Multicultural Counseling.....	3 cr
18-CNSL-783 Tests in Counseling.....	3 cr
18-CNSL-773 Program Devel & Eval.....	3 cr
18-EDFN-755 Research Methods.....	3 cr

Clinical Instruction

18-CNSL-884 Prepracticum.....	3 cr
18-CNSL-886 Practicum I.....	3 cr
18-CNSL-887 Practicum II.....	3 cr
18-CNSL-888 Mstrs Cnslng Internship.....	18 cr

Specialization CoursesMEd School Counseling Spec. Courses

18-CNSL-852 Counseling in the Schools.....	3 cr
18-CNSL-890 Child Counseling.....	3 cr
18-210-880 School Law.....	3 cr
18-xxx-xxx Special Education Elective.....	3 cr

MA Mental Health Spec. Courses

18-CNSL-855 Cmm Cns M H Stngs.....	3 cr
18-CNSL-809 Abnormal Hum Bhvr.....	3 cr
18-CNSL-895 Intro Prob Identification.....	3 cr
18-CNSL-985 Testing and Assessment.....	3 cr
18-CNSL-819 Preventive Counseling.....	3 cr
18-CNSL-901 Adv Counseling Internship.....	9 cr
18-xxx-xxx (elective).....	3 cr
18-xxx-xxx (elective).....	3 cr

**APPENDIX B -  
COURSES APPROVED BY THE  
COUNSELOR AND SOCIAL WORKER BOARD FOR  
COUNSELOR LICENSURE:  
CERTIFICATE PROGRAM  
(CAGS)**

The following list of courses has been approved by the Counselor and Social Worker Board as meeting the training requirements for the Professional Clinical Counselor (PCC) in the State of Ohio. Courses not appearing on this list may be substituted with advisor approval.

Clinical Psychopathology, Personality, and Abnormal Behavior

- 18-CNSL-809 Abnormal Human Behavior..... 3 cr
- 18-CNSL-906 Advanced Counseling Theory..... 3 cr
- 18-CNSL-981 Lgl, Eth, Prof Issues..... 3 cr
- 18-PSYC-893 Devel 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 Assessment..... 3 cr
- 18-PSYC-850 Assmnt-Intrvntn in Early Chld..... 3 cr
- 18-PSYC-860 Applied Behavioral Analysis..... 3 cr
- 18-PSYC-861 Socl/Bhvrl Assmnt/Intrvntn..... 3 cr

Diagnosis of Mental and Emotional Disorders

- 18-CNSL-895 Intro to Cns Prob Ident..... 3 cr
- 18-CNSL-861 Chemical Dependency I..... 3 cr
- 18-CNSL-841 Family Counseling I..... 3 cr
- 15-PSYC-860 Meas of Psychopathology..... 3 cr
- 15-PSYC-806 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 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 Soc and Behv Interventions..... 3 cr
- 18-PSYC-864 School Based M H Intervention..... 3 cr
- 18-PSYC-978 Process Cnslt and Org Dvl..... 3 cr
- 18-PSYC-982 Social Learning Intervention..... 3 cr

Treatment of Mental and Emotional Disorders

- 18-CNSL-961a Supervision of Counseling..... 3 cr
- 18-CNSL-855 Cmmnty Cns in M H Settings..... 3 cr
- 18-CNSL-842 Family Counseling II..... 3 cr
- 18-CNSL-862 Chemical Dependency II..... 3 cr
- 18-CNSL-885 Leading Groups..... 3 cr
- 18-PSYC-851 Family Interventions..... 3 cr
- 18-CNSL-901 Adv Counseling Internship..... var cr

**a** Required of all certificate students.

**APPENDIX C -  
COURSE REQUIREMENTS:  
DOCTORAL DEGREE PROGRAMS  
(EdD)**

Master=s Prerequisite CoursesMaster=s 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-EDFN-775 Life-Span Human Devel.....	3 cr
18-CNSL-787 Group Thry and Process.....	3 cr
18-CNSL-811 Intro Group Leadership.....	3 cr
18-CNSL-961 Supervision.....	3 cr
18-CNSL-963 Multicultural Counseling.....	3 cr
18-CNSL-783 Tests in Counseling.....	3 cr

Master=s Mental Health CounselingSpecialization Courses

18-CNSL-855 Cmmnty Cns in M H Sttns.....	3 cr
18-CNSL-809 Abnormal Human Behavior.....	3 cr
18-CNSL-985 Testing and Assessment.....	3 cr
18-CNSL-895 Intro Problem Identification.....	3 cr
18-CNSL-819 Preventive Counseling.....	3 cr
18-xxx-xxx (mental health cns elective).....	3 cr
18-xxx-xxx (mental health cns elective).....	3 cr

Master=s Research Courses

18-EDFN-989 Seminar in Educ Rsrch.....	3 cr
18-CNSL-773 Program Devel & Eval.....	3 cr

Master=s Clinical Instruction

18-CNSL-884 Prepracticum.....	3 cr
18-CNSL-886 Practicum I.....	3 cr
18-CNSL-887 Practicum II.....	3 cr
18-CNSL-888 Mstrs Counseling Internship.....	18 cr
18-CNSL-901 Adv Counseling Internship.....	9 cr

Doctoral CoursesDoctoral Foundations Courses (9 cr).

18-CNSL-986 Counseling Proseminar I.....	3 cr
18-CNSL-987 Counseling Proseminar II.....	3 cr
18-CNSL-988 Counseling Proseminar III.....	3 cr

Doctoral Cognate in Ecological Counseling (15 cr)

18-CNSL-989 Ecological Cns Sem I.....	3 cr
18-CNSL-990 Ecological Cns Sem II.....	3 cr
18-CNSL-991 Ecological Cns Sem III.....	3 cr
18-xxx-xxx (ecological cns elective).....	3 cr
18-xxx-xxx (ecological cns elective).....	3 cr

Doctoral Research Courses (33 cr).Quantitative Methods

18-EDFN-711 Intermediate Statistics.....	3 cr
18-EDFN-878 Multivariate Statistics I.....	3 cr

Applied Research Methods

18-xxx-xxx (research elective).....	3 cr
18-xxx-xxx (research elective).....	3 cr

Quantitative and Applied Methods inEcological Counseling

18-CNSL-933 Adv Research Sem.....	3 cr
18-CNSL-933 Adv Research Sem.....	3 cr

Dissertation (15 cr).

18-CNSL-973 Ind Dissertation Guid.....	15 cr
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Doctoral Clinical Instruction (21 cr).

18-CNSL-984 Adv Practicum in Cns.....	3 cr
18-CNSL-990 Adv Counseling Internship.....	3 cr

## APPENDIX D - COURSE REQUIREMENTS: PROFESSIONAL PUPIL SERVICES LICENSURE-ONLY COURSES

Core Courses (60 cr)Foundations Courses

18-CNSL-981 Lgl, Eth, Prof Issues.....	3 cr
18-CNSL-784 Counseling Theory.....	3 cr
18-CNSL-775 Career Development.....	3 cr
18-EDFN-775 Life-Span Human Development.....	3 cr
18-CNSL-787 Group Theory and Process.....	3 cr
18-CNSL-811 Intro Group Leadership.....	3 cr
18-CNSL-961 Supervision.....	3 cr
18-CNSL-963 Multicultural Counseling.....	3 cr
18-CNSL-783 Tests in Counseling.....	3 cr
18-CNSL-773 Program Devel & Eval.....	3 cr
18-EDFN-989 Seminar in Educational Research.....	3 cr

Clinical Courses

18-CNSL-884 Pre-Practicum.....	3 cr
18-CNSL-886 Practicum I.....	3 cr
18-CNSL-887 Practicum II.....	3 cr
18-CNSL-888 Intern (6 cr for each of 3 qtrs).....	18 cr

Specialization Courses (12 cr)

18-EDAD-880 School Law.....	3 cr
18-EDAD-774 Prin of Curr. Org. & Dev.....	3 cr
18-CNSL-852 Counseling in the Schools.....	3 cr
18-CNSL-890 Child Counseling.....	3 cr

Note: To be licensed in Ohio, students completing the PPS Licensure-Only Hprogram must also satisfy all requirements for the PPS License as set forth by the State of Ohio Board of Education.

[1]

Recently both the Commonwealth of Kentucky and the State of Indiana have passed 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.

[2]

To allow students who are completing a master's degree in counseling at the University of Cincinnati the opportunity to begin certificate work immediately upon completion of the master's degree, early admission to the certificate program, conditional upon completing the master's degree, is occasionally granted. Students granted early admission to the certificate program must complete their master's degree requirements before beginning work on their certificate courses.