



THE UNIVERSITY OF
TOLEDO

Counselor Education Doctoral Program

Handbook for Students

Effective: January 31st, 2006
Revised: March 15, 2023

The Full-Time Faculty

Madeline Clark (Ph.D., Old Dominion University)
John Laux (Ph.D., The University of Akron)
Susan M. Long (Ph.D., The University of Toledo)
Leslie Neyland-Brown (Ph.D., The University of Toledo)

Department of Human Services
College of Health and Human Services
Room HH 3100, Mail Stop #119
The University of Toledo
2801 W. Bancroft Street
Toledo, Ohio 43606-3390
Telephone: 419-530-2718 | Fax: 419-530-7879
Web site: <http://www.utoledo.edu/hhs/counselor-education>

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 outlined by the Council of Accreditation for Counseling and Related Educational Programs (CACREP). These are teaching, supervision, research, counseling practice, and leadership & advocacy. Program objectives specific to these five areas have been developed for the doctoral program in Counselor Education.

Teaching: 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 quality, publishable level.

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

Leadership & Advocacy: Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession.

Admission

Potential applicants should contact Dr. Madeline Clark, Doctoral Program Coordinator (madeline.clark@utoledo.edu) 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 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 (see CACREP 2016 Standards), and b) curricular requirements of a specific program area before beginning doctoral-level counselor education coursework. 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, social class, 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 all undergraduate/graduate credits and degrees earned, three (3) letters of recommendation, and a non-refundable \$45.00 application fee 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. A curriculum vita.
4. A statement of purpose which includes rationale for pursuing a PhD in Counselor Education and should be about three to five pages in length. This will include personal reflections on your development as a professional counselor, research interests, faculty you are interested in working with, and a clear expression of your rationale for completing a PhD in Counselor Education at the University of Toledo.
5. Three letters of recommendation. It is preferred that at least one letter addresses the applicant's academic potential (i.e., from a university faculty member) and one other letter addresses the applicant's clinical potential and/or experiences.

6. One writing sample (optional). This is typically fulfilled by a copy of your best academic work completed in previous graduate courses.
7. A personal interview with faculty members. **Program faculty members will notify applicants if they are selected for an interview.** Applicants are interviewed and admitted to doctoral study during the Fall and Spring semesters of each year. **Completed application materials should be received by September 15 (Spring semester start) or January 15 (Fall semester start) to ensure enough time for review prior to scheduling interviews.** Late applications may still be considered only if time permits. Please note that the January 15th deadline is the deadline for full-time applicants who wish to pursue a graduate assistantship (GA) with a Fall start. Students who start the program in the Spring semester may be eligible for a GA, but assistantships are rarely available mid-academic year.

Following the application deadline (January or September 15th) the College of Graduate Studies will review the application for completeness. At that point, application packages will be forwarded to the Counselor Education program admission committee for review. This process may take two to three weeks.

After package review, 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 Key Performance Indicators (5 core Areas [CACREP, 2016])**

- a. Counseling Applications: Students will be able to conceptualize clients from multiple perspectives.
- b. Supervision: Students will be able to identify and understand theoretical frameworks and models of clinical supervision.
- c. Teaching: Students will identify a personal pedagogical theory and be able to utilize teaching methods relevant to counselor education.
- d. Research and Scholarship: Students will understand and implement research designs appropriate to quantitative and qualitative research questions.
- e. Leadership and Advocacy: Students will be able to identify the need for engagement in leadership in counselor education programs.

2. **Counseling Skills**

- a. Ability to establish rapport.
- b. Appropriate nonverbal/attending behaviors.
- c. Concrete and focused communications.
- d. Appropriate level of personal and professional 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.
- e. Considerate of the thoughts and ideas of others.
- f. Treat every individual with kindness, dignity, and respect.

4. **Professional Conduct**

- a. Appropriate behavior in class.

- b. Punctuality in meeting deadlines.
- c. Appropriate interactions with peers and other professionals.
- d. Always demonstrates professional conduct.
- e. Demonstrates professional identity as a counselor (e.g., CSI, ACA/ASCA).

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)

Following the interview applicants are typically notified of their admission status within one to two weeks.

Advising

Upon admission into the program, each student will be assigned a faculty advisor, based upon research interest/goodness of fit. 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. Students may change their advisor within the first year of their program if re-assignment is necessary to best meet student needs and professional goals.

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 way the doctoral internship experience will aid in their professional development. This committee is comprised 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 & Residency Portfolio

The University of Toledo College of Graduate Studies requires all doctoral students to complete residency. In part, 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, among other deliverables to include the submission of at least one presentation at a refereed professional conference and at least one manuscript for review by an appropriate refereed journal. Students complete the residency by creating a Residency Portfolio that includes the elements outlined below. These elements will be completed throughout the students' time in the program and sometimes through their core counseling coursework.

Residency Portfolio Elements

1. <u>Teaching</u>	<u>Artifacts:</u> a. Teaching Philosophy Statement (completed in Educational Leadership) b. Counselor Education Graduate-Level Syllabus (completed in Educational Leadership) c. Teaching Assignment and Appending Rubric (completed in Doctoral Internship)
2. <u>Research</u>	<u>Artifacts:</u> a. Conference Proposal Submission Evidence b. Manuscript Submission Evidence c. CITI Training Certificate (completed in Doctoral Internship)
3. <u>Supervision</u>	<u>Artifacts:</u> a. Supervision Philosophy Statement (completed in Supervision) b. Supervision Manual (completed in Supervision) b. Supervision Recording (Doctoral Internship)
4. <u>Counseling Applications</u>	<u>Artifacts:</u> a. Theoretical Orientation Statement (completed in Advanced Theories) b. Completed Advanced Practicum Hours Logs (completed in Advanced Practicum) c. Professional Disclosure Statement (completed in Doctoral Internship)
5. <u>Leadership & Advocacy</u>	<u>Artifacts:</u> a. Leadership & Advocacy Project (completed in Advanced Multicultural) b. Leadership Plan (completed in Doctoral Internship)
6. <u>Updated Curriculum Vita</u>	

The Residency Portfolio is presented at the student’s oral comprehensive examination. Electronic files are due (e.g., OneDrive folder) to the student’s program committee no later than two business days before their program committee meeting. Students will review their portfolio in their oral comprehensive examination defense with a 15–20-minute presentation to their program committee. Students will not successfully complete their oral comprehensive examination or enter doctoral candidacy without the successful completion of their Residency Portfolio.

Teaching Assistantships

Most doctoral students at the University of Toledo will assist faculty in the instruction of master’s-level courses or instructors of their own undergraduate course(s). This may or may not be a component of a student’s graduate assistantship and/or internship requirements.

For teaching supervision, students should consult with a) their program advisor and, if applicable, b) the instructor of their internship course. The student’s program advisor will act as their primary teaching mentor. This will include formative feedback throughout the semester/academic year and summative feedback provided via a formal teaching observation and evaluation. The observation/evaluation of doctoral teaching assistants will occur each semester in which they are engaged in teaching activities. This evaluation process includes an observation of the student’s teaching by the program advisor, written feedback via the teaching assistant evaluation form, and a follow-up meeting to review feedback and create appropriate pedagogical goals. Students are encouraged to connect with their advisor throughout their program for formal and informal teaching mentorship.

The internship instructor and internship supervision group are secondary supports for teaching concerns and will not assume the primary teaching mentorship responsibilities of the student’s advisor. Please see below for additional information regarding the supervised doctoral internship experience.

For questions regarding graduate assistantships and teaching, please review the graduate assistantship guidelines as distributed by the school chair during graduate assistant orientation.

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 (such as the Association for Counselor Education and Supervision [ACES]) the Ohio Counseling Association (OCA) and its divisions (such as the Ohio Association for Counselor Education and Supervision [OACES]), and the Northwest Ohio Counseling Association (NWOCA). Students should seek out membership in specific ACA divisions as appropriate to their research, pedagogical, and clinical interests.

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.

Discounted student memberships are available from these associations. Membership information is available from faculty members, as well as online.

Curriculum

A sound graduate program must meet 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 half to three hours 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 (60 total hours, minimum).

The Doctoral Program Curriculum

Counseling Major Courses 38 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 8180	Adv. Multicultural Issues in Counselor Ed and Supervision	4 hrs
COUN 8410	Adv Practicum in Counseling Interventions	4 hrs
COUN 8940	Counseling Internship	8 hrs

Elective Courses (minimum of 6 hours):*

COUN 7200	Psychopathology & Personality Assessment	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 8460	Substance Abuse Counseling	4 hrs

* A student's program committee may approve other doctoral-level courses; students may only take elective courses they did NOT complete in their master's program.

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

Doctoral Dissertation: 10 credit hours minimum (COUN 8960)

*Students must complete a minimum of 10 credit hours of dissertation and no more than 30 credit hours of dissertation

Total: 60 credit hours

Transfer Credit and Time Limit for Completion of the Degree

Students can transfer up to twenty (20) 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 must complete their degree. 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 be licensed to practice in the setting (e.g., school, or clinical) in the jurisdiction of their site (e.g., Ohio LPC or LPCC, Michigan LLPC or LPC, etc.). Note: Students who do not complete the Ohio LPC content as components of their program of study will not be license-eligible in Ohio (LPC to LPCC) upon graduation.** Students will earn on average one (1) semester hour of credit for every 75-clock hours accumulated in the internship for a total of eight (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. Please see the doctoral clinical manual for additional information regarding these supervised experiences.

Comprehensive Examination

All doctoral students must successfully pass the written and oral comprehensive examinations. This exam is an assessment of foundational knowledge in professional counseling and counselor education. Successful passage of this examination process determines a student's entry into doctoral candidacy, and the final stage of the doctoral program, dissertation. The comprehensive exam process is comprised of two components, the written and oral comprehensive exams.

The comprehensive exam is offered in the fall and spring semesters. Students are eligible for the examination in the final semester of core coursework. Electives do not need to be completed and may be taken after the conclusion of the examination process if in compartment with a student's plan of study.

The written exam will be offered on a Friday, the 8th week of the fall and spring semesters from 9:00 am to 4:00 pm. The date will be determined by the doctoral program coordinator each semester pending the academic calendar and announced to examinees in advance.

For the written exam, students will receive four questions created by program faculty. The questions are drawn from the five CACREP (2016) content areas of doctoral learning (Counseling Applications, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy [Standard B 1-5]). Students will receive these four questions 48 hours prior to the exam from the doctoral program coordinator. Upon receipt, students may drop one of the four questions; only three questions are required to be answered. Students may bring a list of APA formatted references (hard copy only) to their examination period, along with a hard copy of their exam questions. No other resources may be used.

Students will work independently on assigned questions on assigned computers in individual workspaces (determined by the doctoral program coordinator). Students will not engage in plagiarism or any unethical activity. If this activity occurs, students may face immediate removal from the program.

Following the successful passage of the written comprehensive examination, students will schedule the oral component of their comprehensive exams with their program committee. Following successful completion of the oral exam students will enter doctoral candidacy and will proceed with the creation of their dissertation committee and the dissertation process.

To successfully complete the oral exam, the students' comprehensive exam committee will evaluate the student on professional comportment, articulation of content, and clarification of content that the committee requires from the student's written exam. Additionally, students must successfully submit their Doctoral Residency Portfolio and complete a brief 15-to-20-minute presentation outlining the contents of their residency portfolio to complete the oral comprehensive exam. See above for additional information regarding the Residency Portfolio.

Please review the below timeline for specific actions students and faculty will take regarding the comprehensive examination process. Forward any questions you have regarding the comprehensive exam process to your program advisor and/or the doctoral program coordinator.

Comprehensive Exam Process Timeline:

Steps	
<p>Step 1: Students Sign-up for comprehensive examination no later than the end of the first week of the semester before they plan to take the exam.</p>	<p>For example, if students wish to take their comprehensive exam in the fall semester, they will sign up by the end of the first week of the summer semester. If students wish to take the comprehensive exam in the spring semester, they will sign up by the end of the first week of the fall semester.</p>

<p>Students will sign up by contacting the doctoral program director via email.</p>	
<p>Step 2: Program faculty will create comprehensive exam questions based on the five CACREP (2016) content areas of doctoral practice (Counseling, Supervision, Research and Scholarship, Teaching, and Leadership and Advocacy [Standard B 1-5]).</p>	<p>Questions will be created by faculty independently and students will not be involved in this process.</p>
<p>Step Three:</p> <p>Students will take the comprehensive examination on a Friday, the 8th week of the semester in which they have committed to the examination. The date will be announced by the doctoral program coordinator via email to examinees no later than the first week of the semester in which the exam will be taken.</p> <p>The exam period will last from 9:00am to 4:00pm with a one-hour break from 12:00pm to 1:00 pm.</p> <p>At the conclusion of the exam, students will email their comprehensive exam to the doctoral program coordinator. Exams must be returned no later than 4:00pm on the date of the exam.</p>	<p>The doctoral program coordinator will organize and act as a proctor on the day of the exam. Students will be assigned to an individual room, in the counseling clinic, for the duration of their exam.</p> <p>Students will be assigned a university laptop to complete their exam, no personal devices will be used.</p> <p>Students can bring a hard copy of APA references and their exam questions into the examination room. No other resources will be allowed.</p>
<p>Step Four:</p> <p>The student's program committee (three faculty) will grade their three comprehensive examination questions. Results will be returned to students within 14 days of the completion of the exam by the doctoral program coordinator. Results will be returned via email.</p>	<p>Questions will be graded on a pass/fail scale. Two of the three faculty graders must pass the question for the question to be passed. Student must pass all three exam questions to pass the exam.</p> <p>Before questions are graded, the doctoral program coordinator will review the questions with plagiarism detection software. Plagiarism is the cause for immediate removal from the program.</p> <p>If no plagiarism is detected, the doctoral program coordinator will forward the questions for grading to the student's program committee.</p> <p>The student's program committee will grade individual questions and submit results to the doctoral program coordinator no later than 14 days following the comprehensive exam date.</p> <p>Please see below regarding specific process for passage/failure.</p>
<p>Step Five:</p>	

<p>Following the successful passage of the written comprehensive examination, students will collaborate with their program advisor and program committee to schedule their oral comprehensive examination. The oral examination is to be completed no later than the 14th week of the semester in which written comps were passed, or the student forfeits that semester's written attempt.</p>	<p>The oral comprehensive exam is scheduled with the three-faculty comprising the student's program committee and will be facilitated by the student's program advisor.</p> <p>Oral examinations are expected to last one hour; only students and their program committee members may attend.</p>
<p>Step Six:</p> <p>Students will file the appropriate paperwork with the College of Graduate Studies (COGS) to indicate a successful comprehensive written and oral examination passage.</p>	<p>Welcome to doctoral candidacy! You may now create your dissertation committee.</p>

*Students with documented accommodations should discuss those with their advisor and doctoral program director prior to taking their comprehensive exam. Reasonable accommodation in concert with recommendations from the Office of Student Accessibility can be utilized in the comprehensive examination process.

Written Comprehensive Exam Passage/Failure Process:

Examinee will pass the written portion of the comprehensive examination if all three exam questions are passed. Questions will be considered passed if two of the three faculty graders award the question with a pass. Questions will be graded on a scale of pass or fail.

If all three questions are passed, the student will proceed to oral examination (see step five above).

If the student does not pass all three questions:

- A) If the student passes 2 of 3 questions, the student will be able to re-attempt the content area of the failed question at a date determined by the student's program committee and the doctoral program coordinator. Students are still expected to complete the re-written question, allow for a grading period of the question, and schedule the oral comprehensive exam no later than the end of the 14th week of the semester.
 - Students will have two hours to complete the single question. The protocol will be the same as the full comprehensive exam.
 - If the student fails the same content area question for a second time, the student will meet with their program committee to schedule a remediation plan; the student will be able to re-take the one content area of failure at the next scheduled comprehensive examination (the following fall or spring semester).
 - If the student fails the single content area question for the third time, it will cause immediate dismissal from the program.

- B) If the student fails more than one out of the three written comprehensive examination questions, student will:
 - Schedule a meeting with their program committee to create a remediation plan.
 - Plan to take the full comprehensive exam in the next semester in which the examination is offered (either fall or spring) as per above outlined protocol.
 - At the next examination period, if student fails two of the three exam questions again, it will cause immediate dismissal from the program.
 - If student passes two of the three exam questions, they will follow the above outlined protocol (see section A).

Dissertation Committee

The Dissertation Committee formally replaces the Doctoral Program Committee when the doctoral student successfully completes the oral portion of the comprehensive examination and enters doctoral candidacy. 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. Dissertations must be related to research focusing on areas relevant to counseling practice, counselor education, and/or supervision. 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 in compliance with the UT formatting guide. The Dissertation Proposal consists of the first three chapters of the dissertation, including cover page, abstract, appropriate appendices, 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 plan for examinations. Students should note that it is recommended that they successfully defend their dissertation at least 30 days prior to commencement.**

Dissertation Registration and Contract

When students register for dissertation credits, students are required to complete the Dissertation Agreement/Contract. This contract will be completed every semester in which credits are registered. Students will complete this contract with their dissertation chair/advisor. Students are responsible for the prompt creation and filing of this form with the department administrative assistant. **Contracts should be**

filed no later than the end of the first week in which the student is registered for dissertation credits.

Dissertation credits are offered Pass or Fail. To successfully pass the dissertation credits the students are registered for in that present semester, students must complete the activities and products as outlined on their dissertation contract. Failure to complete these activities and products will result in the student failing dissertation credits for the semester in which the contract was established.

The Dissertation Agreement/Contract can be found in Appendix A and online on the department webpage.

Dissertation Authorship

It is typical that students will elect to publish their dissertations in the form of a manuscript in a scholarly journal. Authorship of dissertations is typically ordered as follows: student (first author), dissertation chair (second author), subsequent committee members (third, fourth, and fifth authors). Students may elect to extend authorship to other dissertation collaborators (such as auditors and research team members) with discussion of their chair in the form of sixth (or greater) authorship.

If the student elects to graduate from the program without publishing their dissertation, the dissertation chair reserves the right to pursue publication of the dissertation, six months after the student's graduation date. Students will retain first authorship of any submitted materials.

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 Department Chair. While the program tries to support graduate assistants for two years, funding is contingent on university and college budgeting, and these assistantships cannot be guaranteed.

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 enough 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 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 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 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 several other awards to graduate students. Applications are generally available in January and are due mid-March.

The College of Health and Human Services also offers scholarships that may be of interest: <http://www.utoledo.edu/hhs/scholarships/> .

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://www.utoledo.edu/al/psychology/clinic/>), and the office of 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 the Academic Criteria, Counseling Skills, Personal Characteristics, Professional Conduct, and Professional Dispositions outlined in this handbook.

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 (S or U courses are not included in GPA calculations, e.g., internship and practicums). 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.

Students who take a core counseling course (non-elective) and earn a grade of C- or lower must successfully complete that specific course with a grade of C or better to fulfill plan of study requirements and progress through the program. Students who take an elective course (RESM or COUN or other content area) and earn a C- or lower must either (a) successfully complete the course with a grade of C or better by re-taking the class OR (b) take another elective course and revise their plan of study with their advisor, to be filed with the College of Graduate Studies (COGS).

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 doctoral residency and doctoral residency portfolio.

5. Successful completion of the written and oral comprehensive examinations.
6. 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). Students should obtain a copy of these Standards from the American Counseling Association's website (www.counseling.org).
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/hhs/counselor-education/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, or for certain identified issues, constitutes a basis for remediation or dismissal from the program.

Professional Dispositions

Beyond the ethical and academic expectations of the program outlined above it is expected that students embody the professional dispositions of professional counselors. Faculty are responsible for evaluating students' **Professional Dispositions** (outlined below) throughout their time in the program. This can include courses, meetings, and the student's annual evaluation as described below. These dispositions include students' professional ethics and behaviors, attitudes, and values that are observed through personal interactions with faculty, program staff, and peers, to include verbal and non-verbal communications. The dispositions outlined below are grounded in the five core values of ethical practice (ACA, 2014): autonomy,

beneficence, non-maleficence, justice, and fidelity. **Candidates must receive a rating of “Meets expectations” in each of the following areas prior to being eligible for graduation on their annual student evaluation (see below).**

Key Professional Dispositions:

1. Ethics
2. Communication
3. Respect for others
4. Diversity & Multicultural Awareness
5. Problem resolution
6. Receptivity to and use of feedback
7. Expression of Emotions
8. Professional Appearance
9. Work Ethic

*Adapted from Wright State University Professional Dispositions

Annual Student Evaluations

To ensure successful progress in and completion of the program, in accordance with CACREP (2016) standards, doctoral students will be evaluated yearly in the spring of each academic year. To complete this annual evaluation the doctoral student will meet with their program advisor (or dissertation chair in the case of doctoral candidates) to complete the doctoral annual student evaluation (Appendix A).

Statement on Retention and Remediation

To successfully navigate the doctoral program, students must complete the appropriate course work, clinical experiences, residency, dissertation, and display the professional dispositions outlined above. Failure to meet dispositional standards can lead to intervention by program faculty. The counselor education faculty are mandated by the American Counseling Association (ACA) *Code of Ethics* (2014) to act as gatekeepers and to ensure students who graduate from the program are ethical, professional, and prepared counselors and counselor educators. In cases where students do not meet the academic, professional, or dispositional standards set forth by the program above, students may be remediated. In some cases (such as unethical or illegal behaviors as outlined above) students may be recommended for immediate removal from the program as outlined below.

The purpose of remediation is to provide reasonable supports and interventions for students to successfully resolve their academic, professional, and/or dispositional concerns in concert with the ACA Code of Ethics (2014) and best practices in counselor education. Remedial procedures are outlined below.

In the cases where remediation plans are initiated, a variety of interventions may be utilized to support student development, success, and retention. These include but are not limited to repeating courses, slowing down program matriculation, delaying clinical experiences (e.g., practicum/internship), additional trainings or coursework beyond a student's plan of study, etc. A remediation plan can be found in Appendix B.

Remediation Procedures

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

1. The issue is brought before the program faculty members for discussion as a retention matter during program faculty meetings or in some urgent cases, electronically. 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 program director 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 (see Appendix B) 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 responsibility for sexual misconduct, as defined in the Student Code of Conduct, the complainant has equal appeal rights.

Academic Grievance Procedure

If a graduate student has an academic grievance or wishes to appeal a retention decision, they should follow the College of Health and Human Services Grievance Policy, located here: <https://www.utoledo.edu/hhs/student-services/docs/CHHS%20-%20Graduate%20Student%20Academic%20Grievance%20Process%20and%20Policy.pdf>

Appendix A: Doctoral Annual Evaluation

**Doctoral Student Continuous Evaluation Form
Counselor Education Program
Department of Human Services
College of Health and Human Services
The University of Toledo**

Student Name:		
Entry Date:		7 Years Ends:
Advisor:		
Committee Members:		
Assessment Period:		

Progress toward completing plan of study

Course ID & Title	Term	Grade	Cr Hrs
RESM 8120 Quantitative Methods II			3
RESM 7330 Qualitative Research I			3
Research Elective			3
Research Elective			3
COUN 7510 Supervision in Counseling & School Psychology			4
COUN 7520 Educational Leadership in Mental Health Professions			4
COUN 7530 Adv Theories of Counseling Interventions			4
COUN 7930 Doctoral Research Seminar			3
COUN 8410 Advanced Practicum in Counseling Interventions			4
COUN 8480 Adv Training in Prof, Legal, and Ethical Issues OR COUN 8180, Adv Multicultural			4
COUN 8940 Counseling Internship			8
Elective			3-4
Elective			3-4

Elective			3-4
COUN 8960 Doctoral Research Dissertation			10
Total Credit Hours Completed at Time of Assessment (Minimum of 60)			
Current GPA			

Residency Checklist

Teaching Artifacts:

- Teaching Philosophy Statement (completed in Educational Leadership)
- Counselor Education Graduate-Level Syllabus (completed in Educational Leadership)
- Teaching Assignment and Appending Rubric (completed in Doctoral Internship)

Research Artifacts:

- Conference Proposal Submission Evidence
- Manuscript Submission Evidence
- CITI Training Certificate (completed Doctoral Internship)

Supervision Artifacts:

- Supervision Philosophy Statement (completed in Supervision)
- Supervision Manual (completed in Supervision)
- Supervision Recording (Doctoral Internship)

Counseling Applications Artifacts:

- Theoretical Orientation Statement (completed in Advanced Theories)
- Advanced Practicum Hours Logs (completed in Advanced Practicum)
- Professional Disclosure Statement (completed in Doctoral Internship)

Leadership & Advocacy Artifacts:

- Leadership & Advocacy Project (completed in Advanced Multicultural)
- Leadership Plan (completed in Doctoral Internship)

Updated Curriculum Vita

- CV

Progress toward completing written and oral comprehensive examination N/A

Research activities (e.g., publications, presentations, etc.)

N/A

Dissertation Status

- Proposal in development
- Proposal approved
- Data collection/analysis
- Preparing for Defense
- Does not apply

Professional Dispositions Evaluation

Rating

0 = Not Observed

1 = Below Expectations

2 = Needs Improvement

3 = Meets Expectations

4 = Exceeds Expectations

*adapted from Wright State University Professional Disposition Evaluation Document

Student Demonstrates	0	1	2	3	4
Ethics Adheres to appropriate ethical standards (ACA, ASCA, etc.)					
Accepts responsibility for behavior					
Seeks supervision when necessary					
Respects the privacy and rights of others					

Communication Written and verbal communication with peers, colleagues, and faculty is appropriate and professional. (This applies to both online and face-to-face interactions.)					
Is cooperative and positive					
Respect for Others Respects the views and opinions of others					
Demonstrates openness to new ideas					
Diversity & Cultural Awareness Demonstrates an awareness of self and how personal world view may differ from others					
Demonstrates cultural sensitivity when working with others					
Problem Resolution Adheres to Graduate Student Handbook policies on resolving student issues.					
Seeks to resolve issues first with the individual with whom there is a conflict.					
Uses discretion when discussing issues with other students and faculty who are not involved.					
Use of Feedback Is receptive to feedback and implements changes appropriately					
Refrains from becoming defensive					
Gives peers appropriate feedback					
Expression of Emotions/Emotional Intelligence Is aware of verbal and non-verbal displays of emotion and how they may be perceived by others					
Models appropriate emotional and behavioral responses in difficult situations.					
Professional Appearance Appearance, attire, and hygiene are appropriate in classroom and field placement					
Work Ethic Attends classes as scheduled					
Meets deadlines					
Is prepared and engages in classroom activities					
Shows initiative and motivation					
Demonstrates honesty and integrity in assignments and tests					

Progress Toward Doctoral Program Objectives

Rating

0 = Not Observed

1 = Below Expectations

2 = Needs Improvement

3 = Meets Expectations

4 = Exceeds Expectations

Student Demonstrates	0	1	2	3	4
<p>Counselor Education/Teaching Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.</p>					
<p>Supervision Understand the purposes of supervision, models of supervision, and the legal, ethical, and professional issues associated with supervision.</p>					
<p>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.</p>					
<p>Counseling Applications Demonstrates the ability to effectively apply evidence-based and evidence-supported therapies with diverse populations and in diverse settings.</p>					
<p>Leadership and Advocacy Demonstrates an awareness of leadership style, leadership goals, and the importance of advocacy in counseling and counselor education</p>					

Advisor Comments

Student Comments

Student Signature

Date

Advisor Signature

Date

Appendix B: Remediation Plan



University of Toledo Counselor Education Program Individual Remediation Plan

Student:

Date:

Instructor/Advisor:

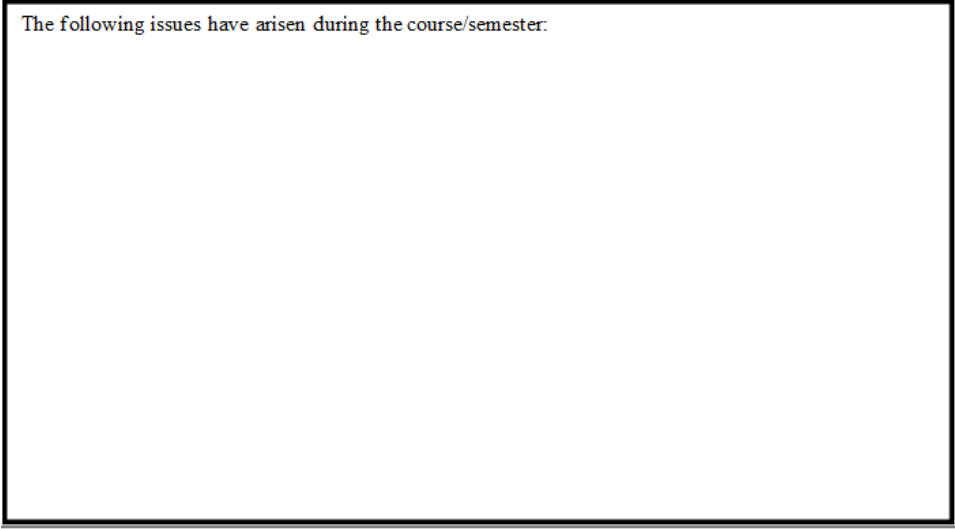
Course:

This student has been placed on a remediation for the following reasons:

Check all that apply.

- Professionalism/Interpersonal Demeanor (ie: Receptive to feedback; boundary issues)
- Counseling Skills (Theoretical knowledge; basic skills, ability to conceptualize/consult)
- Non-clinical Issues (ie: Academic concerns/competence; Documentation)
- Other:

The following issues have arisen during the course/semester:



Check Items within each Element of Individual Remediation Plan:	
1. Professionalism	
a. Open to supervision	___
b. Receptive to feedback	___
c. Open to self-examination	___
d. Boundary issues	___
e. Knowledge of procedures/policies	___
f. Identifies roles of counselor	___
g. Ethical Behavior	___
2. Counseling Skills	
a. Basic Skills	___
b. Consults with supervisor/instructor on skills	___
c. Intermediate/Advanced skills	___
d. Theoretical Orientation	___
e. Case Conceptualization	___
f. Session Management	___
3. Non-Clinical	
a. Documentation	___
b. Indirect client contact	___
c. Administrative duties	___

Individual Plan for Improvement

- 1. _____
- 2. _____
- 3. _____

Additional
Notes: _____

Plan of Action:

Remediation w/o Clinical Suspension ___ Remediation w/Clinical Suspension ___

Removal from Clin. Site/Retake Practicum ___ Removal from Program ___

Student's Signature: _____

Advisor/Instructor's Signature: _____

Appendix C: Dissertation Contract

The University of Toledo
College of Health and Human Services
Counselor Education Program

Dissertation Agreement/Contract

(Agreement must be approved each semester in which a student is registered for dissertation credit hours **before** beginning dissertation activity.)

COUN 8960-(add section) _____
 Course Number

(add student name) _____
 Name of Student

_____ Doctoral Research Dissertation
 Title of Course

(insert) _____
 Credit Hours

(add instructor name) _____
 Instructor

Instructor Contact Information:

Office Location:HH Office Hours:
 Phone: 419-530-Email:

Dissertation credit may not total less than 10 semester hours and no greater than 32 hours. A doctoral student may register for such credit in more than one semester. Dissertation credits are graded “pass” or “fail.” To receive a passing grade for the semester in which a student is registered, they must successfully complete the objectives as listed on this dissertation contract agreement.

Dissertation Objectives for Current Semester of Study:

- *Student will work on their dissertation (proposal/data collection/defense) documents over the course of this semester.*

Activity

and

Product:

As a part of this dissertation the student will complete the following in the above listed semester of study:

- 1.
- 2.

Rationale for Credit:

(Briefly outline the credit hours and deliverables. Justify the ratio.)

Student Signature

Chair Signature

It is the student's responsibility to obtain signatures and file the dissertation form (one for student; one for chair; one for department) during the first week of classes.