

DOCTORAL PROGRAM IN COUNSELOR EDUCATION

Handbook for Students

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Introduction

The Doctoral Program Handbook for Students is designed to be used in conjunction with the *Graduate School Catalog* and *The University of Toledo Graduate Student Handbook*. The Doctoral Program Handbook for Students is not intended to be used as a replacement for these documents. These official documents are revised periodically. It is the student's responsibility to obtain the latest editions of these documents.

Degree Descriptions

The Counselor Education Program offers a concentration leading to the Doctor of Philosophy (Ph.D.) in Counselor Education. Opportunities exist within this program to create areas of specialization that are relevant to the academic, professional, or research interests of the student.

Program Mission Statement

The Counselor Education Program is the pre-eminent program in Northwest Ohio and Southeast Michigan for training and research in clinical mental health counseling, school counseling, and counselor education consistent with the metropolitan mission of The University of Toledo. Student-centered programs integrate learning, discovery, and engagement, so that both traditional and nontraditional students may achieve their highest potential in an environment that embraces and celebrates human diversity, respect for the individual, and freedom of expression. The Program commits itself to achieving excellence through direct service to students, distance learning opportunities, research contributions to the professional knowledge base, and partnerships with community schools, agencies, and healthcare providers.

Doctoral Program Objectives

The University of Toledo Counselor Education Doctoral Program takes a holistic approach to human growth which combines developmental awareness with an ecological perspective, and promotes social justice through advocacy activities. The doctoral degree in Counselor Education is intended to prepare professional leaders in five areas. These are counselor education and supervision, professional leadership, research, advanced counseling practice, and sociocultural factors. Program objectives specific to these areas have been developed for the doctoral program in Counselor Education.

Counselor Education: Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.

Supervision: Understand the purposes of supervision, models of supervision, and the legal, ethical, and professional issues associated with supervision.

Research: Demonstrates the ability to conduct a literature review, formulate research questions, state questions as researchable hypotheses, create research designs appropriate to test hypotheses, conduct statistical data analyses, and write at a publishable quality level.

Practice: Demonstrates the ability to effectively apply evidence-based and evidence-supported therapies with diverse populations and in diverse settings.

Admission

Interested persons and potential applicants should contact Dr. Christopher Roseman, Doctoral Program Coordinator (419-530-4064) about the program prior to submitting their applications. Persons applying for admission to doctoral study in the Counselor Education program must meet the admission requirements of the College of Graduate Studies and the Counselor Education Program. Additionally, applicants to the doctoral program in Counselor Education are expected to possess all of the knowledge and skills required of graduates of a CACREP-accredited entry-level program in counselor education. Doctoral students who have not graduated from a CACREP-accredited entry-level program must demonstrate completion or complete curricular experiences of (a) the CACREP entry-level standards in Sections II and III, and (b) curricular requirements of a specific program area before beginning doctoral-level counselor education coursework. Applicants who do not meet the academic requirements for licensure as a Professional Counselor (PC) in Ohio will have to complete the academic requirements for Ohio PC licensure during their doctoral programs and *before* they are allowed to enroll in COUN 8410 Advanced Practicum in Counseling Interventions or enroll in clinical hours for COUN 8940 Internship. Applicants to the doctoral program in Counselor Education are advised that the Program does not train students to qualify for application for the State of Ohio Psychology License.

The Counselor Education Program has an equal opportunity admissions policy and does not discriminate against applicants on the basis of race, creed, color, national origin, sex, sexual identity, or disability status. It is a policy of the Program to encourage individuals from diverse ethnic, cultural, or social backgrounds to apply for admission.

College of Graduate Studies Admission Requirements

Admission requirements for the College of Graduate Studies are described in detail in the *Graduate School Catalog*. These requirements include one (1) official transcript of any and all undergraduate/graduate credits and degrees earned, three (3) letters of reference, and a non-refundable \$45.00 application fee (check or money order payable to The University of Toledo) that must be submitted to the College of Graduate Studies to begin the admission process. It is recommended that applicants submit at least one reference (preferably two) from an academic source and one that addresses applicants' clinical skills.

Counselor Education Program Admission Requirements

Minimum requirements for admission to the doctoral program are:

1. A grade point average of 3.5 on a 4-point scale for all graduate level academic work at all institutions attended.
2. A master's degree in counseling from a program that is approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Applicants with master's degrees from non-CACREP-accredited programs or from non-counseling programs will have to demonstrate their equivalency to CACREP-approved programs or make up any academic deficiencies.
3. Official Graduate Record Examination (GRE) scores. Preference is given to applicants with a minimum 151 Verbal plus a minimum 151 Quantitative (combined minimum of 302, which is at the 50th percentile). Students should contact the College of Graduate Studies regarding what constitutes an official GRE score report.
4. A résumé or curriculum vita.

5. An autobiographical statement of three to five pages in length.
6. Three letters of recommendation. It is preferred that at least one letter address the applicant's academic potential (i.e., from a University faculty member).
7. One writing sample. The writing sample consists of your responses to questions about your academic and professional background and goals. These questions can be obtained by contacting the program secretary or downloading them from the website. The writing sample is designed to determine your writing ability and your suitability to the profession and to the doctoral program.
8. A personal interview with faculty members. The faculty members will notify applicants if they are selected for an interview. Applicants are interviewed and admitted to doctoral study during the Fall, Spring, and Summer semesters of each year. **Completed application materials should be received by September 15, January 15, or May 15 to ensure enough time for review prior to scheduling interviews.** Late applications may still be considered only if time permits.

Applicants who meet academic admission criteria will be invited to interview with the Counselor Education Admissions Committee. The purpose of the interview is to provide applicants with additional information about the program, ensure the program will meet applicants' needs, assess applicants' personal suitability to provide interpersonal counseling, assess the relevance of applicants' professional goals and objectives to the program and faculty, assess the applicants' leadership potential, and to assess applicants' ability in the following areas:

1. Academic Criteria
 - a. Clarity and appropriateness of personal and professional goals.
 - b. Match between applicants' goals and program offerings.
 - c. Realistic plans for completing the degree.
 - d. Relevant counseling-related experiences.
 - e. Relevant academic background.
 - f. Experience or training in cultural differences.
 - g. Computer literacy (e.g., ability to access Internet, send and receive e-mail attachments, download PDF files).
2. Counseling Skills
 - a. Ability to establish rapport.
 - b. Appropriate nonverbal/attending behaviors.
 - c. Concrete and focused communications.
 - d. Appropriate level of responsibility during the interview.
3. Personal Characteristics
 - a. Good judgment in sharing personal feelings, thoughts, and experiences.
 - b. Adequate personal awareness and growth through life experiences.
 - c. Appropriate interpersonal and communication skills.
 - d. Emotional maturity and stability.

The Program retains the right to waive any program requirement for admission in those cases where there is evidence to suggest that the applicant would successfully complete his or her degree program. Applicants should be aware that many agencies and credentialing bodies require a police background check as a prerequisite for practicum or internship placement. Having been convicted of a felony, and some misdemeanors, may prevent the student from being licensed or from working or

doing a practicum or internship in a school or agency. In addition, faculty may review prospective students' social media presences and interactions for purposes of admission. (Please see the Counselor Education program's Social Media Guidelines policy for further elaboration at http://www.utoledo.edu/hhs/counselor-education/Policies/PDFs/Social_Media_Policy.pdf.)

Advising

Upon admission into the program, each student will be assigned a faculty advisor. Upon notification of admission, students should contact their advisor as soon as possible. This advisor will assist the doctoral student in planning the first semester's work.

Doctoral Program Committee

Students should meet with their advisor to select a Doctoral Program Committee. The purpose of the Doctoral Program Committee is to guide and assist the student in developing a doctoral plan of study, in developing a plan for meeting their residency requirements, and addressing the manner in which the internship experience will aid in their professional development. This committee is comprised of a minimum of three faculty members from within the Counselor Education Program. Doctoral programs of study should be submitted for approval by the end of the second semester of study. Each student is expected, per College of Graduate Studies requirements, to schedule annual (or more frequent) meetings with the student's doctoral program committee to provide feedback and advice on completed and proposed research, and other areas as appropriate. During these meetings students should present material demonstrating their academic progress including residency requirements, progress toward completion of internship, and preparation for comprehensive exams.

Residency

Students are expected to submit a written residency plan during the initial meeting of the Doctoral Program Committee. Doctoral students satisfy the doctoral residency requirement by completing a total of 18 hours of coursework taken over 3 consecutive semesters. Enrollment in a summer term is not required to maintain continuity, but credits earned during summer terms could count toward the 18 hours required for residency. During residency, students are expected to collaborate with faculty and other doctoral students on research, teaching, and supervision for a minimum of five hours a week. The residency experience should culminate in the submission of at least one paper presentation at a refereed professional conference and at least one paper for review by an appropriate refereed journal.

Professional Associations

Doctoral students are required to seek membership in professional associations related to counseling. Associations that are most appropriate for doctoral students are the American Counseling Association (ACA) and its divisions, the Ohio Counseling Association (OCA) and its divisions, and the Northwest Ohio Counseling Association (NWOCA).

There are many reasons why membership in professional organizations is important. First, membership establishes your identity as a counselor and a counselor educator and supervisor. Second, membership facilitates your professional development through workshops, seminars, conferences, and professional publications. Third, membership helps you network and communicate with counseling professionals. Fourth, you will benefit from money-saving discounts on items such as publications and professional liability insurance. Finally, membership is a statement that you subscribe to the highest ethical standards and practices in the counseling profession.

In order to take advantage of the above listed benefits, doctoral students are required to join ACA and its state branch, the Ohio Counseling Association. Membership in the Northwest Ohio Counseling Association is free with membership in OCA. Discounted student memberships are available from these associations. Membership information is available from the program secretary or from faculty members, as well as online. Doctoral students are also encouraged (not required) to join and participate in the Association for Counselor Education and Supervision (ACES), an ACA division that promotes quality education and supervision of counselors.

Curriculum

A sound graduate program must meet the unique needs and support the professional goals of the student. Flexibility is considered an important characteristic in developing each student's program. Completion of the doctoral degree typically requires a minimum of two and a half to three years of study beyond the master's degree. Doctoral plans of study include a minimum of 38 hours in the counselor education program, 12 semester hours of research and statistics requirements, and 10 hours of dissertation credit.

The Doctoral Program Curriculum

Counseling Major Courses 39 credit hours

Required courses 32 credit hours

| | | |
|-----------|---|-------|
| COUN 7510 | Supervision in Counseling & School Psych | 4 hrs |
| COUN 7520 | Education and Leadership in MH Professions | 4 hrs |
| COUN 7530 | Adv Theories of Counseling Interventions | 4 hrs |
| COUN 7930 | Doctoral Research Seminar | 4 hrs |
| COUN 8410 | Adv Practicum in Counseling Interventions | 4 hrs |
| COUN 8480 | Adv Training in Professional, Legal, and Ethical Issues | 4 hrs |
| COUN 8940 | Counseling Internship | 8 hrs |

Elective Courses (minimum of 7 hours): *

| | | |
|-----------|------------------------------------|-------|
| COUN 7210 | Psychopathology | 4 hrs |
| COUN 7220 | Child, Adolescent, Family Therapy | 3 hrs |
| COUN 7230 | Crisis Intervention Counseling | 3 hrs |
| COUN 7240 | Diagnosis and Mental Health | 4 hrs |
| COUN 8450 | Couples and Family Therapy | 3 hrs |
| COUN 8460 | Substance Abuse Counseling | 4 hrs |
| COUN 8470 | Drugs and Mental Health Counseling | 4 hrs |

* A student's program committee may approve other courses

Research and Statistics Courses 12 credit hours

Required courses 6 credit hours

| | | |
|-----------|-------------------------|-------|
| RESM 7330 | Qualitative Research I | 3 hrs |
| RESM 8120 | Quantitative Methods II | 3 hrs |

Two courses (6 credit hours) from the following:

| | | |
|-----------|----------------------------|-------|
| RESM 8130 | Multivariate Statistics | 3 hrs |
| RESM 8160 | Nonparametric Statistics | 3 hrs |
| RESM 8320 | Research Design | 3 hrs |
| RESM 8340 | Qualitative Research II | 3 hrs |
| RESM 8350 | Methods of Survey Research | 3 hrs |

HEAL 8700 Epidemiology

3 hrs

Doctoral Dissertation 10 credit hours**Total: 61 credit hours**

Transfer Credit and Time Limit for Completion of the Degree

Students can transfer up to ten (10) hours of graduate coursework, provided it was not part of an awarded degree, they completed at The University of Toledo or other institution(s) prior to being admitted to the doctoral program if the student's program committee approves. For students who have completed a prior degree from another institution, none of the coursework from that degree can count toward a degree at The University of Toledo. When credit is transferred, it affects how much time students have to complete their degrees. A maximum study period of seven years is allowed prior to the time the degree is awarded. The seven-year time limit begins with the earliest course listed on the Plan of Study. For example, if a student transfers in credits that are four years old, they only have three years to complete the doctorate or they will have to petition for an extension.

Supervised Experience & Internship

In addition to the practica experiences listed in the core requirements, each doctoral student in the Counselor Education program will be required to complete at least 600 clock hours of internship. The 600 hours must include supervised experiences in, teaching, and supervision. In addition to these two required areas of training, students may elect to complete internship hours in the areas of counseling, research, and leadership/advocacy. The 600 hours can be allocated at the discretion of the doctoral student and the Doctoral Program Committee based on the student's experience and training. Students must complete the academic requirements for Ohio PC licensure before completing Advanced Practicum or Internship hours in a clinical setting. Students will earn on average one (1) semester hour of credit for every 75-clock hours accumulated in the internship for a total of 8 semester hours. While participation in the internship is required, students will be permitted to sit for the comprehensive examination prior to completion of the internship requirement. Doctoral students may elect or be required to participate in additional supervised practica or internships as may be necessary or appropriate.

Comprehensive Examination

All doctoral students must successfully pass the written and oral comprehensive examinations. Students may take the comprehensive exam no sooner than the beginning of their final semester of coursework (not including the Internship). The purpose of the comprehensive examination is to have the doctoral student demonstrate a sufficient foundation of knowledge in counselor education with the ability to integrate at the conceptual level of understanding. It is also important to understand the major issues in the current literature for each area examined. The faculty members believe this process should be a culmination and integration of knowledge learned in the academic or coursework portion of the doctoral program. Therefore, the preparation for the examination is viewed as an intensive learning experience for the student. The student is expected to integrate knowledge found in relevant books, chapters, journals, and on-line sources.

Students must register for the comprehensive examination by the second week of the semester prior to taking the examination. Students wishing to take the comprehensive examination in the Summer or Fall Semesters must register by the second week of the Spring Semester. Students wishing to take the comprehensive examination in the Spring Semester must register by the second week of the Fall Semester. The Sign-Up Sheet is available from the program secretary. The Registration form is available online on the "For Students" page under the section titled "For Current Students."

Students should meet with their Program of Study Chair to discuss ideas for each of the six comprehensive exam topic areas. Students and POS Chairs should identify potential faculty members of whom the student may elect to ask to write their questions. Students should then approach potential question writers to obtain their assent and signature on the Registration Form. The student's POS Chair signs off on the Registration Form once the student has received signatures from all faculty question writers. Students should turn their completed Registration Forms in to the Program Secretary no later than the second week of the semester immediately prior to the semester in which the student expects to sit for the written comprehensive exam.

The comprehensive is a take-home examination and will consist of printed, APA formatted, original responses to questions submitted by the faculty. Each answer should be between 10-16 pages in length, including references, cover page, and abstract. The comprehensive exam shall cover six content areas. These areas are: *professional issues, research, supervision, practical applications of counseling, counselor education, and a student-specific specialty area*. Students should meet with their advisor well in advance of registering to take the comprehensive examination. The student's advisor will initially assist the student to determine potential content areas from which to draw their questions. Students should avoid questions that overlap content areas. The student and the advisor will identify which faculty members will be asked to address each of the six (6) comprehensive exam question areas. It is the student's responsibility to meet with these faculty members in order to first, secure agreement to participate in the comprehensive exam process and, secondly, to clarify the focus of the exam question. Once the student has secured faculty writers for each of the six subject areas, the student should meet with his or her advisor for a final review of the direction of the questions. Subsequently, the student will develop a reading list covering a broad range of knowledge in each designated area. Each list will be organized by topic and include specific books, chapters, major journal articles, and on-line resources. Faculty will develop questions for the exam from the reading list. Students must pick up their list of questions from the program secretary at the beginning of the 2nd week of the semester. If a student elects not to take the comprehensive exam as scheduled, they must notify their Program of Study Chair prior to the date on which comprehensive exam questions are disseminated. The faculty reserves the right to consider this as a failed first attempt. Responses are due to be submitted in six weeks. No responses will be accepted after 5 p.m. on the 42nd day after their initial receipt of the questions. Students may ask third parties to provide editorial (e.g., proofreading, grammar, APA accuracy) feedback; however, input regarding the content of an answer is unacceptable. No University of Toledo faculty member may assist a student in reviewing the student's work once the student is in receipt of the exam questions. Students should submit all six papers electronically as attachments to a single email addressed to the program secretary.

The following evaluation procedure applies to all six comprehensive exam questions. Each faculty member who writes a comprehensive exam question will identify one additional reader with expertise in that area. The writing faculty member will provide to the additional reader an outline of what she or he expects to find in the student's answer. Both readers will evaluate the written response and score it as either a "pass" or a "fail." In order to pass a question, both readers must judge it to be a "pass." If the writer and reader do not agree on a grade for a particular question, they will meet to try to reconcile the difference; and if they cannot reconcile the difference, a third reader will read the question and that reader's grade will determine if the question is a pass or a fail. In order to pass the comprehensive exam, the student must pass all six questions. Students have up to three attempts to pass all six questions. The student's advisor will inform the student of pass/fail status. If, on the first attempt, a student passes at least four of the six questions, the student must retake the failed exam content area(s) as soon as three weeks following notification of the failure but no later than the 2nd week of the following semester. In this case, the student should meet with the student's advisor to identify the faculty member who will write the new question(s). If a student fails three questions on the first attempt, the student will have the option of taking the three failed questions as soon as three weeks following notification of the failure but no later than the 2nd week of the following semester OR defer retaking the failed content areas one full semester. Any student who fails four or more written comprehensive exam questions must wait one full semester prior to

retaking the failed comprehensive exam questions. In all cases, students will have an equal number of weeks to complete the second exam as they have questions to write. For example, a student who has three questions to write will be required to submit all three responses in three weeks after receiving them. Students who do not pass all six questions after the second attempt must meet with their program committee and develop a remediation plan. After fulfilling the terms of the remediation plan, the student may be granted a final attempt to pass the comprehensive examination no later than the 2nd week of the following semester. If they do not pass the comprehensive examination the third time, they are subject to dismissal from the program. In all cases, it is the student's responsibility to initiate the re-examination process.

Once a student has successfully passed all six written exam questions, the student can schedule the oral examination as soon as possible after completing the written exam, but no later than the semester immediately following. Oral examinations are held with the student's program committee members and any other interested persons. The oral examination is an opportunity for students to clarify and expand on their written responses. It is also an opportunity for faculty to raise questions and issues not fully covered by the written responses. The examination then moves to broader areas if relevant to the doctoral program. Students may elect to bring a limited amount of written material with them into the oral exam process. Specifically, students may bring to the oral exam a copy of their answers and other material as approved by the student's advisor. At the conclusion of the exam, the student is asked to leave the room while the faculty votes on pass/fail. Occasionally, the student is asked to complete additional work, or in the case of failure, to retake another oral exam. Students have two opportunities to pass the oral comprehensive exam. Students who do not pass the oral comprehensive exam after the second attempt are subject to dismissal from the program. Passage of the oral examination concludes the comprehensive examination process, and successful students are then admitted to doctoral candidacy. The student's program committee remains intact until the student formally submits paperwork to constitute the dissertation committee. At this point, the program committee's responsibilities come to a close.

Dissertation Committee

The Dissertation Committee formally replaces the Doctoral Program Committee when the doctoral student successfully completes the oral portion of the comprehensive examination. Although members serving on the Doctoral Program Committee may serve as members of the Dissertation Committee, students may select a new Dissertation Chairperson and a new committee to guide them through the completion of their dissertation. The committee shall consist of a minimum of four members: The dissertation advisor (chair) from the Counselor Education Program, and three more faculty members, one of whom must be from outside of the Program. Replacement of or substitution for any Doctoral Program or Dissertation Committee members must be submitted on the appropriate form to the CHHS Associate Dean for Academic Affairs for approval. Students should consult with their dissertation advisor regarding procedures for proposing and completing a dissertation. Each student is expected, per the College of Graduate Studies requirements, to schedule annual (or more frequent) meetings with the student's doctoral dissertation committee to provide feedback and advice on completed and proposed research, and other areas as appropriate.

Students must submit a Dissertation Proposal to the Dissertation Committee at least two weeks prior to the proposal meeting. The Dissertation Proposal typically consists of the first three chapters of the dissertation, including cover page, abstract, and references. At the Dissertation Proposal meeting, the Dissertation Committee can either pass or fail the proposal. If the proposal does not pass, the student and Dissertation Chairperson can schedule another proposal defense. If the proposal is not passed on the second attempt, the student is subject to dismissal from the program.

Once the Dissertation Proposal is passed, the student must file the appropriate application with The University of Toledo Institutional Review Board (IRB). The student may have to appear before the IRB to defend or explain the research. Students are advised that the IRB typically meets once per

month. Students may not collect any data for the dissertation until they receive official confirmation from the University Institutional Review Board that their proposal has been approved.

When the Dissertation Chairperson is satisfied that the dissertation is complete, the student arranges for the Dissertation Oral Examination. The Dissertation Oral Examination is taken no sooner than 10 working days after the candidate submits the final draft to his or her dissertation committee. The Dissertation Committee can pass, pass with revisions, or fail the Dissertation Oral Examination. If the committee fails the examination, the student can reschedule a second examination no sooner than 10 working days later. Students who fail the second Dissertation Oral Examination will be dismissed from the program. If the committee passes the dissertation with revisions, they may or may not require a second formal meeting to pass the dissertation. Once the student passes the Dissertation Oral Examination he or she submits the dissertation electronically to the College of Graduate Studies for final approval. **It is the student's responsibility to file all forms, contact advisors and committee members, and make arrangements for examinations. Students should note that they must successfully defend their dissertation at least 30 days prior to commencement.**

Graduate Assistantships

The graduate assistantship is designed to provide support for full-time graduate study. The assistantship provides an opportunity for a graduate student to serve in a professional role and to establish a professional relationship with faculty and administrators. Only graduate students holding regular admission to a degree program are eligible for a graduate assistantship. The graduate assistantship includes a tuition waiver and a stipend. The tuition waiver is provided to support only the coursework listed on a student's plan of study. Graduate assistantships are typically offered for up to two consecutive academic years (not including summers), contingent upon successful progress in the completion of their degree as reviewed annually by the Doctoral Program Committee and the School Chair.

A full-time assistantship requires 20 hours of work per week each semester. Typically graduate assistants teach undergraduate classes, co-teach graduate classes, supervise master's students, and work with faculty members on research, presentations and publications. As the student is expected to be working full time toward a degree, no additional employment should be assumed by the student. Exceptions to this policy must be recommended by the student's advisor and approved by the College of Graduate Studies prior to beginning any additional assignment. Exceptions will be made only for assignments of short duration which involve only a few hours of work per week. The advisor must argue that the progress of the student toward a degree will not be delayed or disrupted by the additional assignment. The Request for Employment Outside of Graduate Assistantship Duties form requesting permission from the College of Graduate Studies for additional employment may be obtained either from the College of Graduate Studies or from the student advisor.

The program has a limited number of graduate assistantships. Consequently, the program typically awards graduate assistantships to selected doctoral students who wish to pursue full-time study. Additionally, the program may not have sufficient numbers of assistantships to support every student who applies.

Application for Graduate Assistantships

The admitting program assigns graduate assistantships. Applications for consideration as a graduate assistant may be made by completing the Graduate Assistantship Application or by submitting a written request with your admission application. Assistantship applications should be submitted simultaneously with the Graduate Application.

Financial Aid

Doctoral students may qualify for scholarships, loans, and perhaps federal and state grant programs. Applications are filed as soon as possible after January 1st for the academic year that will begin with the next fall term. There is a priority deadline of April 1st. Late applications are considered if funds are available. It is the student's responsibility to review and comply with all rules of their financial aid and review and comply with all aspects of The University of Toledo Policy on Satisfactory Academic Progress for Recipients of Financial Aid. **The Office of Student Financial Aid is located in Rocket Hall, Room 1200 (phone 419-530-8700).**

Fellowships

The University of Toledo has a limited number of Fellowships to support doctoral students. Applications will be available in January should any of the fellowships become available. Fellowships are primarily designed for entering Ph.D. students and those early in their Ph.D. program who have exceptional academic records. It is the highest student award the College of Graduate Studies makes and consists of a stipend at the doctoral student level for the academic year plus remission of instructional fees, out-of-state surcharge, general fees, student legal fee and an insurance subsidy for UT student health insurance. The Fellowship may be renewed for up to three years provided the student maintains an outstanding academic record and makes adequate progress toward the degree.

Scholarships and Awards

The University of Toledo Foundation Scholarships. The UT Foundation provides financial support to students in the form of scholarships and fellowships. UT Foundation support is generally granted through the Office of Student Financial Aid. For more information about support through the UT Foundation, contact the Office of Student Financial Aid, Rocket Hall, Room 1200 (phone 419-530-8700).

The Robert N. Whiteford Memorial Scholarship. Presented to a graduate student to assist in research for the thesis, project, or dissertation and further the student's professional development. One applicant will receive a certificate plus a cash award. The amount varies each year depending upon available funds, averaging \$300.

The Graduate Student Association (GSA) presents a number of other awards to graduate students. Applications are generally available in January and are due mid-March.

For more information on scholarships available to graduate students, go to the College of Graduate Studies website.

Educational, Vocational, & Personal Counseling

The University of Toledo provides, by professionals other than program faculty and students, personal counseling services to students. The University Counseling Center (<http://www.utoledo.edu/studentaffairs/counseling/>), the Main Campus Medical Center (<http://www.utoledo.edu/healthservices/student/>), The University of Toledo Psychology Clinic (<http://psychology.utoledo.edu/showpage.asp?name=clinic>), and University Career Services (<http://www.utoledo.edu/success/career/>) provide educational, vocational, and personal counseling services for students.

Retention Policy

Counselor Education faculty members regularly review students for the purposes of retention in the program. Students may be dismissed from the Program if their academic performance is substandard, if their personal or professional conduct is inappropriate, or if they are unable to demonstrate the essential functions of an effective counselor as defined by the professional societies and research literature. These essential functions include:

1. Counseling Skills
 - a. Ability to establish rapport.
 - b. Appropriate nonverbal/attending behaviors.
 - c. Concrete and focused communications.
 - d. Appropriate level of professional responsibility.
2. Personal Characteristics
 - a. Good judgment in sharing personal feelings, thoughts, and experiences.
 - b. Adequate personal awareness and growth through life experiences.
 - c. Appropriate interpersonal and communication skills.
 - d. Emotional maturity and stability.

Academic Requirements

College of Graduate Studies regulations require that graduate students maintain (a) a grade point average of 3.0 on a 4-point scale for all courses completed and (b) a grade point average of 3.0 on a 4-point scale for courses completed in the program of specialization. Students whose grade point average falls below 3.0 are subject to dismissal from the College of Graduate Studies. Only grades of A, B, C, D, and F (including pluses and minuses) are used in determining grade point averages. A grade of "C-" or below in a graduate course will no longer satisfy the academic requirements for a graduate degree program. This means that any course in which a grade below "C" was achieved will not be accepted on a "Plan of Study." A limited number of courses are graded S or U upon completion. A grade of S will allow for graduate credit to be earned.

The successful completion of a program is based upon demonstrated personal characteristics and competence of the candidate as well as upon the completion of the course of study. The satisfactory completion of scheduled classes is not sufficient to warrant the granting of a graduate degree in the Counselor Education Program. The graduate degree will be conferred when the following conditions have been met:

1. Completion of the required course of study in which the student demonstrates:
 - a. An understanding of the basic personal, social, and environmental concerns of persons in society.
 - b. Appropriate competence in the techniques, theories, resources, evaluation, and organization of effective counseling and counselor education.
2. Demonstration of the possession of a stable personality, personal flexibility, and self-confidence as a professional counselor.
3. The successful completion of practica and internship requirements.
4. Successful completion of the written and oral comprehensive examinations.

5. Successful completion and defense of a dissertation.

Non-Academic Requirements

Students are expected to behave in a responsible and professional manner while functioning in classes, practica, and internships. Failure to conform one's behavior to acceptable standards of practice shall be considered cause for dismissal from the program. Cause for dismissal shall consist of, but not be limited to:

1. Any activity of a professional or counseling nature that is prohibited under the ethical standards and practices of the American Counseling Association (ACA).
2. Malicious disrespect toward instructors, supervisors, clients, or fellow students; failure to follow reasonable instructions; use of profanity or verbal or physical intimidation toward instructors, supervisors, clients, or fellow students.
3. The use of fraud or deceit to obtain admission to the program, a course, a practicum, or an internship.
4. Exploiting practicum or internship clients for personal gain or profit.
5. Students' presences and interactions on social media that are deemed inaccurate, inappropriate, offensive, vicious (e.g. cyberbullying), unethical, and/or illegal. (Please see the Counselor Education program's Social Media Guidelines policy for further elaboration at http://www.utoledo.edu/csjhs/coun/Policies/PDFs/Social_Media_Policy.pdf.)
6. Use of alcohol or other drugs to the extent that it impairs the student's ability to perform properly or adequately, or such use poses a potential or actual threat to the welfare or safety of clients.
7. Conviction of an offense involving the sale, possession, or consumption of a controlled substance.
8. Conviction of a felony offense.
9. Conviction of an offense involving moral turpitude.
10. Conviction for a misdemeanor offense committed during the practice of any counseling procedure or activity.
11. Any behavior, activity, procedure, or practice that is prohibited under the Counselor Licensure laws of the State of Ohio.
12. A finding of "responsible" under the Student Code of Conduct generally, or for certain identified issues, constitutes a basis for remediation or dismissal from the program.

Procedures for Dealing with Perceived Failure to Conform Acceptable Standards of Practice

The following procedures will be employed by faculty members in cases when a student's behavior fails to conform with acceptable standards of practice.

1. The issue is brought before the program faculty members for discussion as a retention matter. The issue, even if previously addressed through the University's Student Code of

Conduct process, may still be examined under these program rules. While the University finding and imposition of penalties cannot be modified or reduced by the program, the program may impose additional sanctions through its process if it determines that compliance with program rules or requirements for remaining in the program have been called into question.

2. The student's program advisor and one other faculty member are assigned by the Chair to meet with the student to discuss the concerns and the program standards or rules at issue.
3. The student, the advisor, the additional faculty member, and any student advocate that is invited by the student meet to discuss the matter and review any available evidence. A similar opportunity is to be provided to the complainant in any matter in which the student has been found responsible for sexual misconduct under the University's Student Code of Conduct. Following the meeting(s), the student(s) are provided with two weeks to prepare and submit an official response to the matter at hand to the advisor.
4. The advisor and additional faculty member report back to the entire faculty the results of the student meeting(s) and the student(s)' subsequent response(s). The faculty members present at the meeting will develop one of the following recommendations.
 - a. A written remediation plan is developed to address the specific identified issues. The student is given the option to accept and implement the remediation plan or withdraw from the program.
 1. If the student accepts the remediation plan, the student's advisor will monitor the student's progress toward completing the remediation plan and share the remediation plan with the program faculty members when the plan is completed. Assuming that the remediation plan's completion is acceptable, the student is free to return to the program and resume progress toward degree completion.
 2. If the student does not successfully complete the remediation plan or it is rejected by the faculty, the faculty members can recommend that the student be dismissed from the academic program or an additional remediation plan can be developed.
 - b. The faculty members may recommend that the student be dismissed from the academic program rather than be allowed to complete a remediation plan and be advised about the viability of options in other UT graduate degree granting programs.
 - c. In either situation, in matters involving a Student Code of Conduct finding of responsibility for sexual misconduct, as defined in the Student Code of Conduct, the complainant will receive concurrent written notice of the outcome at the same time the student does (i.e., that the student is completing a remediation plan, that the student has withdrawn, or that the student is dismissed from the program).
 - d. In matters involving a Student Code of Conduct finding of responsibility for sexual misconduct, as defined in the Student Code of Conduct, the complainant has equal appeal rights.

Appeals Procedures

Students who wish to appeal any decision of an instructor, faculty member, or program committee must do so initially by appealing directly in writing to the School Chairperson within 30 days of being notified of the decision the student wishes to appeal.

Appeals must be based upon one or more of the following criteria:

1. Decisions made were based upon incomplete or inaccurate information over which the committee, program, or its representatives had control. Erroneous or inaccurate information over which the applicant or student had direct responsibility or control is excluded from appeal criteria.
2. Decisions were capricious and/or discriminatory in nature. A negative decision is not in its own right discriminatory under the intent of these criteria.
3. Notification of the decision reached was not provided to the applicant or student within a reasonable length of time (14 days) and/or an explanation or statements of reasons for denial or termination were not provided upon request.

The School Chairperson shall refer all appeals to the Program Review and Retention Committee. Any further appeal must be made to the Dean of the College of Health and Human Services, or the designated representative of the Dean, within thirty (30) calendar days from the date of notification by the Review and Retention Committee.

An appeal to the Dean or the designated representative of the Dean must be premised upon the criteria for appeal. The Dean of the College serves as the final appeal body of the College of Health and Human Services.