Ohio University
Patton College of Education
Counselor Education
Program Handbook

Updated and Revised Fall 2022
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Welcome and Overview

Welcome to the Counselor Education (CE) Program at Ohio University! This handbook is designed as a reference for program expectations, available resources, and requirements for the master’s (M.Ed.) and doctoral (Ph.D.) degrees in Counselor Education (CE) in the Department of Counseling and Higher Education (CHE).

Faculty strive to motivate and support students to successfully complete their program and are prepared to help students with concerns. Each student is assigned an academic faculty advisor at the beginning of the program and is strongly encouraged to work closely with their advisors. During the first semester, students will work with their advisor to develop a program of study plan [PCOE Program of Study]. It is recommended students complete paperwork requiring an advisor's signature during their first semester (typically Fall) to ensure a timely submission of forms and program completion. It is important for students to communicate with their advisors and keep them apprised of any actions taken that may affect progress. This assists in developing a collaborative plan to complete the program successfully.

In addition to faculty advisors, the CE Program Coordinator, CE Practicum and Internship Coordinator, and CHE Department chair are available to assist students. The CE program is comprised of a diverse faculty with a variety of backgrounds, areas of research interest(s), and service activities. In addition to offering unique areas of counseling expertise, each faculty member is actively involved in the profession through leadership, scholarship, and service. Students are encouraged to learn more about faculty members and explore opportunities for involvement and collaboration.

You can find additional information by exploring these links:
- Christine Suniti Bhat, Ph.D.
- Kristin Chamberlain, Ph.D. (link coming soon)
- Tamarine Foreman, Ph.D.
- Yegan Pillay, Ph.D.
- Bilal Urkmez, Ph.D.
Program Mission Statement

The mission of the Counselor Education Program at Ohio University is to provide quality instruction and supervised experience to prepare our students to learn, lead, and serve in a diverse and changing world and to contribute to our community through providing counseling services, research, partnerships, training, and other related service activities.

Ohio University Counselor Education Commitment to Diversity and Inclusion

Students and faculty in the Ohio University Counselor Education program are guided by the American Counseling Association (ACA, 2014) Code of Ethics and are committed to the ethical practice of counseling. In classroom, field work, and extra-curricular activities, we acknowledge and value the diverse backgrounds and perspectives of our students, faculty, site supervisors, and clients. We believe that an emphasis on diversity, inclusion, and advocacy strengthens the learning experiences of all.

As a program in The Patton College of Education, we share a commitment to diversity and inclusion. We align with the mission of the Ohio University Office of Diversity and Inclusion to create a “supportive and affirming environment that welcomes and respects all persons, specifically those individuals and groups who have historically [and currently] been excluded, not represented, and/or rendered voiceless in society.” Diversity signifies difference and heterogeneity between and among individuals, groups, and cultures. Specifically, diversity is inclusive of, but not limited to, all ages, races, ethnic groups, genders, gender identities, sexual orientations, national origins, cultures, socioeconomic classes, abilities, ways of thinking, geographic regions, religions, and veteran status (https://www.ohio.edu/education/about/diversity).

The ACA (2014) Code of Ethics Preamble identifies five core professional values of the counseling profession that embody our commitment to ethical practice:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

The consensus definition of counseling (Kaplan et al., 2014) describes counseling as a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. To do so effectively involves ongoing commitment to the aspirational Multicultural and Social Justice Counseling Competencies (Ratts et al., 2015) endorsed by the ACA.

Specific to the personal values of our students and faculty, the Ohio University Counselor Education program is guided by the ACA (2014) Code of Ethics, Section A.4.b. Personal Values:

Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.
All students admitted into the Counselor Education program are required to sign a statement regarding their commitment to supporting and working with clients of diverse backgrounds.

Masters of Education in Counselor Education Program (MEd)

We offer specializations in School Counseling (SC), Clinical Mental Health Counseling (CMHC), and Clinical Rehabilitation Counseling (CLRC) in the master’s program. All specializations in the Masters of Education in Counselor Education program are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accreditation is the recognition of a formal program through the approval of a professional organization.

LiveText

LiveText (ISBN 0-89079-987-3) All Counselor Education students in Patton College of Education (COE) students are required to purchase Live Text. There is a one-time fee and students will maintain possession of Live Text throughout their educational experience. The package that includes video-streaming can be purchased at the bookstore or online at www.livetext.com.

Objectives

The objectives of the program for all master’s level students, regardless of their area(s) of specialization, reflect the CACREP Standards. Common core curricular experiences and demonstrated knowledge in each of the following eight curricular areas are required of all master’s level students in the program:

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

In order to demonstrate acquired knowledge, the program requires supervised professional practice training experiences via practicum and internship for all students.

Expectations of all Master’s Students

Counselor Education students can expect to gain knowledge, develop skills, and become aware of the current issues within their program specialization area(s). Upon completion of the program, regardless of the area(s) of specialization, students will be able to:

A. Demonstrate knowledge in major counseling theories, learning theories, personality interpretation, and developmental issues.
B. Develop essential counseling skills and apply these skills within individual and group counseling settings.
C. Describe the influence of the social and cultural context on client and counselor interactions.
worldview, experiences, and behaviors, and apply multicultural and social justice counseling competencies on counseling practice.

D. Define a counselor’s function and goals and understand the therapeutic relationship and evaluation variables.

E. Identify what it means to be a counseling professional and develop skills to advocate for the profession.

F. Develop a personal philosophy of counseling.

G. Recognize conditions and needs specific to the area of prospective employment and develop advocacy skills to address institutional and social barriers that impede access, equity, and success.

**Required coursework**

The M.Ed. degree in Counselor Education requires a minimum of 60 credit hours of coursework, including practicum and internship. The courses are sequenced in a developmental manner. Students have the opportunity to specialize in Clinical Mental Health Counseling, School Counseling, Clinical Rehabilitation Counseling, or School and Clinical Mental Health Counseling. Each specialization has specific course work in addition to the core courses which students in all specializations are required to complete.

The Counselor Education Core required courses for all master’s students include:

- EDCE 6200: Foundations of Counseling: Clinical Mental Health, Clinical Rehabilitation, and School Counseling
- EDCE 6310: Appraisal I
- EDCE 6555: Counseling Interviewing Techniques
- EDCE 6860: Multicultural Counseling
- EDCE 6500: Group Counseling
- EDCE: 7555: Theory and Practice of Counseling and Psychotherapy
- EDCE 6620: Diagnosis and Treatment Planning in Counseling
- EDCE 6220: Career Counseling
- EDCE 6450: Counseling Over the Lifespan
- EDCE 7620: Legal and Ethical Aspects of Counseling
- EDCE 6920: Counseling Practicum
- EDCE 6915: Counseling Internship
- EDCE 6810 Counseling Capstone
- EDRE 5010: Introduction to Educational Research Methods

**Clinical Mental Health Counseling Specialization, CMHC (ME6278)**

The CMHC specialization prepares graduates in the prevention, diagnosis, and treatment of mental health disorders by addressing emotional, cognitive, and behavioral processes with an integrated counseling approach.

Graduates of the program are eligible for state licensure in Ohio as Licensed Professional Counselors (LPC) and national certification as National Certified Counselors (NCC). Graduates are employed as mental health counselors in agencies, colleges and universities, hospitals, and school-based settings.

**CMHC Program Objectives**

- Become familiar with the requirements of a professional counselor, the body of literature and research central to the field, and preparation standards that impact the field as a whole.
▪ Become familiar with the typical characteristics of individuals and communities served by a variety of institutions and agencies that offer clinical mental health counseling services.
▪ Acknowledge and understand the impact of diversity, equity and inclusion on self, the profession, and those receiving mental health services.
▪ Develop knowledge and understanding of models, methods, and principles of program development and service delivery based on human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and self-help.
▪ Develop effective strategies for promoting client understanding of and access to community resources.
▪ Apply principles and models of biopsychosocial assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to appropriate diagnoses and counseling plans.
▪ Acquire knowledge of the principles of diagnosis and the use of diagnostic tools, including the current edition of the Diagnostic and Statistical Manual.
▪ Develop effective strategies for client advocacy in public policy and other issues of equity and access.
▪ Utilize appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention as well as brief, intermediate, and long-term approaches.
▪ Acquire an understanding of ethical and legal considerations related to the practice of clinical mental health counseling.

Curriculum Requirements
Complete core counselor education classes plus EDCE 7320 Personality Assessment, a 100 hour Practicum and a 600 hour Internship (see details below under Practicum and Internship section).

Clinical Mental Health/Clinical Rehabilitation Counseling, CMH/CLRC (ME 6324)
The Clinical Mental Health - Rehabilitation Counseling program is designed to provide quality instruction and supervised experience designed to prepare professional rehabilitation counselors who are committed to facilitating the personal, vocational and economic independence of individuals with disabilities. Graduates of the program are eligible for certification as National Certified Counselors and Certified Rehabilitation Counselors, and for Licensure as Professional Counselors in Ohio.

CMH/CLRC Program Objectives
▪ Become familiar with the requirements of a professional counselor, the body of literature and research central to the field, and preparation standards that impact the field as a whole.
▪ Become familiar with the typical characteristics of individuals and communities served by a variety of institutions and agencies that offer clinical mental health counseling services.
▪ Acknowledge and understand the impact of diversity, equity and inclusion on self, the profession, and those receiving mental health and/or rehabilitation services.
▪ Develop knowledge and understanding of models, methods, and principles of program development and service delivery based on human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and self-help.
• Develop effective strategies for promoting client understanding of and access to community resources.
• Apply principles and models of biopsychosocial assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to appropriate diagnoses and counseling plans.
• Acquire knowledge of the principles of diagnosis and the use of diagnostic tools, including the current edition of the Diagnostic and Statistical Manual.
• Develop effective strategies for client advocacy in public policy and other issues of equity and access.
• Utilize appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention as well as brief, intermediate, and long-term approaches.
• Acquire an understanding of ethical and legal considerations related to the practice of clinical mental health counseling and rehabilitation counseling.
• Develop skills and competencies related to the provision of rehabilitation services to people with disabilities.
• Produce research and other scholarly information related to promoting the rehabilitation and independence of people with disabilities.
• Maintain an active relationship to the broader rehabilitation community and related professional associations through consultation, education, advocacy, and leadership activities.

**Curriculum Requirements**
Complete core counselor education classes plus EDCE 6290 Job Placement, EDCE 6260 Medical and Psychosocial Issues, EDCE 7320 Personality Assessment, and a 100 hour Practicum and a 600 hour clinical Internship (see details below under Practicum and Internship section).

**School Counseling (ME6274)**
The School Counseling (SC) specialization prepares graduates to serve the pre-K-12 population by assuming leadership and advocacy roles to promote optimum development for all students. In addition to core counseling coursework, SC students are trained in professional school counseling as well as counseling and assessment of children and adolescents.

**School Counseling Program Objectives**
- Become familiar with the requirements of professional school counseling, the body of literature and research central to the field, and preparation standards that impact the field as a whole.
- Develop an understanding of the school counseling program in relation to the academic and student services program in the school setting.
- Acknowledge and understand the impact of diversity, equity and inclusion on self, the profession, and those receiving school counseling services.
- Learn the role, function, and professional identity of school counselors in relation to the roles of other school professionals and support personnel.
- Develop strategies of leadership designed to enhance the school learning environment.
- Acquire knowledge of the school setting, environment, and pre-K-12 curriculum.
- Identify current issues, policies, laws, and legislation relevant to school counseling.
- Understand the role of race, ethnicity, cultural heritage, nationality, socioeconomic status, family structure, age, gender and gender identity, affectional/sexual orientation, religious and
spiritual beliefs, physical and mental status, and disability on issues of equity in school counseling.

- Develop knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, personal/social success, and overall development.
- Develop knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.
- Acquire an understanding of ethical and legal considerations related to the practice of school counseling.

**Curriculum Requirements**

Complete core counselor education classes plus EDCE 6240 Professional School Counseling, and EDCE 7246 Counseling Children and Adolescents, and a 100 hour Practicum and a 600 hour Internship (see details below under Practicum and Internship section).

**Clinical Mental Health and School Counseling (ME6298)**

Some students may wish to pursue dual specialization in Clinical Mental Health Counseling and School Counseling. This is considered a dual program and requires curriculum requirements to be met for both CMHC and School Counseling programs. Students will be required to complete one 100-hour Practicum in either school or clinical mental health and two 600-Hour Internships (one in CMHC and one in School Counseling). Students completing this dual specialty are required to complete the school and clinical counseling internships separately across at least 3 semesters.

**Practicum and Internship (Master’s Level)**

All Master’s students are required to complete Counseling Practicum (EDCE 6920) and Counseling Internship (EDCE 6915). Students should consult the Counselor Education Master’s Practicum and Internship Manual for more information on the practicum and internship experience.

The practicum experience is designed to give the student a limited experience in a specialized area of counseling, which is supervised by both a designated on-site supervisor and the student’s faculty supervisor or a doctoral student supervisor working under the supervision of the faculty member. The practicum requires the student to obtain a total of 100 hours of experience with a minimum of 40 direct client contact hours during one semester, approximating 10 hours of counseling practicum experience per week.

The internship is arranged to provide students with counseling experience, but also with experience in all aspects of professional functioning, such as referral, assessment, staff presentations, and use of community resources. A designated on-site supervisor and the faculty instructor or a doctoral student supervisor working under the supervision of the faculty member supervises the student. The internship requires students to obtain a total of 600 hours of experience with a minimum of 240 direct client contact hours, across two semesters, approximating 20 hours of counseling internship experience per week.
Preparing for Practicum and Internship

Students preparing to complete a practicum or internship must complete an application form, available in the Master’s Practicum and Internship Manual. The form is reviewed and signed by the student, student’s site supervisor, and student’s advisor and submitted to the Practicum and Internship Coordinator. This form is due by the end of the 6th week of the semester in which the student plans to enroll in EDCE 6920/6915. Please note that neglecting to complete this application may result in the postponement of the practicum or internship. In the event that the internship site is different than the practicum site, an additional application must be completed and submitted.

It is expected that students will discuss their potential placement sites with their advisors, submit the application form then arrange directly with the agencies for their practicum and internship. If difficulties are encountered with placement sites or in finding a placement site, the student should contact the Practicum and Internship Coordinator.

Counseling Practicum Prerequisites/Co-requisites

The following courses must be completed prior to beginning Counseling Practicum:
1. EDCE 6200: Foundations of Counseling
2. EDCE 6550: Counseling Theory and Techniques
3. EDCE 6310: Appraisal I

The following courses must be taken before OR concurrently with Counseling Practicum:
1. EDCE 6620: Diagnosis and Treatment Planning in Counseling
2. EDCE 6500: Group Counseling I
3. EDCE 6860: Multicultural Counseling
Ph.D. in Counseling and Supervision, Doctoral Program

Overview

Doctoral study in Counselor Education and Supervision (CES) at Ohio University is designed to provide advanced preparation for counselors in the areas of counseling, supervision, teaching, research and scholarship, and leadership and advocacy. Graduates of the program serve as counselor education faculty in colleges and universities and counseling leaders in public and private educational, human services, and mental health settings.

Common core curricular experiences and demonstrated knowledge in each of the following five curricular areas as outlined by CACREP (2016 and 2024; https://www.cacrep.org/) are required of all doctoral level students in the program:

1. Counseling
2. Supervision
3. Teaching
4. Research and Scholarship
5. Leadership and Advocacy

LiveText

LiveText (ISBN 0-89079-987-3) All Counselor Education students in Patton College of Education (COE) students are required to purchase Live Text. There is a one-time fee, and students will maintain possession of Live Text throughout their educational experience. The package that includes video-streaming can be purchased at the bookstore or online at www.livetext.com.

Doctoral Program Objectives

The Doctoral Program supports and educates students to:

- Understand the professional identity, roles, and responsibilities of counselor educators and demonstrate multicultural and social justice counseling competence in counseling practice, teaching, clinical supervision, research and scholarship, leadership and advocacy
- Acknowledge and understand the impact of diversity, equity and inclusion on self, the profession, counseling students and counselor education classroom environment.
- Explore scholarly literature central to the field of counseling, counselor education and supervision and extend the knowledge of the profession
- Gain knowledge to publish and present the results of scholarly inquiry
- Identify and utilize quantitative and qualitative research design and methodology suitable for professional publication and presentations in counseling and counselor education
- Demonstrate knowledge in analyzing, evaluating, synthesizing counseling theories and applying in counseling practice, teaching, supervision and research.
- Identify current issues, policies, laws, and legislation relevant to the profession and develop skills for advocacy and leadership in counselor education and supervision,
- Develop skills in culturally relevant pedagogy and curriculum development for counselor education
- Understand ethical and legal considerations specific to counselor education and supervision
- Pursue credentialing and licensure appropriate to their career goals
- Be familiar with and knowledgeable about current trends and technology use in the delivery of
counseling, counselor education, and counselor supervision

**Doctoral Student Expectations**

a) Aptitude for academic doctoral-level study,
b) Previous professional experience
c) Demonstrate dispositions consistent with professional practice, including self-awareness,
d) Display oral and written communication skills,
e) Commitment to diversity, equity, inclusion, and social justice,
f) Potential for scholarship
g) Potential for professional leadership and advocacy

**Counseling Professional Identity**

CE doctoral students must have master’s coursework and demonstrated knowledge in the common core counseling as defined by CACREP standards which describe areas for entry-level counselors, including (a) professional orientation and ethical practice, (b) social and cultural diversity, (c) human growth and development, (d) career development, (e) counseling and helping relationships, (f) group counseling and group work, (g) assessment and testing, and (h) research and program evaluation. Additionally, doctoral students must meet requirements for the clinical mental health counseling (CMHC) specialty area to graduate license eligible as a Professional Counselor in the state of Ohio. *Doctoral students who have not met core counseling and/or CMHC requirements are required to complete requisite coursework in addition to their doctoral studies.* Students should consult their advisor to integrate any requisite requirements into their program of study.

**Required coursework**

The Ph.D. degree in Counselor Education at OU requires a minimum of 60 credit hours of coursework beyond the master's degree, including a doctoral practicum and internship. Coursework in the doctoral program reflects the five CACREP areas listed previously. Students are required to complete at least 20 credit hours (4 classes of scholarly tools/research courses AND 1 class in Research Design). Courses taken may be quantitative or qualitative in nature, but at least one course on qualitative research is required.

**Core Doctoral Educational Course Requirements**

EDCE 8200: Advanced Doctoral Seminar  
EDCE 8950: Counselor Supervision  
EDCE 8700: Consultation and Leadership  
EDCE 8520: Advanced Group Counseling  
EDCE 8550: Counseling Theories, Advanced  
EDCE 8600: Counselor Education  
EDCE 8240: Counselor Education Professional Publications  
EDCE 8920: Doctoral Counseling Practicum  
EDCE 8910: Doctoral Internship  
EDCE 8950: Dissertation

**Research and Scholarly Tools (5 Courses/20 Credit hours required)**

EDRE 7500: Introduction to Qualitative Methods (required course)  
EDRE 7200: Educational Statistics (required course)  
EDRE 7210: Regression (required course)
EDRE:7330: Research Design (required course)
EDRE 7510: Introduction to Qualitative Interviewing (optional)
EDRE 7600: Multivariate (optional)
EDRE 7700: Mixed Methods (optional)
Additional information is available through the Educational and Research Evaluation website (https://www.ohio.edu/education/ed-studies/ed-research-doctorate).

Doctoral Program Committee
Upon initial admission, a student at any level (i.e., non-degree, Ph.D.) is assigned a faculty advisor by the program coordinator. The selection of the advisor is based on consideration such as existing advising loads, pairing of students and faculty with identifiable similarity of academic and/or research interests, and when known, student and/or faculty preferences. By the end of the first year, students may request another advisor but this will be evaluated based on the advising load of the current and proposed advisor. Students identify and request three faculty members to serve on the Doctoral Program Committee with the advisor (Doctoral Program Committee Chair).

Program of Study
Doctoral students are required to complete a Program of Study, developed jointly with their program advisor. The student and advisor prepare a draft proposal detailing the student’s program sequence, selection of electives, research courses, and anticipated comprehensive exam dates in the Program of Study form (See Appendix II). The student presents the Program of Study draft to their Doctoral Program Committee meeting to determine the student’s course of study in the doctoral program. The draft should be amended and revised based on the feedback received and should be approved and submitted to the Patton College Student Services office. If students need to amend an approved form, students must file a Request for Change in Approved Doctoral Program form following consultation with and approval from the Doctoral Program Committee. Both forms are available in the Patton College.

Doctoral Practicum and Internship
All doctoral students are required to complete a Counseling Practicum and Counseling Internship. Students should consult the Counselor Education Doctoral Practicum and Internship Manual for more detailed information on the practicum and internship experience and related forms.

Doctoral Practicum
In the doctoral practicum, students gain supervised counseling experience (100 hours, with a minimum of 40 direct client contact hours during one semester) under the tutelage of an approved counseling practitioner knowledgeable and experienced in the setting and with the clientele served. Doctoral Practicum may be completed in a clinical mental health, school counseling, and/or rehabilitation counseling setting.

Doctoral Internship
In the doctoral internship (600 hours, which usually takes place across two semesters), students gain supervised experience under the tutelage of a counseling practitioner or counselor educator addressing three of the five core doctoral areas with the following approved intern experiences.
Students develop a plan for completing their doctoral internship with their advisor and doctoral committee. (Additional information can be found in the Doctoral Practicum and Internship manual.)

1. **Counseling**: 300-hour minimum counseling experience, 120 hours must be direct counseling services. This may be carried out in CMHC, CLRC, or SC, under the supervision of a licensed or credentialed site supervisor.
2. **Supervision**: 100-hour minimum supervision experience, 40 hours must be direct counseling supervision.
3. **Teaching**: 200-hour minimum teaching internship as Instructor of Record for graduate course(s) or 100-hour graduate co-teaching internship with a Faculty Instructor.
4. **Research and Scholarship**: 100-hour minimum research internship conducting qualitative/quantitative empirical study.
5. **Leadership and Advocacy**: 100-hour minimum consultation project or 100-hour minimum counseling leadership and/or service experience.

**Preparing for Practicum/Internship**

Any student preparing to complete a doctoral practicum or internship must complete an application form. The form is reviewed and signed by the student, advisor, and submitted to the Practicum and Internship Coordinator. **This form is due by the end of the 6th week of the semester preceding the semester in which they plan to enroll in EDCE 8920/8910 (practicum and internship, respectively).** Please note that neglecting to complete this application may result in the postponement of the practicum or internship. An application must be submitted for each semester of practicum and internship.

Any student preparing to complete a doctoral internship must complete a Doctoral Internship Plan, created collaboratively with the student’s advisor based on the student’s identified professional and career goals. The plan is a binding document to be implemented during the student’s internship experience and is evaluated by the internship supervisor(s), internship instructor and advisor. If revisions to the contract are deemed necessary by the student and advisor, students must submit the Doctoral Internship Contract Addendum to the advisor and current internship instructor.

It is expected that students will discuss their potential placement sites with their faculty advisor, submit the application form, then arrange directly with the agencies/supervisors for their practicum and internship.

**Doctoral Comprehensive Examination, Candidacy, and Dissertation**

All doctoral students must complete and successfully pass a Doctoral Comprehensive Examination. The comprehensive exam has both a written and oral component and is usually taken after two years of coursework is completed. The written and oral exam evaluates students’ mastery of their field of specialization and the counselor education and supervision core curricular areas. The exam can include, but is not limited to, content from core doctoral coursework, the student’s field of specialization, and research interest areas.

The Ph.D. in Counselor Education at Ohio University is a research doctorate intended to prepare scholars in the sciences, humanities and the arts to carry out significant research and produce scholarly work. To this effect, all doctoral candidates must complete a dissertation, the scholarly account of
research in the new area of knowledge. Students are required to complete at least 10 credit hours of dissertation.

To be admitted to Doctoral Candidacy, a doctoral student must complete coursework listed in their program of study, successfully pass a comprehensive exam, and have an approved dissertation proposal. Specifically, the following criteria must be met:

1. Program of Study courses successfully completed, including all courses with a prior grade of PR.
2. Scholarly Tools Courses on Program of Study successfully completed.
3. Comprehensive Examination successfully completed.
4. Dissertation Committee Approval form completed and submitted to The Patton College Office of Graduate Records.
6. IRB approval or waiver must be obtained and submitted to The Patton College Office of Graduate Records.

Forms indicating completion of the above steps are available on the Patton College of Education at this link: https://www.ohio.edu/education/forms. Doctoral students should also consult the Patton College of Education Doctoral Handbook and Thesis and Dissertation Services (TAD).

Doctoral students are not permitted to schedule the oral examination of the dissertation until they have met all requirements for formal admission to candidacy. Formal notification of admission to candidacy will be provided by the PCOE Office of Student Affairs. A copy will be sent to your advisor as well as kept on file in the Office of Student Affairs in The Patton College of Education.

After formal admission to doctoral candidacy, all doctoral students must successfully complete a final dissertation defense followed by The Patton College dissertation submission process, and, in order to graduate, meet the TAD requirements for dissertation submission associated with the academic term in which graduation is intended.

Additional information and forms can be found in Appendixes III, IV, V, and VI.
Assessment, Review, Remediation, and Retention (ARRR) Procedures for All Students

Assessment is a central component of counselor education and supervision. Student assessment is mandated as part of program accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Counselor Education (CE) faculty serve an important gate-keeping function, meaning they are charged with ensuring that students become competent practitioners by graduation who will do no harm and be constructive members of the counseling and counselor education community. They are also responsible for aiding and guiding students’ entry into the counseling profession. To fulfill this function, the CE faculty conducts regular and systematic assessments of student academic progress, professional dispositions, and professional behaviors throughout the program.

Formative Assessment

Formative assessment is ongoing and progressive, occurring throughout a student’s completion of their program and includes empirical assessment, based on comprehensive program accreditation criteria as measured by the Counseling Competencies Scale (CCS) (2012, 2015) and observational assessment by program faculty and other stakeholders.

A. Empirical Assessment:

The CCS evaluates counseling skills and therapeutic conditions, and counseling dispositions and behaviors. The CCS is administered at regular intervals throughout the program, including as part of the theories and techniques course, the group counseling course, the practicum course and at least once per internship course. Sections of the CCS may be adapted for use in other courses at the discretion of the instructor (e.g., multicultural counseling course).

Regular academic progress (e.g., Grade Point Average; GPA) is also part of empirical assessment. Any student who earn a “C” or lower in a course are referred to the CE faculty for an Advisor-initiated Individual Student Review and are required to retake the course as a part of the remediation process. The CE program does not allow more than two attempts to successfully complete (i.e., “B-” or above) any course. Note that the Ohio University Graduate Catalog standards of work stipulate: “If a student’s GPA falls below 3.0, they will be placed on academic probation for one semester. If their GPA is still below 3.0 at the end of their probationary semester, they will be dismissed from their current graduate program(s).”

B. Observational Assessment:

Beyond academic and experiential coursework, the CE faculty are ethically obligated to assess and determine whether observed student behaviors are appropriate for the counseling and/or counselor education profession. Student behaviors inside and outside the classroom are considered within the context of appropriateness for the profession of counseling and counselor education. As described by the Code of Ethics of the American Counseling Association (ACA), American School Counselor Association (ASCA), Commission on Rehabilitation Counselor Certification (CRCC), Association for Counselor Education and Supervision (ACES) and other professional counseling or counselor education bodies related to licensure and certification, as well as program, department, college, and university policies. Interpersonal functioning as it relates to students’ current and future competence in the field of counseling or counselor education is relevant to assessment of
students. Observations and evaluations of academic and experiential performance as well as interpersonal functioning are conducted by CE faculty, site supervisors, and doctoral supervisors. In addition, faculty may consider feedback on student behavior and interactions offered by peers, CE faculty, other Patton College faculty, or relevant parties. A systematic review of each student enrolled in the program is conducted each semester. Students are included in semester and periodic reviews until they graduate from the program.

**Student Review, Remediation, and Retention Processes**

Student assessment is an ongoing process throughout the program. The CE Student Review is the procedure through which assessment information is considered by CE faculty to determine whether students are adequately progressing or not; and if not, what should be done differently. The CE faculty engages in several forms of student review, described below. *It is important to note that the below forms of review are not sequential and may be engaged at any time as ongoing assessment and evaluation of students is necessary in the CE program.*

**A. Semester Progress Review of All Students:**

Each fall and spring semester (usually around the semester midpoint) a review and evaluation of the measured and observed progress of every student enrolled in the CE program is conducted. In addition, any faculty may raise concerns about students outside of the semester review during faculty program meetings. The Semester Progress Review of All Students focuses on academic and experiential elements of student progress, as well as interpersonal functioning within the context of the profession of counseling and counselor education. Feedback from faculty and supervisors regarding interpersonal functioning and appropriateness of interpersonal functioning for the profession of counseling is considered. Examples of possible concerns regarding interpersonal functioning include boundary issues, standards of care, ability and willingness to accept feedback, substance abuse, aggressiveness, and adherence to ethical codes.

During the semester, students are identified as: (a) making satisfactory progress or (b) making inadequate progress. For the purposes of the CE program, inadequate progress is defined as engaging in unethical practices or behaviors; engaging in academic dishonesty; experiencing psychological or interpersonal difficulties which interfere with performing as a counselor, counselor in training, or counselor educator; demonstrating interpersonal functioning that is inappropriate for the counseling or counselor education profession, or other concerns as raised by faculty. Based on the concerns raised, faculty collectively decide whether identified students should have an Advisor-initiated Individual Student Review (letter B below) or whether a Faculty-initiated Individual Student Review is required (letter C below). Following the Semester Progress Review of All Students, students receive email communication informing them of the occurrence of the Semester Progress Review of All Students and their level of progress, defined as making (a) satisfactory progress or (b) inadequate progress with the requirement for an Advisor-initiated Individual Student Review or a Faculty-initiated Individual Student Review.

**B. Advisor-initiated Individual Student Review:**

An Advisor-initiated Individual Student Review is conducted when the advisor or faculty has determined a student is making inadequate progress. The Advisor-initiated Individual Student Review includes a face-to-face Professional Development Meeting with the advisor. During this meeting, the advisor verbally shares concerns with the student. Examples of suitable concerns for a Professional Development Meeting might include any pattern of tardiness, performance-related concerns,
observed signs of low motivation, or poor academic performance. The advisor and student discuss strategies for student success and identify resources beneficial to the student as a part of remediation. The Professional Development Meeting is documented by the advisor in the form of a summary note. Comments made by the student, specific issues for the student to address, and advisor and/or faculty recommendations are included in the written summary. The student, advisor and program coordinator each sign this summary and retain a copy. The advisor checks in on the student’s progress as a part of the advising role. During CE program meetings, the advisor reports to the faculty on the student’s progress. If remediation is not successful, the CE faculty conducts a Faculty-initiated Individual Student Review to employ further remediation efforts.

NOTE: The difference between an Advisor-initiated Individual Student Review and another advising meeting is a matter of professional discretion by the faculty member, which takes into account whether a pattern of behavioral concerns exists, and whether that pattern falls under a domain of problematic behavior as identified through accreditation, professional codes of ethics, and/or department, college, and university policies.

C. Faculty-initiated Individual Student Review:

Students may be required to meet with the entire CE faculty in a Faculty-initiated Individual Student Review. Usually such a review is conducted when there are substantial concerns regarding a student’s academic progress or when a student’s personal or interpersonal behavior inhibits professional development and effectiveness. During this meeting, specific concerns are shared verbally, and the student has the opportunity to provide input. The department chair is informed and consulted when a Faculty-initiated Individual Student Review is conducted. An overview of the Faculty-initiated Individual Student Review meeting is shared with the student in writing by the CE program coordinator.

Following a Faculty-initiated Individual Student Review, CE faculty identify recommendations for either a remediation plan, or in cases of extreme severity which are considered beyond remediation, expulsion from the program.

A remediation plan, if warranted, is prepared by the student’s advisor with input from the CE faculty, consisting of a summary of the problem behaviors which led to the review; specific, measurable, and attainable goals; designated timeframes to achieve these goals. The student has input in the development of the plan. After a Faculty-initiated Individual Student Review, the advisor conducts a conference with the student and verbally reviews the remediation plan, including information regarding grievance procedures and the university Ombudsperson. The student is required to respond in writing that they have received the written remediation plan from the CE program coordinator, have had a verbal discussion with their advisor, and indicate whether they agree to or do not agree to follow the remediation plan within the specified time frame. The advisor of the student monitors compliance with the remediation plan by checking in regularly with the student and other parties who may be involved in the remediation. During CE program meetings, the advisor reports to faculty on the student’s progress. Students who do not respond, cooperate, or comply with a remediation plan, or who do not make sufficient progress on a remediation plan may be prevented from registering for additional coursework.

If remediation is not successful, the CE faculty meet to discuss retention at an Individual Student Retention Conference. If remediation is not warranted (meaning the student’s behavioral
misconduct is so severe that remediation is not a viable option) or if remediation fails to correct problematic student behaviors in the view of the CE faculty, the CE faculty has full rights and responsibilities to move for expulsion of the student from the program. To do this, the faculty-initiated Individual Student Review meeting may transition to an Individual Student Retention Conference and will be documented as such.

D. Individual Student Retention Conference:

This is the last meeting held in cases where students have not complied with remediation or have not made sufficient progress in remediation. Possible outcomes are retention of the student with additional remediation, suspension from the program, additional or repeated coursework, physical or psychological evaluation and/or interpretative summary of treatment, or expulsion from the program. The CE program coordinator, the student’s advisor, the department chair, and at least two other faculty members must be present at this conference. If expulsion is recommended, the matter is referred to the Credential Review and Candidate Progress Board (CRCPB). The Dean is informed of this decision in writing by the program coordinator.

Suspension or Termination Decisions

Suspension or termination of a student from the program is only considered when remediation plans are not carried through and are not successful. In the case where suspension or termination of a student from the program is considered, the following procedures are followed:

1. The student is informed of the decision to suspend or expel the student in writing by the CE program coordinator and is given an opportunity to respond in writing. Additionally, the department chair and Dean are notified. Information regarding grievance procedures and how to contact the Ombudsperson is provided to the student at this time.

2. A recommendation is made to the Gladys W. and David H. Patton College of Education Credential Review and Candidate Progress Board (CRCPB) by the CE program faculty only after the student has had an opportunity to respond to faculty concerns.

3. The Gladys W. and David H. Patton College of Education CRCPB reviews and conveys to the program coordinator and department chair a written decision. The department chair informs the student in writing of the CRCPB decision.

NOTE: If a student is terminated from the program while enrolled in the Counseling Practicum or Internship Course and the student is registered with the State of Ohio CSWMFT board as a Counselor Trainee, the Faculty will notify the State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board and the practicum or internship site supervisor of the student’s placement about the termination from the program.

Due Process

The CE faculty are guided by the Code of Ethics of the American Counseling Association and code of ethics from other professional counseling and counselor education associations, as well as University, College, and Department policy. Students have the right to due process throughout the CE program’s Assessment, Review, Remediation, and Retention procedures. This includes the right to appeal any decision made by faculty that impacts the student and the right to seek guidance from the university ombudsperson.
Academic Grievance and Appeal Process

A student may file a grade appeal, academic, or non-academic grievance. Students are advised to consult the Faculty Handbook (Section IV.C.3. Grade Appeals) and the Academic Policies and Procedures in the Graduate Catalog for additional information and guidance.

The student may also reach out to the Ohio University Ombudsperson. The Ombudsperson is a confidential service open to all students, staff, and faculty and helps ensure equitable and fair treatment, due process, and facilitate positive environments. The Ombuds Office is in Baker University Center Room 501, 740-593-2627.

Non-Academic Grievance Procedure

Students who wish to grieve a non-academic issue may communicate their concerns in writing to CE program coordinator followed by the department chair. If resolution cannot be reached at that level, the student should consult with the Dean’s office in the Patton College. The Patton College Professional Ethics Committee or the Patton College Credential Review and Candidate Progress Board (CRCPB) might be involved in cases where a grievance has been filed. **Final determinations regarding student grievances on academic or non-academic issues will take place at the level of the Dean’s office in the Patton College.**
Academic Policies & Additional Information for All Students

All graduate students at Ohio University are expected to familiarize themselves with the Graduate Catalog (Select “Ohio University Graduate Catalog from the dropdown box on the right hand corner of the webpage). The catalog contains academic policy information related to graduate student success including registration requirements, standards of work (i.e., grade-point average requirements for degree conferral), information about graduation, and time limits for program completion.

Ohio University Accessibility Services

Accessibility at Ohio University means collectively working toward the creation of inclusive experiences for all members of our community. Inclusion and accessibility begins with providing transparent information about our institution as we continue to work toward our aspirations.

Any student who suspects they may need an accommodation based on the impact of a disability should contact the class instructor privately to discuss specific needs and provide written documentation from the Office of Student Accessibility Services. If the student is not yet registered as a student with a disability, they should contact the Office of Student Accessibility Services by email (access@ohio.edu) and also visit their website (https://www.ohio.edu/accessibility).

Code of Conduct

Academic integrity and honesty are basic values of Ohio University. Students are expected to follow standards of academic integrity and honesty. Academic misconduct includes but is not limited to cheating on examinations, submitting the work of other students as your own, submitting the same assignment in different courses without the instructor’s permission, and plagiarism in any form will result in penalties ranging from an “F” on an assignment to suspension or expulsion, depending on the seriousness of the offense. Academic misconduct is a violation of the Ohio University Student Code of Conduct (https://www.ohio.edu/communitystandards/academic/students.cfm).

Additionally, all students, student organizations, and student groups are expected to follow the Ohio University Student Code of Conduct. Questions related to the Code of Conduct can be directed to a student’s faculty advisor.

Financial Assistance

The Department of Counseling and Higher Education (CHE) offers limited assistantships and scholarships available to master’s level students. Appointments are based on availability, need, experience, and qualifications. To apply for assistantships or scholarships, visit the Patton College of Education’s assistantship page. Students may also apply for graduate assistantships or student employment at OU Jobs (Ohio University Jobs/Assistantships). For scholarships and other financial aid opportunities through Patton College, visit the College’s scholarship and financial aid page. The College will accept applications at any time during the academic year or summer session. Applications
received by January 15th will be given preference for the following academic year. Students with a current graduate assistantship (GA) or graduate record scholarship (GRS) seeking re-appointment should complete applications by March 15th. The awarding of assistantships and scholarships during the academic year is dependent on availability of funds. Continuation of financial assistance is based on department needs and student performance, which is reviewed annually by faculty. Some students acquire GAs in other offices on campus. All students with a GA position, regardless of department or office, must review and comply with Graduate College Graduate Appointment Policies.

Registration Information
All graduate students must be registered for a minimum of .05 to 1 graduate credit in any term in which service is received from Ohio University. Please visit the Graduate Catalog for policies.

Standards of Work
Per the Ohio University Graduate Catalog, conferral of a graduate degree or certificate requires an accumulative graduate grade-point average (GPA) of at least a B (3.0). No course with a grade below a B- (2.0) may be used to satisfy any graduate degree or certificate requirement. Should a student achieve less than an overall B (3.0) GPA, the office of the Dean will request a written statement from the departmental graduate committee to justify the student’s continuation in the program.

Course grades typically employ an A-F scale. An Incomplete (I) means that the student has not completed the work required for a regular (A-F) grade. Students must complete the work within the first two weeks of the next semester of enrollment or two years from the end of the term in which the grade of “I” was given, whichever comes first, or the “I” converts automatically to an “F.” Progress (PR) indicates the student has made progress in the course but has not finished the work required for a letter grade. It may extend longer than one semester. The program does not encourage frequent use of PR grades. Students cannot graduate with a PR on their transcripts.

Graduation
Ohio University holds biannual commencement ceremonies, at the close of fall and spring semesters. Students are required to register and submit an application for graduation. Students are encouraged to review their Program of Study along with their DARS (Degree Audit Reporting System) and make submit any changes using the appropriate form (Change in Program of Study).

Program Completion Time Limit
Per the Graduate Catalog, six calendar years is the maximum time allowed between the dates of a master’s level graduate program matriculation until the completion of the requirements for the degree. Doctoral students have a seven year calendar year maximum.
Advisor Assignments and Changes

Upon initial admission, a student at any level (i.e., non-degree, M.Ed., PhD) is assigned a faculty advisor by the program coordinator. The selection of the advisor is based on consideration such as existing advising loads, pairing of students and faculty with identifiable similarity of academic and/or research interests, and when known, student and/or faculty preferences.

Students may request a change in faculty advisor at any time. The student completes the form available on the Patton College forms website. If the decision originates with a student, it will be the sole responsibility of the student to seek out and gain the consent of another faculty member to serve as the advisor. In the event the decision to end an advisor-advisee relationship originates with a faculty member, it will be the responsibility of the faculty member to assist the student in identifying and obtaining a replacement faculty advisor. In the event that no new advisor can be identified, the matter will be brought before the CE faculty for resolution.

Leave of Absence Policy

If you are enrolled in a degree program but do not expect to make progress towards your degree for a period of time due to personal, medical, or professional reasons, you should request a leave of absence from the degree program prior to leaving the program temporarily. Students on an approved leave of absence may not use university resources and services or engage in consultation with faculty in an academic capacity. A leave of absence does not extend the seven-year time limit of the doctoral degree.

Requesting a leave of absence ensures that faculty members in your academic program are aware of your plans and have assisted you in taking necessary steps to complete work prior to the leave. An approved request for a leave of absence also provides confirmation to third parties of your status as a student in good standing. To request a leave of absence, you must submit a written request to your doctoral advisor stating the reason for the leave and the expected duration of the leave. Please review the Patton College Leave of Absence Policy and the form for submitting the request.

You are responsible for resolving all issues pertaining to financial support, federal financial aid, and any outstanding debt to Ohio University prior to a leave of absence. Prior to the completion of the leave of absence, you must notify The Patton College Graduate Student Affairs Office, so that the reentry process can be initiated.

Students who are completing work under the auspices of a one-term extension will not be eligible for a leave of absence. If such students need more time for completion of their dissertation work, they are eligible to request readmission. A student who does not return and resume enrollment in the degree program at the conclusion of an approved leave of absence will be dropped from the program. To ensure compliance with current SEVIS regulations and visa restrictions, international students on an F-1 or J-1 nonimmigrant status must also obtain authorization from International Student and Faculty Services prior to the initiation of a leave of absence and before returning to campus.
Professional Counseling Organizations and Activities

CE students at Ohio University are encouraged to become involved in counseling professional organizations during their program. Belonging to a professional organization encourages collaboration and advocacy, promotes professionalism and leadership, and gives students the opportunity to meet colleagues and leaders in the profession throughout the state and nation.

Being a member of professional organizations affords students many benefits including opportunities for networking, service, and advocacy, as well as ongoing professional development through access to publications highlighting the latest research and counseling trends. Some professional organizations provide professional liability insurance for student members, required for practicum and internship, at a reduced cost. Most professional organizations have discounted student membership and conference rates, as well as student-focused groups and resources.

The American Counseling Association (ACA) is the primary national professional organization for counselors. Within the ACA are many interest-based divisions, including the American Mental Health Counselors Association (AMHCA), American Rehabilitation Counseling Association (ARCA), and the American School Counselor Association (ASCA). The ACA also includes state branches, including the Ohio Counseling Association (OCA) and its interest-based divisions, which students may find relevant to their local concerns and interests. The National Rehabilitation Association (NRA) is the primary national professional organization for rehabilitation professionals. In addition, The National Council on Rehabilitation Education (NCRE) is the premier professional organization of educators dedicated to quality services for persons with disabilities through education and research. Students interested in counselor education and supervision are encouraged to explore membership to the Association for Counselor Education and Supervision (ACES), the regional division North Central ACES, and local division Ohio ACES.

Chi Sigma Iota (CSI), the International Counseling Academic and Professional Honor Society was established at Ohio University in 1985. The impetus for forming an international honor society in counseling included a desire to provide recognition for outstanding achievement and service within the profession. CSI was created for counselors-in-training, counselor educators, and professional counselors whose career commitment is to research and service through professional counseling. Membership in CSI requires a 3.5 GPA following at least one semester of full-time graduate coursework and a membership recommendation by the chapter. Ohio University members have the honor of belonging to the Alpha Chapter of CSI.

Endorsement of Students for Licensing, Credentialing and Employment

Students completing the Clinical Mental Health Counselor or Clinical Rehabilitation Counseling program specialty are eligible to apply and request to take the National Counselor Exam (NCE) during their last semester of their program. Here is a link to learn more about how to register for the NCE and the Licensed Professional Counselor application: https://cswmft.ohio.gov/get-licensed/counselors/counselors. Doctoral students may also wish to pursue obtaining their license, independent license or supervisory endorsement may also visit the link to learn more about the process.
Students completing the School Counseling program are eligible to sit for the Pupil Services License through the Ohio Department of Education anytime during their last two semesters of the program. Here is a link describing the exam and licensure process in Ohio: (https://education.ohio.gov/Topics/Teaching/Licensure/Apply-for-Certificate-License/Pupil-Services-Licenses)

When you are ready to apply to take a license or credentialing exam, please notify the Program Coordinator by email to request a letter verifying your good standing and preparedness to take the exam. This letter is typically required by the Ohio Department of Education and the Ohio CSWMFT Board.

Students can find additional information and resources on counseling licensure and certifications, including requirements for licensure by visiting the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board’s website, the Ohio Department of Education’s website (Pupil Services License for school counselors). Students who wish to apply for professional licensure should check with the appropriate licensure board for information regarding the licensure application process.

National certification is voluntary and demonstrates national standards for the practicing of counseling has been met. Counselors and counseling supervisors can seek national certification through the National Board for Certified Counselors (https://www.nbcc.org/). The certification does not license a counselor to diagnose or treat mental and emotional disorders and carries no legal status.

The faculty will share job postings received through the Counselor Education listserv. Please visit this link to subscribe: http://listserv.ohio.edu/mailman/listinfo/counselor_educ. As faculty members we often write reference or recommendation letters. Please request this early so the faculty have time to write the letter.

Additional Resources for YOU

ID Card
All students must obtain an Ohio University ID card. The ID card is required to use many Ohio University facilities and can be obtained/replaced during operating hours at the Bobcat Depot.

Campus Map and Parking Services
Campus parking services maintains responsibility for allocating parking spaces and permits. For parking area closures, and accessible parking information, and a detailed campus and parking map, visit Parking Services.

Office of Information Technology
The OU Office of Information Technology is your place to find answers, resources, and support on email, Blackboard, software, and change passwords, and wireless network information. Office 365 applications, such as Microsoft Word, Excel, and PowerPoint, are
essential to success at Ohio University. Anyone with an active OHIO email address can access Office 365 in a web browser, and all students and instructors have access to the downloadable applications. Please review the IT website for additional information and resources: https://www.ohio.edu/oit.

**OHIO Email Account**

Students’ Ohio University email account (CatMail, Microsoft Outlook) is the primary mode of communication for the program and the university. Students are responsible for checking their account regularly for program and official university correspondence and information.

**Blackboard: Learning Management System**

Faculty utilize Blackboard to provide course related content and manage assignment related materials. Blackboard is an interactive online tool for posting course-related materials, managing student assignments and grades, and facilitating interactions between students and instructors. Students will need to have activated their email account and Ohio ID to access Blackboard: https://blackboard.ohio.edu.

**Library Resources**

Students have access to on-campus and online library resources through Alden Library. Ohio University is a member of OhioLINK, providing access to library materials in addition to the Alden Library collections. For specialized assistance, Alden Library has a Counseling and Higher Education subject librarian to support students and faculty in the Patton College of Education.

**Writing Commons**

The Writing Commons provides free writing assistance to all Ohio University students. Graduate peer and professional tutors serve undergraduate, graduate, and postdoctoral students working on longer writing projects such as theses, dissertations, journal articles, grants, and conference presentations. These tutors have the experience to help you move forward on your academic path.

**Transcripts**

Transcript requests at Ohio University may be made online, in person, or by mail/fax. For more information, please visit the Registrar. Unofficial transcripts can be accessed in the Degree Audit Report System (DARS).

**Campus Care**

Campus Care, Ohio University's student health center is available to all students enrolled in a minimum of one or more credit hour on the Ohio University Athens Campus, regardless of whether or not they participate in the university insurance plan. Campus Care is located in Hudson Health Center Campus Care includes two programs: Campus Quick Care and Campus Primary Care.

**Counseling and Psychological Services**

Counseling and Psychological Services (CPS), provide mental health and adjustment
services to students and also consultation to faculty, administrators and parents of students. CPS offers developmental, preventive, and remedial services and also provides programs that promote the intellectual, emotional, cultural, and social development of Ohio University students. CPS is located in Hudson Health Center.

The Gladys W. and David H. Patton College of Education
In addition to the CE Ph.D. program handbook, students should familiarize themselves with the Patton College Master’s Handbook and/or Doctoral Handbook.

Mission
The Patton College of Education prepares leader-educators, practitioners, and human service professionals who share our commitment to lifelong learning and serving society responsibly as change agents in meeting diverse human and social needs.

Four Academic Priorities
1. Academic Excellence
2. Rigorous, Influential Research
3. Exemplary Student-Centered Services
4. Vibrant Outreach, Engagement, and Partnerships

Core Values
The Patton College of Education fosters faculty and graduates who are CALLED to Lead: We are Change Agents, Lifelong Learners, Embracing Diversity and LEADership.

Commitment to Diversity and Inclusion
Diversity is a core value of The Patton College of Education. We align with the mission of the Ohio University Office of Diversity and Inclusion to create a "supportive and affirming environment that welcomes and respects all persons specifically those individuals and groups who have historically [and currently] been excluded, not represented, and/or rendered voiceless in society." Diversity signifies difference and heterogeneity between and among individuals, groups, and cultures. Specifically, diversity is inclusive of, but not limited to, all ages, races, ethnic groups, genders, gender identities, sexual orientations, national origins, cultures, socioeconomic classes, abilities, ways of thinking, geographic regions, religions, and veteran status.

Ohio University Division of Diversity and Inclusion
APPENDIX I: Readings and Research

The EDCE 6930 (Master’s Level) and EDCE 8930 (Doctoral Level): Readings and Research courses are designed as independent study courses to provide an opportunity for the student to pursue topics related to their interests and field of study. The course may be used to fill in gaps in course work in the major field of study, to achieve greater depth or breadth, or to explore areas related to one’s career and professional goals. Students must spend a minimum of 3 clock hours weekly for each credit hour taken. The Readings and Research Learning Proposal and Contract form is provided below. To pursue a Readings and Research course, the student should discuss this with their advisor and the faculty with whom they wish to complete the course. The student, in collaboration with the faculty overseeing the course, complete a Research Learning Proposal and Contract (see next page), sign the form, and submit to the Program Coordinator for tracking and final approval.
Counselor Education Readings and Research Learning Proposal and Contract

Registering for: ___ EDCE 6930 Master’s Level    ___ EDCE 8930 Doctoral Level

Student Name: ___________________________    PID: ________________

Semester of Enrollment: ___ Fall    ___ Spring    ___ Summer

Number of Credit Hours: ______ (*Note: a minimum of 3 hours weekly per credit hour is expected.)

Please use the following outline to create the Learning Proposal and Contract to define the learning objective(s), experience(s), and outcome(s). Plan to submit the proposal at the beginning of the semester in which the student is enrolled in the Readings and Research course.

I. Topic
II. Purpose
III. Objectives (i.e., describe the learning objectives and outcomes of the independent study)
IV. Activities (i.e., describe activities for the independent study; activities should clearly tie to the learning objectives).
V. Evaluation Methods (i.e., specify the deliverable[s] and describe how the objectives will be measured and evaluated).

The student and advisor, hereby agree to the aforementioned purpose, objectives, activities and evaluation methods for the independent study.

_____________________________________________________________________________
Student Signature and Date

_____________________________________________________________________________
Advisor Signature and Date

_____________________________________________________________________________
Faculty Signature and Date

_____________________________________________________________________________
Program Coordinator Signature and Date
APPENDIX II: Counselor Education Master’s Program of Study

Students are expected to meet with their advisor during their first semester (typically Fall) to review their plan for coursework and degree completion. It is recommended students utilize the Course Sequence provided to them during orientation to assist in completing the Program of Study. The Master’s Program of Study – Counseling and Higher Education form can be found at this link: https://www.ohio.edu/education/forms under “Master’s Student Forms”.
APPENDIX III: CE Doctoral Program of Study

The Counselor Education Doctoral Program of Study for the Ph.D. in Counselor Education and Supervision describes the proposed timeline to complete doctoral level coursework, internships, comprehensive examination, dissertation proposal and defense. It is completed by the doctoral student along with their advisor. The doctoral student then presents the Program of Study for review and discussion with their doctoral committee.

The Doctoral Program of Study Approval form is found on the PCOE forms website: [https://www.ohio.edu/education/forms](https://www.ohio.edu/education/forms)

The below pages incorporate the Counselor Education specific Program of Study requirements.
## DOCTORAL PROGRAM OF STUDY

### Proposed Schedule

#### Fall 20…(1st year)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 8200</td>
<td>Advanced Seminar in Counseling</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDCE 8590</td>
<td>Counselor Supervision</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>EDCE 8700</td>
<td>Counseling Leadership &amp; Consultation</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>EDRE 7500</td>
<td>Intro to Qualitative Methodology</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Total hours**

#### Spring 20…(1st year)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 8520</td>
<td>Advanced Group Counseling</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>EDCE 8920</td>
<td>Practicum in Counselor Education</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDRE 7200</td>
<td>Educational Statistics OR EDRE 7510 Qualitative Interviewing</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Total hours**

#### Summer 20… (1st year)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRE 7200</td>
<td>Educational Statistics (this is an option)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>EDCE 8910</td>
<td>Internship</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Total hours**

#### Fall 20…(2nd year)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 8600</td>
<td>Counselor Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRE 7210</td>
<td>Regression</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Total hours**

#### Spring 20…(2nd year)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Title</td>
<td>Instructor</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>EDCE 8240</td>
<td>Professional Publications</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDCE 8910</td>
<td>Internship</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>EDRE 7330</td>
<td>Research Design in Education</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Summer 20…(2nd year)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 8910</td>
<td>Internship</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Fall 20…(3rd year)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 8950</td>
<td>Dissertation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Spring 20…(3rd year)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 8950</td>
<td>Dissertation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL SEMESTER HOURS (at least 60 credit hours)
Check that the total above has ALL the core courses including a minimum of:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Dissertation Hours</td>
<td></td>
</tr>
<tr>
<td>8 Internship Hours</td>
<td></td>
</tr>
<tr>
<td>3 Practicum Hours</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Only pages 1-3 are checked by Student Affairs to clear students for graduation
2. If there is a change in the proposed schedule a change of Program of Study form must be signed by all committee members and filed with Student Affairs.
3. The remaining pages in this Program of Study are for internal review by the Counselor Education faculty.
FOR REVIEW BY THE DOCTORAL PROGRAM OF STUDY COMMITTEE ONLY
CORE COURSES FROM MASTER’S LEVEL

Doctoral students must have master’s coursework and demonstrated knowledge in the common core counseling (CACREP) areas for entry-level counselors, including (a) professional orientation and ethical practice, (b) social and cultural diversity, (c) human growth and lifespan development, (d) career development, (e) counseling practice and relationships, (f) group counseling and group work, (g) assessment, testing, and diagnostic processes, (h) research and program evaluation. Additionally, doctoral students must meet requirements for the clinical mental health counseling (CMHC) specialty area to graduate license eligible as a Professional Counselor in the state of Ohio. Doctoral students who have not met core counseling and/or CMHC requirements are required to complete requisite coursework in addition to their doctoral studies. Students should consult their advisor to integrate any requisite requirements into their program of study.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credit Hours</th>
<th>CACREP Counseling Areas</th>
<th>Course Title(s)</th>
<th>Grade</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Professional Orientation and Ethical Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social and Cultural Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human Growth and Lifespan Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counseling Practice and Helping Relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Counseling and Group Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment, Testing, &amp; Diagnostic Processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research and Program Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialty Area: Clinical Mental Health Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESEARCH COURSES FOR DOCTORAL PROGRAM
A minimum of 3 scholarly tools (i.e., research methods courses) are required in addition to the required research courses EDRE 7200 and EDRE 7330.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credit Hours</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRE 7200</td>
<td>4</td>
<td>Educational Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRE 7330</td>
<td>4</td>
<td>Research Design in Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRE 7500</td>
<td>4</td>
<td>Intro to Qualitative Methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRE 7210</td>
<td>4</td>
<td>Regression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### COURSES TAKEN IN DOCTORAL PROGRAM

List required doctoral courses first; electives and requisite courses should follow.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credit Hours</th>
<th>Course Title</th>
<th>Grade</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>(insert rows as needed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**LIST OF CORE DOCTORAL COURSES**

Electives and requisite courses should be taken in addition to the following core doctoral courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 8200</td>
<td>Advanced Seminar in Counseling</td>
</tr>
<tr>
<td>EDCE 8550</td>
<td>Counseling Theories Advanced</td>
</tr>
<tr>
<td>EDCE 8590</td>
<td>Counselor Supervision</td>
</tr>
<tr>
<td>EDCE 8520</td>
<td>Advanced Group Counseling</td>
</tr>
<tr>
<td>EDCE 8600</td>
<td>Counselor Education</td>
</tr>
<tr>
<td>EDRE 8240</td>
<td>Professional Publications</td>
</tr>
<tr>
<td>EDCE 8700</td>
<td>Leadership and Mental Health Consultation</td>
</tr>
<tr>
<td>EDCE 8920</td>
<td>Practicum in Counselor Education (minimum of 3 credit hours)</td>
</tr>
<tr>
<td>EDCE 8910</td>
<td>Internship (minimum of 8 credit hours)</td>
</tr>
<tr>
<td>EDCE 8950</td>
<td>Dissertation (minimum of 10 credit hours)</td>
</tr>
</tbody>
</table>
## AREAS OF CONCENTRATION

5 Areas: Research & Scholarship, Counseling, Supervision, Leadership & Advocacy, Teaching

<table>
<thead>
<tr>
<th>Area of Concentration #1</th>
<th>Faculty Member:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>(insert rows as needed)</td>
<td></td>
</tr>
<tr>
<td>Counseling Supervision</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Concentration #2</th>
<th>Faculty Member:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>(insert rows as needed)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Concentration #3</th>
<th>Faculty Member:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>(insert rows as needed)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Concentration #4</th>
<th>Faculty Member:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>(insert rows as needed)</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:

1. Areas of concentration can include master’s level (8 core areas and specialization[s]) and all doctoral level courses. All relevant graduate level courses are grouped into these sections.
2. Four areas of concentration are required. One of the 5 core doctoral areas of concentration (i.e., counseling, supervision, teaching, research and scholarship, leadership and advocacy) should be combined with one other area.

Each area of concentration should specify the name of a faculty member who is serving on the program of study committee. The designated faculty member for each concentration area will write a comprehensive examination question for that area.
APPENDIX IV: Doctoral Comprehensive Examination Policy and Procedures

All doctoral students must complete and successfully pass a Doctoral Comprehensive Examination. The comprehensive exam has both a written and oral component and is usually taken at or near the end of doctoral course work. The written and oral exam evaluates students’ mastery of their field of specialization and the counselor education and supervision core curricular areas. The exam can include, but is not limited to, content from core doctoral coursework, the student’s field of specialization, and research interest areas. Performance on the exam provides an opportunity for the Doctoral Program Committee to determine students’ readiness to complete a dissertation.

Description of the Doctoral Comprehensive Examination
The written comprehensive exam dates are scheduled annually for Fall (July 15th-August 15th). Comprehensive examination are typically not scheduled during the summer term. Exceptions to this policy may be considered on a case-by-case basis and are dependent on committee approval and availability. Following the submission August 15th (Fall) of the written Doctoral Comprehensive Examination, the oral defense is scheduled within the first 2-3 weeks of Fall semester. This may vary depending on the number of exams completed and faculty schedules.

Written Doctoral Comprehensive Examination
Students write four sections (i.e., papers) in response to four questions for the written Doctoral Comprehensive Examination. The sections must demonstrate depth and breadth beyond that of a term paper and should clearly answer all parts of the question. Students are allotted four weeks for the written component of the exam. Each response will be no less than 20 pages of content and should draw on a minimum of 20 references. Each faculty member who serves on the Doctoral Program Committee will prepare one question for the student. The exam sections are framed around the five CACREP doctoral curricular areas: (a) counseling, (b) supervision, (c) teaching, (d) research and scholarship, and (e) leadership and advocacy. Since there are four sections, students combine two core curricular areas for one question. Each committee member who serves on the student’s Doctoral Program Committee will prepare a question for the student addressing one of the four sections.

Oral Defense of the Doctoral Comprehensive Examination
Following the submission of the written Doctoral Comprehensive Exam, the Doctoral Program Committee has at least 10 calendar days from the receipt date to review before the oral defense can be scheduled. Oral defenses scheduled within the first 2-3 weeks of subsequent semester

Preparing for the Doctoral Comprehensive Examination
In consultation with the advisor and members of the Doctoral Program Committee, students must schedule the term in which the exam will occur. Conversations with faculty about the exam should begin in the semester prior to which the student plans to take the exam. Students are required to submit the Application for Doctoral Comprehensive Exam (See Appendix III) to the CE program coordinator by the 6th week of the semester before the exam is scheduled and must be registered for a minimum of 0.5 to 1 hour of graduate credit during the semester in which the
Doctoral Comprehensive Exam is taken. Committee members and students develop the topic within each section based on the program of study and student interests. Once the topic area has been agreed upon, the student and committee member will complete the Doctoral Comprehensive Examination Topic Contract (See Appendix III). At this stage, students are not provided with the actual section question; instead, students receive general topic areas for further independent research to prepare for the question to be provided on the exam date.

**Doctoral Comprehensive Examination Procedures**

Committee members should submit questions to the Doctoral Program Committee Chair and the CE program coordinator to input in LiveText. Written comprehensive exam questions for each section are made available in LiveText by 8:00am on July 15th (Fall) and students have until 5:00 pm on August 15th (Fall) to complete the written exam and submit to LiveText. In addition, students submit a copy of the written exam to the CE program coordinator by the deadline as one email with the 4 sections of the written exam. This mechanism serves as a precaution in the unlikely event of technical difficulties with LiveText. Late submissions are not accepted.

Students should copy the question onto the first page of each section of the written exam and provide their response. All papers should be completed using the current edition of the American Psychological Association (APA) Publication Manual. The department administrative specialist will make copies of the written exam for distribution to committee members for those who request it. The oral defense is conducted by all faculty members on the Doctoral Program Committee for approximately two hours, after which, the student is informed of the outcome of the exam.

**Academic Integrity and Honesty**

Graduate students at Ohio University are expected to abide by principles of academic integrity and honesty. It is expected that the comprehensive examination is undertaken and completed independently and with the use of resources appropriate to doctoral-level scholarship. All references must be appropriately cited. Failure to abide by such principles of honesty and appropriate use and citation of references will be handled with the greatest severity, with ramifications ranging from a failing grade on the exam to expulsion from Ohio University.

**Assessment and Evaluation of the Doctoral Comprehensive Examination**

**Outcomes of the Doctoral Comprehensive Examination**

1. **Pass** – the student’s exam is assessed and evaluated as satisfactory in all four sections.
2. **Revise and Resubmit** – If minor concerns are noted in any section, the student must revise and resubmit the section within a two-week time frame. The revision will be reviewed by all committee members. If the revision is assessed and found acceptable, the exam is evaluated as satisfactory. If the revision is assessed and found insufficient, the student exam is evaluated as unsatisfactory.
3. **Fail One Section** – A student whose exam is assessed and evaluated as satisfactory in three section and unsatisfactory in one section is permitted to write a response to a new question in the one area that was failed. The new section will be reviewed by all committee members. If the new section is assessed and found acceptable, the exam is evaluated as
satisfactory. If the new section is assessed and found insufficient, the student exam is evaluated as unsatisfactory.

4. Fail Two or More Sections – A student whose exam is assessed and evaluated as unsatisfactory in two or more sections is required to begin afresh with four new sections in a subsequent semester.

In the case of unsatisfactory performance on the examination, additional course work or other recommendations may be required of the student by committee members. Barring extenuating circumstances, students who do not submit by the deadline will be evaluated as unsatisfactory. They are required to begin the comprehensive exam again with new topics in a subsequent semester.

**Limits to Attempting the Doctoral Comprehensive Examination**

Students who have failed the Doctoral Comprehensive Examination twice will not be permitted to sit for the examination again and will be terminated from the doctoral program.

**Reporting Results of the Doctoral Comprehensive Examination**

Following the oral defense, the Report of the Results of a Doctoral Comprehensive Examination form, signed by all committee members, must be submitted to the Patton College of Education Office of Student Affairs, Graduate Records. The form is available in the Patton College and must be submitted within one week of the date of the completion of the examination. Upon (a) the completion of written and oral components of the Doctoral Comprehensive Examination, (b) assessment and evaluation of the exam, and (c) submission of the results of the exam, the Doctoral Program Committee is dissolved.
APPENDIX V: Doctoral Comprehensive Exam Paperwork
Application for Doctoral Comprehensive Examination

Each Doctoral student is to complete this form by the 8th week of the preceding semester in which they plan to sit for their comprehensive examination.

Student Name: _______________________________ PID Number: ___________

Number of cumulative credit hours earned by anticipated exam date: __________

Anticipated Semester of Written Comprehensive Examination
___Fall July 15-August 15

*Note: Comprehensive examinations are not scheduled during the spring and summer terms. Exceptions to this policy may be considered on a case-by-case basis and are dependent on committee approval and availability.

_________________________________________________  __________________
Student Signature  Date

By signing this form, the Advisor/Doctoral Program Committee Chair, attests that the applicant:
  • has completed sufficient course work to complete the comprehensive examination
  • is proficient in research methodology and scholarly tools

______________________________________________________________  __________________
Advisor/Doctoral Program Committee Chair Signature / Date

______________________________________________________________  __________________
Committee Member, Printed Name and Signature / Date

______________________________________________________________  __________________
Committee Member, Printed Name and Signature / Date

______________________________________________________________  __________________
Committee Member, Printed Name and Signature / Date

______________________________________________________________  __________________
Program Coordinator, Printed Name and Signature / Date
Doctoral Comprehensive Examination Topic Contract

Doctoral students are required to complete this form with each faculty member who is writing a question for the Doctoral Compressive Examination.

Student Name: _______________________________ PID Number: __________

Anticipated Semester of Written Comprehensive Examination

___ Fall July 15-August 15

Program of Study Area (mark all that apply):

___ Counseling  ___ Supervision  ___ Counselor Education/Teaching

___ Research and Scholarship  ___ Leadership and Advocacy

Topics for Comprehensive Examination:

NOTE: At this stage, students are not provided with the actual section question; instead, students receive general topic areas for further independent research to prepare for the question to be provided on the exam date.

____________________________________________________________
Doctoral Student Signature / Date

____________________________________________________________
Committee Member, Printed Name and Signature / Date
APPENDIX VI: Doctoral Dissertation

The Ph.D. in Counselor Education at Ohio University is a research doctorate intended to prepare scholars in the sciences, humanities and the arts to carry out significant research and produce scholarly work. To this effect, all doctoral candidates must complete a dissertation, the scholarly account of research in the new area of knowledge. Students are required to complete 10 credit hours of dissertation.

A doctoral dissertation is intended to demonstrate the candidate’s ability to develop, design, conduct, and interpret independent, original, and creative research, and must make a unique contribution to knowledge in the field of counseling. Under the primary supervision of the Doctoral Dissertation Committee Chair, students should consult regularly with their Doctoral Dissertation Committee members in preparing, completing, and writing the dissertation.

Any studies by faculty, students or staff that involve human subjects is considered human subjects research by the federal government. This includes everything from clinical trials to surveys, interviews and observation. Any research that calls for participation by human subjects must be approved by the Institutional Review Board before the project can begin.

Doctoral Dissertation Committee
The student’s Doctoral Dissertation Committee consists of a minimum of four members, three of whom must be full-time faculty. A Dean’s representative is also a member of the committee. The committee conducts the dissertation proposal defense and final dissertation defense. At least 75% of the dissertation committee members, including the dean’s representative, must approve the dissertation. It should be noted that approval of the dissertation by the dean’s representative is mandatory for acceptance of the dissertation.

Oral Defense of the Dissertation Proposal and Dissertation
The student must notify the PCOE Office of Student Affairs, Graduate Records two weeks prior to the oral defense to supply information about the confirmed date, time, and location of the defense as well as the current dissertation title and committee membership. The PCOE Office of Graduate Student Services gives public notice of the defense and mails the official notice of the defense along with the required forms for the dissertation chair and the Dean’s Representative. At least 75% of the dissertation committee, including the Dean’s Representative, must approve the dissertation. It should be noted that approval of the dissertation by the Dean’s Representative is mandatory for acceptance of the dissertation.

Thesis and Dissertation (TAD) Services at Ohio University
Students completing a doctoral degree are required to complete a dissertation must register with and follow home college and university TAD processes. The Graduate College coordinates the final approval and submission processes for the manuscript. The Thesis and Dissertation Services (TAD) is a resource provided by the Graduate College to aid in creating the document. All TAD forms and templates can be found on the Graduate College website at https://www.ohio.edu/graduate/etd/tad-forms-and-templates.
Students are asked to use the current Patton College template, found on the Thesis and Dissertation (TAD) website, to create and continue to write the dissertation. Students who write over a period of several years must ensure that the current template has been implemented at the time of final defense and submission.

The TAD process has key required checkpoints with which all students need to become familiar. These include initial and post-defense document format reviews as well as specific deadlines for the oral defense and final document submission. Current requirements are presented on the TAD website, referenced above.

Patton College Doctoral Dissertation Information
In The Patton College, the Office of Graduate Student Records maintains a “Procedures Checklist of Completing Thesis/Dissertation Requirements” for the degree. This checklist is located on The Patton College Current Students Forms website page.

The student must notify the PCOE Office of Student Affairs, Graduate Records two weeks prior to the oral defense to supply information about the confirmed date, time, and location of the defense as well as the current dissertation title and committee membership. The PCOE Office of Student Affairs, Graduate Records, gives public notification of the defense. At least two weeks prior to the oral exam, the student must distribute final draft copies of the dissertation to all members of the dissertation committee.

At the conclusion of the oral examination, the Dissertation Committee deliberates privately to evaluate the dissertation and, when appropriate, determine necessary conditions or plans for resolution. If the results of the dissertation defense warrant conditions or a plan for resolution, these must be delineated in detail (in writing) on the Dissertation Defense Report. Conditions represent the criteria that committee members expect doctoral students to meet when they revise the dissertation. A plan for resolution consists of additional requirements (e.g., coursework, workshops, seminars, readings, etc.) that a student must take to revise the dissertation.

The Patton College requires submission of the post-defense, committee-approved dissertation through plagiarism checking software (Turn-it-In) and final review by the Department Chair and the Senior Associate Dean.

Dissertation Deadlines
The list of deadlines is updated for the next academic year every spring and made available at https://www.ohio.edu/graduate/etd. Per Graduate Council, all TAD deadlines are mandatory and final.

Please consult with the Graduate College Handbook and the PCOE Doctoral Handbook for additional information.
APPENDIX VII: Ohio Counselor Education Commitment to Diversity and Inclusion
Students and faculty in the Ohio University Counselor Education program are guided by the American Counseling Association (ACA, 2014) Code of Ethics and are committed to the ethical practice of counseling. In classroom, field work, and extra-curricular activities, we acknowledge and value the diverse backgrounds and perspectives of our students, faculty, site supervisors, and clients. We believe that an emphasis on diversity, inclusion, and advocacy strengthens the learning experiences of all.

As a program in The Patton College of Education, we share a commitment to diversity and inclusion. We align with the mission of the Ohio University Office of Diversity and Inclusion to create a “supportive and affirming environment that welcomes and respects all persons, specifically those individuals and groups who have historically [and currently] been excluded, not represented, and/or rendered voiceless in society.” Diversity signifies difference and heterogeneity between and among individuals, groups, and cultures. Specifically, diversity is inclusive of, but not limited to, all ages, races, ethnic groups, genders, gender identities, sexual orientations, national origins, cultures, socioeconomic classes, abilities, ways of thinking, geographic regions, religions, and veteran status. (https://www.ohio.edu/education/about/diversity)

The ACA (2014) Code of Ethics Preamble identifies five core professional values of the counseling profession that embody our commitment to ethical practice:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

The consensus definition of counseling (Kaplan, Tarvydas, & Gladding, 2014) describes counseling as a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. To do so effectively involves ongoing commitment to the aspirational Multicultural and Social Justice Counseling Competencies (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015) endorsed by the ACA. Specific to the personal values of our students and faculty, the Ohio University Counselor Education program is guided by the ACA (2014) Code of Ethics, Section A.4.b. Personal Values: 

*Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.*

I have read and understand The Ohio University Counselor Education Student Commitment to Diversity and Inclusion. I subscribe to this statement and will uphold it in my actions and interactions as a student in this program. Throughout my learning in this program, I am willing to accept and implement recommendations of the faculty regarding training and practical experiences that would enhance my ability to work effectively and ethically within diverse communities.
APPENDIX VIII: Ohio University Quick Reference Links

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