

# **Master of Education in Counseling Student Handbook**



**Department of Counseling and Higher Education**

**Counselor Education Program**

**The Gladys W. and David H. Patton College of  
Education and Human Services**

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## **Introduction and Explanation of the Manual**

Welcome to the Counselor Education Program at Ohio University. This handbook is designed as a quick reference to increase your awareness of program expectations and the resources available to you. This handbook should inform you of the important requirements in the Counselor Education Master's Program in the Department of Counseling and Higher Education. It provides an overview and a means for keeping track of your own program.

You are strongly encouraged to work closely with your advisor to plan effectively and prevent problems from slowing your progress. It is important to keep your advisor informed as to any actions you take which may affect your program.

The faculty and support staff want you to have a successful experience in the program and are prepared to help you with both major and minor program concerns. You are encouraged to seek assistance as needed.

### **Topics for Student Exploration**

The following topics are ones past students expressed a need to acquire information on as soon as possible in their program. Advisors, instructors, the program secretary, the registrar, and both first and second year students may all have information valuable to you. Do not wait for someone to come to you with answers. Seek information on your own as soon as possible. Add to the list based on your personal circumstances.

- \*\*Program tracks (what courses to take and when)
- \*\*Scholarship requirements and applications
- \*\*Departmental mail boxes, parking, and student services
- \*\*The advising process and knowing your advisor
- \*\*Registration, credit hours, and program forms
- \*\*Practicum and Internship Placement
- \*\*Faculty specialties, needs, and office hours
- \*\*Library resources and Media Center
- \*\*Computer uses, requirements, and the computer lab
- \*\*APA writing style
- \*\*Obtaining professional credentials (licensing and certification)
- \*\*Joining professional organizations
- \*\*Student support organizations and activities (Chi Sigma Iota)

## Introduction to the Faculty

The faculty of the counselor education program at Ohio University are licensed and certified counselors. Each faculty member offers specific areas of expertise within the field. Each displays leadership within the profession through active involvement in the profession as well as research and publications. It will be important for you as a graduate student to identify those faculty members who possess expertise and interest in your area of concentration. Listed below are brief introductions to faculty members. Copies of their complete vitae are on file in The George E. Hill Center. You are encouraged to see their specific work and consider your own potential involvement with them. Don't be shy!

### **Christine Suniti Bhat, Ph.D.**

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Dr. Bhat brings experience as a counselor, counselor educator, and teacher, and has lived and worked on three continents: Asia, Australia, and North America. Most recently, she was a counselor educator and the school counseling programs coordinator at California State University Long Beach. Dr. Bhat completed her doctoral work at Ohio University. She holds two Master's degrees: one from Monash University, Australia and the other from Bangalore University, India. Dr. Bhat lived in Australia for nine years, where she worked as a psychologist for the Australian military and as a counselor and trainer in a clinical mental health agency. Prior to this she gained experience as a teacher and counselor in India. Recent awards that Dr. Bhat has received include the ACES Outstanding Dissertation Award (2004), Most Valuable Professor, CSULB the Gladys W. and David H. Patton College of Education and Human Services (2005), and the Mel J. Wittmer Award for Creative Altruism (2002). She serves on the editorial board of the *Journal for Multicultural Counseling and Development*. Dr. Bhat's research interests include multicultural issues in counseling and supervision, early practice issues for counselor trainees, and bullying/cyber bullying. Dr. Bhat is currently the faculty advisor for Chi Sigma Iota.

### **Patricia M. Beamish, Ph.D., PCC, Psychologist**

Program Coordinator

Professor of Counselor Education

Dr. Beamish teaches mental health counseling courses at Ohio University. She has a strong, varied clinical background with areas of expertise in marriage and family counseling, psychological assessment, women's issues, substance abuse, and rehabilitation. She was a charter member of the American Mental Health Counselors Association and has been active at both the state and national level. Dr. Beamish has been awarded both the state and national Counselor of the Year honors. She is on the editorial review board of the *Journal of Counseling and Development*.

**Nikol Bowen, Ph.D., PC**

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**Thomas E. Davis, Ph.D., PCC**

Professor

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Dr. Davis teaches core counselor education courses. His areas of expertise include counselor education, mental health counseling, counselor supervision, school counseling, substance abuse counseling, and psychological diagnosis and assessment. He has served on the Ohio Counselor and Social Worker Board and the ACA Ethics Committee. He has been elected and appointed to a variety of counseling leadership positions at both the state and national level. His current scholarship focus is in the area of leadership development for counselors and counselor education in training, brief therapy, and crisis intervention. Dr. Davis holds research interests in other areas such as clinical supervision, and counselor education practice, and various mental health issues and school counseling related issues.

**Glenn Allen Doston, Ph.D.**

Professor, Retired

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Dr. Doston is responsible for teaching courses in multicultural education, human relations, urban education, current issues in education, and motivational strategies. His areas of expertise include a special emphasis on multicultural issues within the educational setting. He currently serves on several committees and task forces at Ohio University which serve to increase minority recruitment and retention.

**Tracy Leinbaugh, Ph.D., NCC, PCC-S**

Chair, Department of Counseling and Higher Education

Associate Professor

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Associate Professor Tracy Leinbaugh currently serves as the Department Chair. She has a bachelor's degree in psychology, and holds a master's degree in community and school counseling, a school psychology specialist degree, and a doctorate in counselor education, with a cognate area of psychology. She is currently licensed as a Professional Clinical Counselor, Supervisor Endorsement (PCC, E0002986), a School Counselor, and a School Psychologist in Ohio and is a National Certified Counselor (NCC, 26552). Her clinical experience includes child/adolescent counseling, school psychology, school counseling, private practice, and work with incarcerated youth. She is a member of the American Red Cross Disaster Mental Health Team and the Hocking Valley Regional Critical Incident Stress Management Team as well as the Athens County Suicide Prevention Coalition. Her research interests include child and adolescent issues and disorders, disability issues, school counseling, and families of children with disabilities.

Dr. Leinbaugh is very active in the counseling profession, having served on the Executive Council of the Ohio Counseling Association in several capacities as well as holding offices in the Ohio Association for Spiritual, Ethical, and Religious Values in Counseling; the Southeast Ohio Counseling Association; the Ohio Association for Counselor Education and Supervision; the North Central Association of Counselor Education and Supervision and the Association for Counselor Education and Supervision. She has presented extensively at state, regional and national conferences.

She loves to cross-country ski, ride mountain bikes, and hike around her home by Stroud's Run State Park.

**Jerry Olsheski, Ph.D., CRC, CIRS, PC**

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Dr. Olsheski has extensive experience in rehabilitation counseling including employment as a counselor, supervisor, facility manager, and administrator. Prior to his employment at Ohio University, Dr Olsheski served as the director of Disability Management Services at the University of Cincinnati; he developed the first work-site rehabilitation programs for workers with disabilities in the State of Ohio. Dr. Olsheski's professional interests include: disability management, forensic rehabilitation, industrial rehabilitation, and job accommodation.

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Dr. Pillay teaches core counselor education courses. Clinical experience includes college counseling, substance abuse counseling, family violence counseling and mental health counseling. Dr. Pillay's research interests include non-traditional approaches to counseling, psychological wellness, counseling individuals with psychological disabilities, and multicultural identity issues. Dr. Pillay is active in international, national, state and community organizations. Dr. Pillay is the regional director for the International Society for Existential Psychology and Psychotherapy. He is the current president of the South East Ohio Counseling Association and the chairperson of the Professional Development Committee of the Ohio Counseling Association. Dr. Pillay is a member of the American Red Cross Disaster Mental Health Team and chairs the diversity committee of the Athens Chapter of the American Red Cross. He is a reviewer for the *Journal of Black Psychology*. Dr. Pillay is currently licensed as a Professional Clinical Counselor, with supervisor endorsement and holds a South African license as a Counseling Psychologist.

**Mona Robinson, Ph.D., CRC, PC, LSW**

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Dr. Robinson holds a B.S. in Psychology, M.A. in Rehabilitation Counseling, and Ph.D. in Rehabilitation Services from The Ohio State University. She is a Certified Rehabilitation Counselor, Licensed Professional Counselor, and Licensed Social Worker. Prior to her employment at Ohio University, Dr. Robinson served as a counselor and administrator of vocational rehabilitation counseling and employment services to persons with severe mental illness and other barriers to employment. Additionally, Dr. Robinson served as a Consultant and Adjunct Professor at Wilberforce University. Dr. Robinson teaches core counselor education courses. Her areas of expertise include rehabilitation counselor education, psychiatric rehabilitation, multicultural counseling, dual diagnosis (substance abuse and mental illness), and clinical supervision with an emphasis on multicultural concerns. Dr. Robinson is the President of the Ohio Rehabilitation Association, Board Member of the National Association of Multicultural Rehabilitation Concerns and Past President of the Ohio Rehabilitation Counseling Association.

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Gary Michael Szirony holds degrees in Rehabilitation Counseling and Counseling and Human Development from Kent State University and a Bachelor's degree from Ottawa University. Dr. Szirony teaches courses in Counseling and in Rehabilitation in the Counseling and Higher Education department at Ohio University. His principle research interest is in the integration of theories of career & mental health counseling and development, with varied interests in neuromuscular and sensory disabilities, brain laterality, mind/body interaction, quality of life, and distance education.

### **Mission of the Counselor Education Program**

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 research, technical assistance, partnerships, training, and other related public service activities.

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The common core curricular experiences include the following areas:

- a. Professional Identity
- b. Social and Cultural Diversity
- c. Human Growth and Development
- d. Career Development
- e. Helping Relationships
- f. Group Work
- g. Assessment
- h. Research and Program Evaluation

The program requires supervised experiences, including practicum and internship for all students.

### **Mission of the School Counseling Program**

The mission of the Master's Program in School Counseling is to prepare highly competent professional school counselors to effectively serve the pre-K-12 population by assuming leadership and advocacy roles to promote optimum development for all students, including those from low income and culturally diverse populations.

### **School Counseling Program Objectives**

Successful completion of the M.Ed. in school counseling prepares students to:

1. Become familiar with the requirements for a professional school counselor, the body of literature and research that is central to the field, and professional preparation standards which impact the field as a whole as well as school counseling.
2. Develop an understanding of the school counseling program in relation to the academic and student services program in the school setting;
3. Learn the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. Learn to develop strategies of leadership designed to enhance the learning environment of schools;

5. Acquire knowledge of the school setting, environment , and pre-K-12 curriculum;
6. Identify current issues, policies, laws, and legislation relevant to school counseling;
7. Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
8. Develop knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede, student academic, career, and personal/social success and overall development;
9. 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;
10. Acquire an understanding of ethical and legal considerations related specifically to the practice of school counseling.

## **Curriculum**

The master's program in school counseling consists of content areas in counseling including coursework in theory and techniques, appraisal, human development, research methodology, and group counseling. The school area includes coursework in foundations of school counseling, coordination and administration of school counseling programs, and applied knowledge and skills in school counseling. All students must complete a supervised practicum and internship experience. Graduates of the program are eligible for licensure as School Counselors and also may elect to complete additional clinical coursework to be eligible for licensure as Professional Counselors.

## **Accreditation**

The Master's program in School Counselor Education at Ohio University is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). By maintaining CACREP accreditation, the program strives to provide the highest quality of faculty and curriculum standards.

## **Mission of the Clinical Mental Health Counseling Program**

The mission of the Master's Program in Clinical Mental Health Counseling is to prepare highly competent professional counselors with an integrated counseling style, characterized by the

recognition of the need to work with a client in a variety of areas including cognitive processes, feelings, and behavioral processes.

### **Clinical Mental Health Counseling Program Objectives**

Successful completion of the M.Ed. in clinical mental health counseling prepares students to:

1. Become familiar with the requirements for a professional counselor, the body of literature and research that is central to the field, and professional preparation standards which impact the field as a whole.
2. 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;
3. Develop knowledge and understanding of models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help;
4. Learn to develop effective strategies for promoting client understanding of and access to community resources;
5. Develop knowledge and application of principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;
6. Acquire knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*;
7. Learn to develop effective strategies for client advocacy in public policy and other matters of equity and accessibility; and
8. Develop knowledge and application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.
9. Acquire an understanding of ethical and legal considerations related specifically to the practice of clinical mental health counseling.

## **Curriculum**

The master's program in clinical mental health counseling consists of content areas in counseling including coursework in foundations of counseling, theory and techniques, appraisal, human development, research methodology, and group counseling. Additional coursework in four clinical areas is required for licensure as a professional counselor. All students must complete a supervised practicum and internship experience. Graduates of the program are eligible for certification as National Certified Counselors and for licensure as Professional Counselors.

## **Accreditation**

The Master's program in Clinical Mental Health Counselor Education at Ohio University is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). By maintaining CACREP accreditation, the program strives to provide the highest quality of faculty and curriculum standards.

### **Mission of the Rehabilitation Counselor Education Program**

The mission of the Master's Program in Rehabilitation Counseling at Ohio University is 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.

### **Rehabilitation Counselor Education Program Objectives**

The mission of the Rehabilitation Counselor Education Program at Ohio University is achieved through the following objectives:

1. Provide students with a high-quality graduate educational program that combines classroom instruction and supervised clinical experiences aimed at the acquisition of skills and the development of competencies related to the provision of services to people with disabilities.
2. Produce research and other scholarly information that is related to promoting the rehabilitation and independence of people with disabilities.
3. Maintain an active relationship to the broader rehabilitation community and related professional associations through consultation, education, advocacy and leadership activities.

## **Curriculum**

The master's program in rehabilitation counseling consists of content areas in counseling and rehabilitation. The counseling content area includes coursework in theory and techniques, appraisal, human development, research methodology, and group counseling. The rehabilitation

area includes coursework in foundations of rehabilitation, medical issues, psychosocial aspects of disability, and job development and placement. All students must complete a supervised practicum and internship experience. Graduates of the program are eligible for certification as Certified Rehabilitation Counselors and also may elect to complete additional clinical coursework to be eligible for licensure as Professional Counselors.

### **Accreditation**

The Master's program in Rehabilitation Counselor Education at Ohio University is accredited by the Council on Rehabilitation Education (CORE). By maintaining CORE accreditation, the program strives to provide the highest quality of faculty and curriculum standards.

### **Program Expectations**

As a graduate student in counseling you can expect to gain knowledge, develop skills, and become aware of the current issues within your areas of expertise. Upon completing the program, regardless of your area(s) of specialization, you will be able to:

1. gain knowledge in major counseling and learning theories, personality interpretation, and developmental issues;
2. develop specific counseling skills and apply these skills within an individual and group context;
3. become aware of social and cultural influences on behavior, and the impact of individual differences on counseling interactions;
4. become knowledgeable of a counselor's function and goals, and to understand relationship and evaluation variables;
5. identify what it means to be a counseling professional;
6. develop one's own informal philosophy of life and counseling; and
7. become aware of specific conditions and needs that exist within your area of prospective employment.

### **Program Objectives**

The objectives of the program for all students, regardless of their area(s) of specialization, reflect the following CACREP Standards:

- G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. **PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE**—studies that provide an understanding of all of the following aspects of professional functioning:
  - a. history and philosophy of the counseling profession;
  - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
  - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
  - d. self-care strategies appropriate to the counselor role;
  - e. counseling supervision models, practices, and processes;
  - f. professional organizations, including membership benefits, activities, services to members, and current issues;
  - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
  - h. the role and process of the professional counselor advocating on behalf of the profession;
  - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
  - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
  
2. **SOCIAL AND CULTURAL DIVERSITY**—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
  - a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
  - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
  - c. theories of multicultural counseling, identity development, and social justice;

- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
  - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
  - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
3. **HUMAN GROWTH AND DEVELOPMENT**—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
- a. theories of individual and family development and transitions across the life span;
  - b. theories of learning and personality development, including current understandings about neurobiological behavior;
  - c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
  - d. theories and models of individual, cultural, couple, family, and community resilience;
  - e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
  - f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
  - g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
  - h. theories for facilitating optimal development and wellness over the life span.
4. **CAREER DEVELOPMENT**—studies that provide an understanding of career development and related life factors, including all of the following:
- a. career development theories and decision-making models;
  - b. career, avocational, educational, occupational and labor market information resources, and career information systems;
  - c. career development program planning, organization, implementation, administration, and evaluation;

- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
  - e. career and educational planning, placement, follow-up, and evaluation;
  - f. assessment instruments and techniques relevant to career planning and decision making; and
  - g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
5. **HELPING RELATIONSHIPS**—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
- a. an orientation to wellness and prevention as desired counseling goals;
  - b. counselor characteristics and behaviors that influence helping processes;
  - c. essential interviewing and counseling skills;
  - d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
  - e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
  - f. a general framework for understanding and practicing consultation; and
  - g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
6. **GROUP WORK**—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
  - b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
  - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
  - e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.
7. **ASSESSMENT**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
- a. historical perspectives concerning the nature and meaning of assessment;
  - b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
  - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
  - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
  - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
  - f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
  - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
8. **RESEARCH AND PROGRAM EVALUATION**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- a. the importance of research in advancing the counseling profession;
  - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

### **Review of Student Progress and Retention**

#### **Statement of Philosophy**

We believe a holistic approach is important to understanding human development, life stages, correcting dysfunctional behavior, and enhancing health and wellness. Consequently, we encourage students to develop awareness and competencies for understanding the bio, psycho, social aspects of human functionings. Our emphasis is on educational and psychological theories and strategies for growth and change through counseling, consultation, educational seminars, and small-group work.

The Counselor Education faculty encourage the development of each person's potential, including diverse and unique interests in counseling and human development. Therefore, we encourage flexibility in planning a student's program for acquiring skills necessary for career fulfillment. This knowledge and these skills are learned in part from research, from didactic courses and lab experiences, and through an emphasis on supervised field-based experience throughout the year.

We expect the student, as a prospective counselor, to be concerned about other people, to be stable and psychologically well-adjusted, and to be effective in interpersonal relationships. Further, we expect the student to be committed to personal growth and professional development through opportunities such as those provided in course work, group labs, supervision, self-selected reading, The George E. Hill Center for Counseling and Research, and the University counseling center.

#### **Selection and Review Criteria**

A Committee of faculty members makes the decisions concerning admission and continuation of students in the program based upon established criteria such as:

- Potential effectiveness in close interpersonal relationships
- Aptitude for counseling and related human development responsibilities
- Commitment to a career in counseling and human services
- Potential for establishing facilitative relationships with people at different levels of development and with various needs and problems
- Openness to self examination and commitment to self-growth

## **Review and Retention**

### **Policy**

1. A continuing evaluation through systematic review is made of students as they progress through the program. A student's progress shall be evaluated on the basis of grade point average and faculty observations of performance and progress in the didactic, lab, and field experiences.
2. In situations where evaluations of a student indicate an inappropriateness for the counseling field, faculty members assist in facilitating change to an area more appropriate for the student.

### **Types of Review**

1. **Quarterly Review**: Each quarter all students are reviewed for academic progress and personal and interpersonal growth related to professional development.
2. **Full Review**: A full review of student progress by the faculty is made when there is sufficient concern by one or more faculty members regarding a student's academic progress or when a student's personal or interpersonal behavior inhibits professional development and effectiveness.
3. **Retention Conference**: After a full review, a conference is to be held with the student by the advisor and at least one other faculty member when there is serious concern about the student's continuing in the program beyond the quarter last enrolled.

### **Procedures**

1. Between the sixth and eighth week of each quarter the faculty shall review the cumulative progress of all students enrolled for that quarter. A printout of all students enrolled during the quarter will be obtained from Graduate Student Services, College of Education. Students enrolled during the summer sessions shall be reviewed by the end of the second week of the Fall Quarter.
2. The full review is conducted when a faculty member (or student) requests that such be done. Such a request can be made at any time but ordinarily will be done in conjunction with the quarterly review. Specific concerns and strengths regarding the student's progress shall be made. When appropriate, faculty commendations and recommendations are to be included in the report that goes to the student.
3. Within two weeks after the full review, the advisor is expected to have a conference with the student and orally report the concerns and recommendations of the faculty.

4. When deemed advisable by the faculty, a retention conference shall be held with the student, but only after a full review has been made. At least two faculty members, including the student's advisor, shall be in attendance. Faculty concerns and recommendations plus any conditions for continuing in the program shall be communicated orally and in writing with one copy to be placed in the student's file in Graduate Student Services. Before any final recommendations are made, the student's own plan for improvement should be given consideration.

### **Suspension or Termination Decisions**

In the unusual case where suspension or termination of a student from the program is considered, the following procedures will be followed:

1. The student will be informed of faculty concerns, in writing, by the Program Coordinator and given an opportunity to respond in writing. The potential role of the University Ombudsperson will be presented to the student at this time.
2. A recommendation will be made to the The Gladys W. and David H. Patton College of Education and Human Services and Human Services Graduate Committee by the full faculty of the program area only after the student has had an opportunity to respond to faculty concerns.
3. The Gladys W. and David H. Patton College of Education and Human Services and Human Services Graduate Committee will review and make a decision on the Program Area recommendation and inform both the Department of Counseling and Higher Education Chair and the Program Coordinator of that decision. The Department of Counseling and Higher Education Chair will inform the student in writing of the decision
4. Information regarding grievance procedures will be made available to the student at this time.

Please see Appendix J for the Ohio University Student Code of Conduct.

### **Program Requirements**

#### **Class Checklist**

The Master of Education degree requires completion of a minimum of 90 credit. All students are encouraged to complete the requirements for the Professional Counselor license. Completing a Master of Education degree in counseling requires you to determine a specific area of concentration. Licensure and certification in each of these areas requires additional credits as specified below. At Ohio University you may choose to focus on

- Clinical Mental Health Counseling OR
- Rehabilitation Counseling OR
- School Counseling OR

- A combination of any/all of the above areas of concentration

Each area of concentration has a specific program that you must follow. Your official program of studies is planned with your major advisor prior to completing 18 hours of coursework and filed in triplicate with Student Services, the Gladys W. and David H. Patton College of Education and Human Services and Human Services. The copies are distributed as follows: (1) the student, (2) the major advisor, and (3) Student Services, the Gladys W. and David H. Patton College of Education and Human Services and Human Services.

After filing your program of studies, if a change needs to be made in your approved program, you should complete a Change of Program form. When the change of program is approved, the copies will be distributed the same as the program of studies. A properly completed and signed program of study provides the assurance that your program is officially established and that you will not be asked to add additional coursework for the degree.

A copy of the Request for Change in Approved Program form and Program of Studies checksheets can be found in Appendix A of this document.

### **Core Course Requirements - Times Offered**

There are certain core requirements needed to fulfill a Master of Education degree in counseling regardless of the area of concentration. Listed below are the core requirements as well as the quarter these classes are typically offered.

EDRE 501	Introduction to Research Methods	All quarters
EDCE 522	Career and Vocational Development	F
EDCE 555	Counseling Theory and Techniques I	F
EDCE 623H	Group Process	W
EDCE 545	Counseling Over the Lifespan	W
EDCE 531	Appraisal I	W
EDCE 655	Counseling Theory and Techniques II	W
EDCE 550	Guidance and Counseling in Groups	Sp
EDCE 685	Multicultural Education	F & Su
EDCE 691	Seminar in Education	Sp
EDCE 762	Legal and Ethical Issues in Counseling	F
EDCE 700B	Advanced Counseling Practicum	All quarters
EDCE 710	Counseling Internship	All quarters

### **Specific Areas of Concentration - Times Offered**

There are additional requirements to complete a Master of Education in a specific area of concentration. These additional requirements as well as the quarters these classes are offered are listed below. Completion of the programs in Clinical Mental Health and/or School Counseling will result in endorsement for Ohio licensure as a Professional Counselor and/or School Counselor.

**Clinical Mental Health Counseling**

Minimum 90 hours (90 hours required for licensure as a PC)

EDCE 530	Foundations of Counseling	F
EDCE 700B	Advanced Counseling Practicum: Community	All quarters
EDCE 710	Counseling Internship: Community	All quarters

A total of 30 hours must come from the following 4 clinical areas, with at least one course from each area.

**Clinical Area I:**

EDCE 623H	Clinical Pathology	W
EDCE 623F	Intro. to Individual Psychology	F*

**Clinical Area II:**

EDCE 731	Appraisal II	Sp
EDCE 732	Advanced Appraisal	W*
EDCE 623	Clinical Assessment of Children	Sp

**Clinical Area III:**

EDCE 662	Diagnosis and Treatment Planning	Sp
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**Clinical Area IV:**

EDCE 762	Legal/Ethical Issues in Counseling	F
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*Please see course listing of additional electives.*

\* Course is not offered every year.

**Rehabilitation Counseling (PC licensure requires a minimum of 90 hours)**

EDCE 525	Foundations of Rehabilitation Counseling	F
EDCE 526	Medical Aspects of Disability	Sp
EDCE 528	Psychosocial Aspects of Disabilities	Sp
EDCE 529	Job Placement Theory and Techniques	W
EDCE 700D	Advanced Counseling Practicum: Rehabilitation	All quarters
EDCE 710	Counseling Internship: Rehabilitation	All quarters

**School Counseling (PC licensure requires a minimum of 90 hours)**

EDCE 520	Foundations of School Counseling	F
EDCE 523	Coordination and Admin. of School Counseling	W
EDCE 524	Applied Knowledge & Skills of School Counseling	Sp
EDCE 700A	Advanced Counseling Practicum: School	All quarters
EDCE 710	Counseling Internship: School	All quarters

*School counseling students also seeking PC licensure must complete 3 quarters of internship (24 credits).*

Note: The 10-week summer quarter is divided into two 5-week sessions.

## **Practicum and Internship**

The practicum and internship courses are designed to provide students hands-on experience in an employment situation. Ideally, the student's practicum and internship will be very similar to the environment in which he/she hopes to be employed. Since each student's practicum and internship will be individualized, much of the responsibility for identifying a placement falls on the student.

It is strongly recommended that master's students begin the process of identifying a placement during the first two quarters of their program. Students can explore options by speaking to their advisors about their interests and community resources, and also by visiting facilities which may meet their needs. When students are one or two quarters from beginning practicum, they should contact their advisor and/or the practicum coordinator in order to make a final decision. Students should approach the advisor and/or practicum coordinator regarding the final decision with definite placement interests and also several facilities identified as potential placement types. The student and advisor/coordinator can then determine the most appropriate placement and define the process of formally requesting the practicum/internship with the facility. An application must also be completed and returned to the practicum coordinator by the sixth week of the quarter preceding the practicum quarter.

Fulfilling the practicum and internship requirement requires three quarters. Practicum requires that you register for at five quarter hours and spend a minimum of 100 hours on-site, with a minimum of 40 hours of direct service work with clients. In addition, there will be 20 hours of group supervision with a faculty member for a total of 120 hours. It is expected that students will complete their practicum by distributing their time in the practicum site over a 10 week quarter. Internship requires 600 hours on-site experience spread over a two quarter period. You will register for eight quarter hours during each of those two internship quarters. A separate practicum/internship manual is available with more details on specific requirements.

Prerequisites for the clinical mental health counseling practicum are: EDCE 530, 522, 531, 545, 550, 555, 655, and permission of the instructor and submission of the Practicum Application.

Prerequisites for the school practicum are: EDCE 520, 522, 523, 524, 531, 545, 550, 555, 655, and permission of the instructor and submission of the Practicum Application.

Prerequisites for the rehabilitation practicum are: EDCE 525, 522, 529, 528, 531, 545, 550, 555, 655, and permission of the instructor and submission of the Practicum Application.

See Appendix B for a copy of the [Application for Counseling Practicum and Internship](#).

## **Readings and Research Information**

The Readings and Research course is designed as an independent study to provide an opportunity for the student to pursue either in depth or in an exploratory way topics that are related to his or her 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.

See Appendix C for a complete description of the Guidelines for a Readings and Research Course (independent study) and a sample Readings and Research Learning Proposal and Contract.

## **Standards of Work**

Conferral of either a master's or doctoral degree requires at least a B (3.0) grade-point average (GPA). The GPA in formal coursework is computed separately from the average in research, thesis, and dissertation credits to determine eligibility for graduation. A GPA of at least B (3.0) is required in each category. No grade below C (2.0) can be used to satisfy any degree requirement. Departments may establish more rigorous standards.

All graduate students are expected to maintain at least an overall B (3.00) grade-point average on a continuing basis. Should you achieve less than an overall B (3.00) grade-point average, the office of the dean of the college in which you are enrolled will solicit a written statement from your departmental graduate committee to justify your continuation in the program.

**Credit (CR)** is usually awarded for satisfactory completion of seminars, research projects, and thesis or dissertation credit. You may receive a grade of **Progress (PR)** in courses that are not yet complete or that extend over more than one quarter. Grades of CR or PR are not used in computing your grade-point average.

For students who are planning on applying for the license as a Professional Counselor, the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board reminds you that Rule 4757-3-01(J)(1) states: (1) "Graduate coursework" is any coursework that meets the requirements of a post-baccalaureate degree and in which the applicant was enrolled after receiving their baccalaureate degree and in which the applicant received a grade of "B" or higher. A grade of "B-" is not acceptable.

## **Policy for Advisor-Advisee Assignment and Change**

Upon initial admission, a student at any level (i.e., non-degree, M.Ed., Ed.S., Ph.D.) will be assigned to a faculty advisor who will be designated 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.

If, at any time after a faculty member has been designated as the faculty advisor to a student at any level (i.e., non-degree, M.Ed., Ed.S., Ph.D.), either the student or the advisor determines for any reason that it is no longer desirable that the advisor-advisee relationship continue, the Graduate Committee Chairperson will be notified by means of the Request for Change of Advisor form or the Request for Advisee Change form (see Appendix F). In the event the decision to sever an advisor-advisee relationship originates with a faculty member, it will be

the responsibility of that faculty member to assist the student in identifying and obtaining the concurrence of a replacement faculty advisor. In the event that no new advisor can be identified the matter will be brought before the faculty for resolution. 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 his or her advisor.

## **Grievance Procedures**

Ohio University provides an academic grievance procedure for students. As a first step, a grievance should be fully discussed with the instructor. If the problem cannot be resolved at that level, the student should next consult the Chair of the Department with which the faculty member is associated. Further appeals may be made through the Grievance Committee of the College and the Dean of the College. If the grievance cannot be satisfactorily resolved at any of these levels, it can be brought before the University Grievance Board for review. The board reviews the grievance and submits its recommendations to all appropriate parties. A copy of the complete Grievance Procedures can be found in Appendix G of this document.

## **Student Resources**

### **Campus Care, Campus Quick Care, and Counseling and Psychological Services**

University Medical Associate's Campus Care is located in the remodeled first and second floor offices of the former Hudson Health Center. Campus Care will enhance access to medical services through two distinct programs: Campus Quick Care and Campus Primary Care.

Campus Quick Care, located on the first floor of Hudson, will be a walk-in clinic where students can be evaluated and treated quickly and conveniently. Campus Primary Care is housed on the second floor. Students can schedule appointments in advance, allowing them to better coordinate their physician visits with their schedules.

Campus Care is open from 9 a.m. to 7 p.m. Monday through Friday, and from 1 p.m. to 5 p.m. on Sunday. During summer, winter and spring breaks, Campus Care will be open 9 a.m. to 5 p.m. Monday through Friday.

Counseling and Psychological Services (CPS), located on the third floor, provide mental health and adjustment services to students and also consultation to faculty, administrators and parents of students. Services are designed to help students understand themselves and their difficulties and ultimately to make healthy choices for their lives. 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 advocates a philosophy of acceptance, compassion, and support for those they serve, as well as for each other. They consistently strive to integrate multiculturalism into the everyday functioning and structure of the agency, including the individual, service, training, organizational, and administrative levels.

You are encouraged to utilize this service. To speak with a counselor at any time, please call 740-593-1616.

All three services are dedicated to your health and success at Ohio University. Hudson Health Center is located at 2 Health Center Drive (between the Trisolini House, Glidden Hall and Voigt Hall).

### **Registration Information**

Required Registration All graduate students must be registered in any quarter in which service is received from Ohio University and in the quarter in which the student graduates. MASTER'S candidates must be registered for at least one hour, DOCTORAL candidates for two hours. Registration may be completed by phone for thesis or dissertation hours.

*Note:* All requirements for graduation must be completed before the first day of the quarter in which a student graduates if the student does not intend to register.

Please see Appendix D for information specific to the Ohio University Registration Process.

### **Financial Aid Information**

Limited numbers of associateships and tuition waivers are granted to Master's level students based on availability, need, experience, and qualifications. Awards can be granted for one, two or three quarters. Most awards, however, are granted for one or two quarters, usually fall and winter. Students receiving an associateship or tuition waiver for the fall and/or spring are automatically eligible for an award in the summer. If an award is granted for fall quarter, the same financial award is also granted for the preceding summer quarter. Similarly, if an individual is awarded financial aid for spring quarter, they are automatically eligible for the same award the following summer.

Applications for associateships and/or tuition waivers are accepted at any time during the year. Students must refile an application each year they wish to be considered. Applications must be completed by March 15th in order to receive top priority for all available funds for the coming year. The application form can be obtained in 201 McCracken Hall. A sample *Policy and Guidelines for Graduate Associateships and/or Tuition Waivers* and information on the Graduate College - Financial Assistance webpage are contained in Appendix E of this document.

### **Mailbox Information**

Mailboxes, assigned to graduate students upon request, provide a convenient method to receive correspondence from faculty or students and to receive current information from the Department of Counseling and Higher Education.

The secretary in 201 McCracken Hall will assign you a mailbox at your request. Mailboxes are assigned on an availability basis. Ideally each student will be assigned an

individual mailbox; however, when the number of requests are greater than the number of mailboxes, students may be asked to share a mailbox.

Mailboxes are located in 201 McCracken Hall. Names of those individuals who have been assigned mailboxes are posted numerically and alphabetically above the mailboxes to make correspondence more convenient.

### **I.D. Cards**

If you have not obtained the computerized: picture I.D. card, you will need to stop by the Communication Network Services, HDL Center Suite 154, (740) 593-1610 to make arrangements for the card. The I.D. card is required to take books out of the library and to use other facilities.

### **Parking Procedures and Campus Map**

Parking Services, 100 Factory Street (University Garage), 593-1917 maintains responsibility for allocating parking spaces and permits. For your convenience, a campus map is contained in Appendix H of this document. For a detailed map, highlighting parking areas, contact campus security visit the Parking Services' website.

### **Transcripts**

Transcript requests must include: Full name of student (clearly printed), signature, social security number, date of birth, last year enrolled (if currently enrolled and you want pending grades and/or degree certification noted, you must request this), number of transcripts, exact address(es) of where to be sent, and daytime telephone number of student/person requesting transcript A \$5.00 fee per transcript must be paid with request. Mail requests to Office of the Registrar, Chubb Hall, Ohio University, Athens, OH 45701-2979; or fax to (740) 593-4191. For further assistance, call (740) 593-4191.

### **Time Limit**

Master's level students admitted prior to fall quarter, 1993, have six years in which to complete their degree. If the degree is not completed within the six years, an application for a one-year extension of time may be requested. Master's level students admitted fall quarter, 1993, and thereafter, have six years in which to complete their degree. If the degree is not completed within the six years, a reapplication for readmission to the graduate program will be required.

Doctoral level students admitted prior to fall quarter, 1993, have seven years in which to complete their degree. If the degree is not complete within the seven years, an application for a one-year extension of time may be requested. Doctoral level students admitted fall quarter, 1993, and thereafter, have seven years in which to complete their degree. If the degree is not completed within the seven years, a reapplication for readmission to the graduate program will be required.

## Quarter Dates

Quarter dates for the following can be found in the Quarterly Schedule Books printed by Ohio University, the Registrar's website, and can be picked up at any of the Service Windows in Chubb Hall:

- Registration Day
- First Day of Classes
- Graduation-Due date for Applications
- Last Day to Register
- Add by phone/pay fees
- Last Day to Drop through TRIPS
- Pre-Registration-Fee Due
- Annual Commencement
- Quarter Closing Date

## Graduation

See website: [www.ohiou.edu/registrar/calendar](http://www.ohiou.edu/registrar/calendar) for quarterly dates for the deadlines by which the Graduation Office will need to receive your graduation application.

You may obtain graduation applications by contacting the Graduation Office or by picking up the applications at the regional campus office. Doctoral/thesis students-please refer to the dates for the oral defense, etc.

The annual Commencement is held in June. If you are graduating in August, November, or March you will receive information on the annual Commencement if you complete and return the Commencement Information Form which is included with applications for graduation.

The Graduation Office is located in 110 Chubb Hall, (740) 593-4195 or 4196.

## Academic Information Resources

The university library is the most important information source. Alden Library, here at Ohio University, is located at Park Place, College Green. Library orientations are usually scheduled at the beginning of the academic school year and occasionally throughout each quarter. Call 593-1000 for University Information to get connected with the library and to inquire directly as to when tours will be given.

The library tour generally involves a workshop on how to get around, as well as how to use various printed and computer data-base systems. Get to know Wanda Weinburg in the reference department. She specializes in the counseling, education, and psychology areas and will be invaluable in helping you solve information problems efficiently.

The library has its collections catalogued on "ALICE," a database computer system. You will also want to become familiar with the CD-ROM system, which enables you to locate information relevant to your topic. Learn to use these systems. Attend a training session, find printed information, or ask a librarian for help.

Not all books or journal materials will be available in the library. Find out about inter-library loans and learn the advantages of calling for information from other libraries. Note, though, that inter-library loan services have a lead time of several weeks, so request material as soon as possible.

Another library is available to student members of the American Counseling Association. The ACA library holds all ACA and its divisions' journals from volume 1 to date. This library also holds information on histories of ACA divisions. Members can even get bibliographies from the library on a wide variety of counseling-related subjects. All it takes is a phone call to 1-800-347-6647 (weekdays, 8:30 a.m. to 4:30 p.m., EST), fax (703) 823-0252, or email [www.counseling.org](http://www.counseling.org).

Remember to use some of the human resources of information available in the community. Counseling professionals in public schools, mental health centers, social service agencies, and private practices are usually willing to talk about a variety of student interests and concerns.

Local, state, and national governments are also excellent sources of information. The U.S. Government Printing Office provides a variety of documents covering many subjects.

### **Important Phone Numbers**

University Information	593-1000
Department of Counseling and Higher Education	593-4440
Financial Aid Office	593-4141
Registration	593-4191
Fees (Bursar's Office)	593-4130
Graduate College	593-2800
Library	593-2699
Baker Center	593-4071
Hudson Health Center	593-1660
Hudson Health Center, Counseling and Psychological Services	593-1616
College Bookstore	594-3505
Follett's Bookstore	593-5547
Kinko's Copy Center	592-4787
Resume Impressions	592-3993

### **Professional Development**

#### **Accreditation for Licensure and Certification: Definitions and Procedures**

##### **Accreditation**

Accreditation is the recognition of a formal program through the approval of a professional organization. CACREP, an independent council, was created by ACA to implement standards for the profession in counselor education and related programs of preparation. Its

purpose is to work with colleges and universities offering these programs so that they might achieve full accreditation status through rigorous and objective judgment of the quality of professional preparation.

This program has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Council on Rehabilitation and Education (CORE). Therefore, students will be meeting most of the necessary requirements toward some form of licensure during the program.

States have set up various credentialing procedures to protect the public from unethical practices, including practitioners who may not be fully qualified. To gain a respected position in the counseling profession, students will need to meet the specialized requirements for Ohio.

### **Licensure as a Professional Counselor/Professional Clinical Counselor**

The strongest credential, now available in many states, is the license to practice as a professional counselor. Individuals holding these licenses are directly authorized by the state government to practice the profession of counseling, and thus provide the public the greatest protection and the counselor the greatest recognition. Licensing assures the public that rigorous academic, experiential, and supervision requirements have been met. It also assures adherence to a strict code of ethics, standards of practice, and continuing education, which may be required for renewal of the license.

To become licensed in Ohio as a Licensed Professional Counselor (PC) or a Professional Clinical Counselor (PCC), students must meet education, experience, and exam requirements. A criminal records check is also required. Please visit the following web page: <http://cswmft.ohio.gov/pdfs/CRC0308.pdf> and follow the directions carefully. If you have a record please visit this web page also: <http://cswmft.ohio.gov/pdfs/CrimRec.pdf> All criminal records checks are required by statute to be addressed to the board and mailed from BCI directly to the board. Any other process will require a redo. Be sure to speak with an advisor regarding the specific requirements needed to obtain a license as a Professional Counselor. See Appendix I for licensure general information. Contact the Ohio Counseling and Social Worker Board for further information online at <http://www.cswmft.ohio.gov/> for application, all forms, and Laws and Rules.

### **Licensure as a School Counselor**

The Ohio Administrative Code Rule 330 1-24-05 establishes rules for licensure of school counselors without teaching experience. The professional pupil services license, valid for five years for working with learners at all levels, shall be issued to an individual deemed to be of good moral character who has successfully completed the following:

- a Master's degree;
- a criminal records check;
- an internship consisting of six hundred contact hours in a school setting;

- a passing score (510) on the PRAXIS II School Guidance and Counseling (contains listening section);
- a one-year induction under the supervision of a licensed school counselor.

### **National Certification**

States often certify that only certain people may use a title such as Certified Professional Counselor. Noncertified counselors in those states may practice counseling, but they may not use the title and do not have as much credibility or opportunities for work. This certification process does not necessarily have to be established by state law, however. Agencies, such as the Department of Education or Department of Mental Health, establish methods and requirements that they consider appropriate for their needs.

National certification verifies that certain standards have been met, emphasizes continuing education, protects the title conferred and requires a strict adherence to a professional code of conduct but carries no legal weight. National certification for counselors may be obtained through the National Board of Certified Counselors (NBCC), the Commission on Rehabilitation Counselor Certification (CRCC) and the Academy of Clinical Mental Health Counselors (ACMHC). There are numerous credentialing agencies throughout the country, and it is important that you speak with your advisor and other knowledgeable parties about which are right for you. Once you have identified those licenses and credentials which best suit your needs, you can ask your advisor for further information (i.e., how to apply, when and where to take exams, etc.).

Credentialing is a concern for graduate students. It provides you, as a new counselor, with a professional identity, credibility and visibility, flexibility when moving from place to place, and opportunities for continued professional growth. Professional counselors may find that they are limited in career prospects if they are not holding the proper credentials, since prospective employers will often give preference to those who have the appropriate credentials. You need to address these preferences when planning your program.

### **Certification as a Rehabilitation Counselor**

The Commission on Rehabilitation Counselor Certification (CRCC) offers certification for professionals in the U.S. and Canada to include:

- Certified Rehabilitation Counselor (CRC)
- Canadian Certified Rehabilitation Counselor (CCRC)

Please see Appendix I Licensure and Certification Requirements for complete information on licensure and certification.

### **Extracurricular Professional Activities**

Q: What are the benefits of getting involved in extra-curricular activities, and how will they really help me?

A. Getting involved in professional organizations and other activities outside the classroom is an issue many graduate students face. Students may often wonder if the extra time and/or money involved is worth the effort. Overwhelmingly, the answer is “Yes!”

The benefits of becoming involved in functions outside the classroom far outweigh the time and cost involved. Those who are interested in involvement and professional growth have many options from which to choose. Opportunities include becoming involved in professional organizations, attending workshops and conferences, and participating in research and publication endeavors.

Many students join professional organizations in order to receive publications which keep them abreast of the latest research and counseling trends. Being a member of a professional organization also provides opportunities for service and networking, and for having a voice in decisions made at the local and national levels. Belonging to a professional organization encourages professionalism, creates involvement, promotes leadership, and gives you the opportunity to meet your colleagues throughout the state and nation.

The **American Counseling Association (ACA)** is the largest professional organization for counselors, with nearly 60,000 members in over 50 countries. Student membership is recognized as vital to the health of ACA, and to your own development as a professional counselor. Joining ACA is essential and has many benefits and national divisions to best meet your needs. A list of these benefits and divisions is enclosed in the following pages.

Another organization, somewhat different from most, is **Chi Sigma Iota**, the international honor society of counseling professionals and students. The purpose of Chi Sigma Iota is to promote and recognize exemplary attainment in the study and practice of counseling. Membership offers opportunities to become a part of a network of professionals who ascribe to high standards of scholarship and practice. Local chapters encourage these aspirations through speakers, programs and awards. Being affiliated with this organization can make a valuable contribution to your professional development by showing your dedication to excellence in scholarship, research, and clinical practice.

Attending workshops and conferences is another way to become involved personally and professionally with those in your field. Networking is essential here, as many people in the field gather together to share ideas and have lots of fun!

Finally, pursuing research and publication endeavors offers further opportunities for personal and professional growth. Generally, faculty members are willing to include students in research projects. They not only include their graduate students in the research process, but often in the publication of the study as well. Furthermore, this interaction generally serves as a mentoring function, as the faculty member will often teach the student how to conduct research and report findings in a professional manner. Finally, for those interested in pursuing a doctoral degree, being able to conduct research and publish findings is a necessity.

Once students decide that they are interested in pursuing education and growth outside the classroom, they may wonder how to become involved in various activities. The following suggestions may serve as a guide in that direction.

1. Professional Organizations - Look in the following section on ACA organizations for a listing. Contact your advisor or other faculty members familiar with the organizations to help select the organizations which best facilitate your needs.
2. Chi Sigma Iota - Ask your advisor how to apply for admission to Chi Sigma Iota. You must maintain a 3.5 overall G.P.A. to qualify.
3. Conferences and Workshops - Belonging to an organization will assure your receiving information on conferences and workshops, but talk with your advisor or other faculty members if you are interested in further information.
4. Research and Publication - Ask faculty members if they need a research assistant. Let it be known that you are interested. Once the word is out that you are motivated and enthusiastic, oftentimes opportunities will begin to come to you!
5. Ohio Counseling Association - The mission of the Ohio Counseling Association (OCA) is to promote and advance the discipline of counseling throughout Ohio and to adhere to professionalism and ethical standards provided by the American Counseling Association. ([www.ohiocounselingassoc.com](http://www.ohiocounselingassoc.com))

### **George E. Hill Center for Counseling and Research**

#### **A. Mission**

The George E. Hill Center for Counseling and Research is a teaching facility for masters and doctoral students from the The Gladys W. and David H. Patton College of Education and Human Services and Human Services's Counselor Education programs. Counseling services are provided under the supervision of faculty instructors to campus and community clients.

The primary mission of the Center is to train masters and doctoral level counselor trainees in the counselor education programs. A secondary purpose includes providing counseling and human development services to members of the university community (OU students, faculty and staff) and area residents. The third mission of the Center is to conduct counseling-related research.

#### **B. Scope of Services**

The George E. Hill Center for Counseling and Research may provide the following clinical services:

Individual Counseling	Family Counseling
Group Counseling	Child and Adolescent Counseling
Couples Counseling	Parent Education
Psychological Assessment	Career Counseling
Outreach and Consultation	

The Center operates during the three academic quarters and the two summer sessions.

The Counseling Center provides counseling to both campus and community groups. Clients are screened for assistance based upon the client's expressed problem and the clinical training needs of practicum students. If a client and student cannot be matched, the client is referred elsewhere for assistance.

The major services of the Center are provided through individual or group sessions. Sessions are scheduled as often as deemed necessary by the counselor trainee, the practicum instructor/supervisor, and the client(s). The type of counseling and/or testing is designed by the student under the direct supervision of the practicum instructor/supervisor.

### **C. Staff**

The George E. Hill Center has a team of doctoral and master's graduate assistants who make up the core staff of the Center. The Director is responsible for the coordination of all activities in the Center. Graduate assistants provide support for a variety of clinical, administrative, and research related tasks and manage scheduling and other clerical activities.

### **D. Facilities**

The George E. Hill Center occupies an 8-room suite on the third floor in McCracken Hall. The facility includes a client waiting room and the video-tape "Control Room". There are a total of 6 counseling rooms: 4 for individual/couples counseling and two for group/family counseling. Counseling rooms are equipped for live monitoring and videotape recording of counseling sessions. Computers are available for counselors to use for typing and record keeping.

### **American Counseling Association Divisions**

The American Counseling Association has 19 national divisions and organizational affiliates which speak directly to the professional setting and interests of its membership. The following list briefly summarizes each division. ([www.counseling.org](http://www.counseling.org))

1. Association for Counselor Education and Supervision (ACES) - Encourages membership for those interested in counselor education and supervision roles who recognize the need for quality education and supervision of counselors in all work settings.
2. National Career Development Association (NCDA) - Encourages membership for those interested in career development and guidance practices and whose primary responsibility or interests involve enhancing work experience across the life span.
3. Association for Humanistic Education and Development (AHEAD) - Encourages membership for those committed to the implementation of humanistic principles and whose primary responsibility or interest is in the area of human development.
4. American School Counselor Association (ASCA) - Encourages membership for those in

school counseling or related areas who are interested in activities that have an impact on a student's success and well-being.

5. American Rehabilitation Counseling Association (ARCA) - Encourages membership for those professional rehabilitation counselors and others concerned with improving the lives of persons with disabilities.
6. Association for Assessment in Counseling (AAC) - Encourages membership for those who wish to engage in the common cause of responsible and effective use of tests, testing procedures, and test interpretations for all populations.
7. National Employment Counselors Association (NECA) - Encourages membership for those engaged in employment counseling, career development, counselor education, research, administration or supervision in employment and employability development settings.
8. Association for Multicultural Counseling and Development (AMCD) - Encourages membership for those who want to improve ethnic and cultural empathy and understanding through education and exchange experiences.
9. Association for Spiritual, Ethical, Religious and Value Issues in Counseling (ASERVIC) Encourages membership for those interested in ethical, religious, spiritual, and value issues and how they relate to the counseling professional and its practitioners.
10. Association for Specialists in Group Work (APGW) - Encourages membership for those interested in group counseling and group process with all age groups in all settings.
11. International Association of Addictions and Offender Counselors (IAAOC) Encourages membership for those interested in the field of addiction and/or offender counseling, particularly in the rehabilitation of the incarcerated addict and co-dependents.
12. American Mental Health Counselors Association (AMHCA) - Encourages membership for those dedicated to the delivery of quality mental health services to children, youth, adults, families, and organizations.
13. Association for Counselors and Educators in Government (ACEG) -Originally the Military Educators and Counselors Association, ACEG was chartered in 1984. ACEG is dedicated to counseling clients and their families in local, state, and federal government or in military-related agencies.
14. Association for Adult Development and Aging (AADA) - Encourages membership for those interested in counseling adults and focusing on matters related to the development and needs of adults across the life span.
15. International Association of Marriage and Family Counselors (IAMFC) Encourages membership for those whose primary work-related responsibilities or interests are in the area of marriage and family counseling.

16. American College Counseling Association (ACCA) - Encourages membership for those in higher education who have a professional identity in counseling and whose purpose is fostering student development.
17. Association for Gay, Lesbian, and Bisexual Issues in Counseling (AGLBIC) - Educates counselors to the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of stereotypical thinking and homophobia.
18. Counselors for Social Justice - (CSJ) Actively promotes individual and collective social responsibility and the eradication of oppressive systems of power and privilege; develops and implements social action strategies through collaborative alliances with ACA entities, community organizations, and the community at-large.
19. Association for Creativity in Counseling - (ACC) A forum for counselors, counselor educators, creative art therapists and counselors in training to explore unique and diverse approaches to counseling. ACC's goal is to promote greater awareness, advocacy, and understanding of diverse and creative approaches to counseling.

### **American Counseling Association Benefits**

Membership in the American Counseling Association provides professionals with the opportunities for advancement and growth through a variety of programs and services. A list of these services is enclosed in the general membership packet but has been summarized here for quick reference.

1. *The Journal of Counseling and Development* - Members receive an automatic subscription to this highly acclaimed publication.
2. *Counseling Today* - Members receive 12 issues of this official ACA newspaper which includes reports on legislative activity, counseling trends, employment opportunities, and a Student Focus column for graduate students.
3. Information Access - ACA provides an information service offering information on the latest publications, films, tapes, and other materials. Materials will often be sent to members and can be requested through the ACA library as well.
4. Insurance Programs - Members are eligible to participate in professional liability insurance programs designed specifically for counseling professionals. You will need this during Practicum and Internship.
5. Professional Development - ACA provides opportunities for networking and professional development through hosting conventions, workshops, and conferences.
6. Professional Identity - ACA has 18 national divisions and organizational affiliates which speak directly to the varied professional interests of its members.

7. Accreditation/Certification Programs - ACA has an accrediting body to assist programs of counselor education in the United States.
8. Involvement and Communication - ACA has 56 state and 4 regional branches which play an essential role in providing ongoing communication with the foundations of the organization.
9. A Strong Voice in Washington - ACA is your voice in Washington. Its 60,000 voices serve as a nationwide structure of people coming together as an advocate for counseling professions and those they serve.
10. A Role in Licensure Legislation - ACA educates members about issues and procedures for licensure and certification legislation.

### **Important Websites**

Ohio University Web Page - <http://www.ohio.edu>  
 Registrar's Office - [www.ohio.edu/registrar](http://www.ohio.edu/registrar) Provides information on DARS, grades, graduation, transcripts and schedules of classes.  
 The Gladys W. and David H. Patton College of Education and Human Services - <http://www.ohio.edu/education>  
 Graduate Catalog online - <http://www.ohiou.edu/gcatalog/index.html>  
 Graduate College - [www.ohio.edu/graduate](http://www.ohio.edu/graduate)  
 Ohio University Institutional Review Board - [www.ohio.edu/research/compliance/human.html](http://www.ohio.edu/research/compliance/human.html)  
 Email accounts - [www.cns.ohio.edu/email](http://www.cns.ohio.edu/email)  
 International Student Office - <http://www.ohio.edu/isfs/home.htm>  
 President's Office for Diversity <http://www.ohio.edu/diversity/>  
 Office of Institutional Equity <http://www.ohio.edu/equity/> The Office for Institutional Equity fosters a respectful and inclusive environment for all members of the university through the monitoring of federal, state and institutional policy guidelines that promote affirmative action; a non-discriminatory and harassment-free environment; and the provision of services and accommodations for individuals with disabilities.  
 Graduate Record Exam - <http://www.gre.org>  
 Praxis Test - <http://www.teachingandlearning.org>  
 TOEFL - <http://www.toefl.org>  
 American Counseling Association - [www.counseling.org](http://www.counseling.org)  
 ACA- Liability Insurance - [www.acait.com](http://www.acait.com)  
 OCA; a state branch of ACA - [www.ohiocounselingassoc.com](http://www.ohiocounselingassoc.com)  
 Chi Sigma Iota - [www.csi-net.org](http://www.csi-net.org)

**Appendix A**  
**Program of Studies**  
**And**  
**Request for Change in Approved Program (M.Ed.)**



### Counselor Education Master of Education Program of Studies

*Licenses/certifications(s) to be applied for (please check all that apply):*

\_\_\_ Clinical Mental Health Counseling      \_\_\_ Rehabilitation Counseling      \_\_\_ School Counseling

Student Name (printed) \_\_\_\_\_ PID \_\_\_\_\_  
 Student (signature) \_\_\_\_\_ Date \_\_\_\_\_  
 Student address \_\_\_\_\_ Email \_\_\_\_\_  
 Advisor (signature) \_\_\_\_\_ Date \_\_\_\_\_  
 Department Chair \_\_\_\_\_ Date \_\_\_\_\_

**Please indicate the year and quarter in which each class will be taken. Requirements for all counseling students:**

___		EDRE 501	Introduction to Research Methods	4
___	F	EDCE 555	Counseling Theory and Techniques I	5
___	F	EDCE 522	Career and Vocational Development	4
___	W, S	EDCE 545	Counseling Over the Lifespan	4
___	W	EDCE 531	Appraisal I	4
___	W	EDCE 655	Counseling Theory and Techniques II	5
___	W	EDCE 623H	Group Process	1
___	Sp	EDCE 550	Counseling in Groups	5
___	F, S	EDCE 685	Multicultural Education	4
___	F	EDCE 762	Legal and Ethical Issues in Counseling ^	4
___		EDCE 700	Advanced Counseling Practicum	5
___		EDCE 710	Counseling Internship	16
___	Sp	EDCE 691	Seminar in Counseling	4
<b>Total of all core courses:</b>				<b>65</b>

**Clinical Mental Health Counseling:** \_\_\_F EDCE 530 Foundations of Counseling 4

**Rehabilitation Counseling:** \_\_\_F EDCE 525 Foundations of Rehabilitation Counseling 4  
 \_\_\_W EDCE 529 Job Placement Theory and Techniques 4  
 \_\_\_Sp EDCE 528 Psychosocial Aspects of Rehabilitation^ 4  
 \_\_\_Sp\*EDCE 526 Medical Aspects of Disability^ 4

**School Counseling:** \_\_\_F EDCE 520 Foundations of School Counseling 4  
 \_\_\_W EDCE 523 Coordination and Admin. of School Counseling 4  
 \_\_\_Sp EDCE 524 Applied Knowledge & Skills of School Counseling^ 4

*School counseling students also seeking PC licensure must complete 3 quarters of internship (24 credits).*

*Clinical Areas: The master's programs require a minimum of 90 hours for graduation. A total of 30 hours must come from the following 4 clinical areas, with at least one course from each area.*

Clinical Area I:		Clinical Area IV:
___W EDCE 623H	Clinical Pathology 3	___F EDCE 762 Legal/Ethical Issues 4
___F* EDCE 623F	Intro. to Individual Psychology 3	

*Please see listing of additional electives.*

Clinical Area II:		_____	_____
___Sp* EDCE 732	Advanced Appraisal 5	_____	_____
___Sp* EDCE 623	Clinical Assessment of Children 3	_____	_____

Clinical Area III:		_____	_____
___Sp EDCE 662	Diagnosis and Treatment Planning 4	_____	_____

^ Course counts for Clinical Area IV      \* Course is offered every other year.

Completion of the programs in Clinical Mental Health and/or School Counseling will result in endorsement for Ohio licensure as a Professional Counselor and/or School Counselor.

1. *THREE copies of this program are to be filed prior to the completion of 18 hours: one for the student, one for the major advisor, and one for Student Affairs.*
2. *Electives and transfer courses require major advisor approval.*
3. *A bachelor's degree from an accredited institution is a prerequisite.*



**Example of 2-Year Program of Studies**  
**Master of Education Counselor Education**

The sequence of courses below is outlined for students enrolled in full-time study. Part-time students are encouraged to consult with their advisors to determine an appropriate course of study.

*Please indicate the year and quarter in which each class will be taken. Courses in bold type are required of all Counselor Education students.*

**Year 1 Fall Quarter:**

___ EDCE 530: Foundations of Counseling	4 credits	Offered fall only
___ EDCE 525: Foundations of Rehab. Counseling	4 credits	Offered fall only
___ EDCE 520: Foundations of School Counseling	4 credits	Offered fall only
___ <b>EDCE 555: Counseling Theory &amp; Techniques I</b>	<b>5 credits</b>	<b>Offered fall only</b>
___ <b>EDCE 522: Career and Vocational Development</b>	<b>4 credits</b>	<b>Offered fall only</b>
___ <b>EDCE 685: Multicultural Education</b>	<b>4 credits</b>	<b>Offered fall and summer</b>

*Winter Quarter:*

___ <b>EDCE 545: Counseling Over the Lifespan</b>	<b>4 credits</b>	<b>Offered winter and summer</b>
___ <b>*EDCE 655: Counseling Theory &amp; Techniques II</b>	<b>5 credits</b>	<b>Offered winter only</b>
___ <b>EDCE 531: Appraisal I</b>	<b>4 credits</b>	<b>Offered winter only</b>
___ <b>EDCE 623: Group Process</b>	<b>1 credit</b>	<b>Offered winter only</b>
___ +EDCE 623: Clinical Pathology	3 credits	Offered winter only
___ EDCE 526: Medical Issues in Rehab	4 credits	Offered winter only
___ EDCE 523: Coord/Admin of School Coun	4 credits	Offered winter only
___ +*EDCE 731: Appraisal II	5 credits	Not offered every year

*Spring Quarter:*

___ <b>*EDCE 550: Group Counseling</b>	<b>5 credits</b>	<b>Offered spring only</b>
___ <b>EDRE 501: Introduction to Research Methods</b>	<b>4 credits</b>	<b>Offered every quarter</b>
___ +*EDCE 732: Advanced Appraisal OR	5 credits	Offered spring only
___ +*EDCE 623: Clinical Assessment of Children and Adolescents	3 credits	Offered spring only
___ +EDCE 662: Diagnosis and Treatment Planning	4 credits	Offered spring and summer
___ EDCE 529: Job Placement Theory and Tech	4 credits	Offered spring only
___ EDCE 528: Psychosocial Aspects of Rehab	4 credits	Offered every other spring
___ EDCE 524: Knowledge & Skills of Sch Coun	4 credits	Offered spring only

*Summer Quarter:*

+Electives for Clinical Area IV: Please consult with your advisor

___ _____	___ credits

**Year 2 Fall Quarter:**

___ <b>*EDCE 700: Advanced Counseling Practicum</b>	<b>5 credits</b>	<b>Offered every quarter</b>
___ <b>*EDCE 762: Legal &amp; Ethical Issues in Counseling</b>	<b>4 credits</b>	<b>Offered fall only</b>
+Electives for Clinical Area IV: Please consult with your advisor		
___ _____	___ credits	
___ _____	___ credits	

\_\_\_\_ credits  
 \_\_\_\_ credits

*Winter Quarter:*

**\*EDCE 710: Internship** **8 credits** **Offered every quarter**  
 +Electives for Clinical Area IV: Please consult with your advisor

\_\_\_\_ credits  
 \_\_\_\_ credits  
 \_\_\_\_ credits  
 \_\_\_\_ credits

*Spring Quarter:*

**^EDCE 691: Seminar in Education** **4 credits** **Offered spring only**  
**\*EDCE 710: Internship** **8 credits** **Offered every quarter**  
 +Electives for Clinical Area IV: Please consult with your advisor

\_\_\_\_ credits  
 \_\_\_\_ credits  
 \_\_\_\_ credits  
 \_\_\_\_ credits

\* Denotes course has a prerequisite. Please see graduate catalog or course offerings sheet.  
 + Denotes course meets requirement for licensure as a PC. Please see program information sheet.  
 ^EDCE 691 is to be taken during the student’s final quarter of enrollment or within 3 quarters of final enrollment in the program.

Additional information regarding courses, learning experiences, practicum/internship requirements, and student expectations within the program are found in the Counselor Education Master’s Student Handbook. Students are expected to consult this document and with their advisors.

## Counselor Education Program Information

*Requirements for All Counselor Education Students:*

EDCE 691	Seminar in Education	4
EDRE 501	Introduction to Research Methods	4
EDCE 555	Counseling Theory and Techniques I	5
EDCE 522	Career and Vocational Development	4
EDCE 545	Counseling Over the Lifespan	4
EDCE 531	Appraisal I	4
EDCE 655	Counseling Theory and Techniques II	5
EDCE 623H	Group Process	1
EDCE 550	Counseling in Groups	5
EDCE 685	Multicultural Education	4
EDCE 762	Legal and Ethical Issues in Counseling ^	4
EDCE 700B	Advanced Counseling Practicum (1 quarter required)	5
EDCE 710	Counseling Internship (minimum of 2 quarters required)	16

**Total of all core courses: 65**

*Each program area has specific requirements:*

**Clinical mental health:**

EDCE 530	Foundations of Counseling	4
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**Rehabilitation Counseling:**

EDCE 525	Foundations of Rehabilitation Counseling	4
EDCE 529	Job Placement Theory and Techniques	4
EDCE 528	Psychosocial Aspects of Rehabilitation^	4
EDCE 526	Medical Aspects of Disability^	4

**School Counseling:**

EDCE 520	Foundations of School Counseling	4
EDCE 523	Coordination and Admin. of School Counseling	4
EDCE 524	Applied Knowledge & Skills of School Counseling	4

*School counseling students also seeking PC licensure must complete 3 quarters of internship (24 credits).*

*Clinical Areas:*

Students seeking Professional Counselor licensure in Ohio must accumulate a minimum of 90 credit hours. A total of 30 hours must come from the following 4 clinical areas, with at least one course from each area.

## Clinical Area I:

EDCE 623H	Clinical Pathology	3
EDCE 623F	Intro. to Individual Psychology	3

## Clinical Area II:

EDCE 731	Appraisal II	5
EDCE 732	Advanced Appraisal (not offered every year)	5
EDCE 623	Clinical Assessment of Children	3

## Clinical Area III:

EDCE 662	Diagnosis and Treatment Planning	4
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## Clinical Area IV:

EDCE 762	Legal/Ethical Issues in Counseling	4
----------	------------------------------------	---

*Please see listing of additional electives for Clinical Area IV.*

^ Course counts for Clinical Area IV

\* Course is offered every other year.

## Counselor Education Course Offerings – Master's

<b>Fall</b>	<b>Credits</b>	<b>Year</b>	<b>Prerequisites</b>
EDCE 520: Foundations of School Counseling	4	Year 1	None
EDCE 525: Foundations of Rehabilitation Counseling	4	Year 1	None
EDCE 530: Foundations of Counseling	4	Year 1	None
EDCE 522: Career and Vocational Development	4	Year 1	None
EDCE 555: Counseling Theory and Techniques I	5	Year 1	None
EDCE 623: Counseling Children	3	Year 1 or 2	None
EDCE 685: Multicultural Education	4	Year 1	None
EDCE 700: Advanced Counseling Practicum	5	Year 2	520, 525 or 530; 545, 555, 655
EDCE 710: Internship	8	Year 2	700
EDCE 762: Legal and Ethical Issues in Counseling	4	Year 2	520, 525 or 530
EDRE 501: Introduction to Research Methods	4	Year 1	None

^Clinical Area IV Electives - offered each quarter to fulfill licensure requirements. Consult with your advisor.

<b>Winter</b>	<b>Credits</b>	<b>Year</b>	<b>Prerequisites</b>
EDCE 526: Medical Aspects of Disability	4	Year 2	None
EDCE 529: Job Placement Theory and Techniques	4	Year 1	None
EDCE 531: Appraisal I	4	Year 1	None
EDCE 545: Counseling Over the Lifespan	4	Year 1	None
EDCE 523: Coord. and Admin. of School Counseling	4	Year 1	520
EDCE 623: Group Process	1	Year 1	None
EDCE 623: Clinical Psychopathology	3	Year 1 or 2	None
EDCE 655: Counseling Theory and Techniques II	5	Year 1	555
EDCE 700: Advanced Counseling Practicum	5	Year 2	520, 525 or 530; 545, 555, 655
EDCE 710: Internship	8	Year 2	700
EDCE 731: Appraisal II (not offered every year)	5	Year 2	531
EDRE 501: Introduction to Research Methods	4	Year 1	None

^Clinical Area IV Electives - offered each quarter to fulfill licensure requirements. Consult with your advisor.

<b>Spring</b>	<b>Credits</b>	<b>Year</b>	<b>Prerequisites</b>
EDCE 528: Psychosocial Aspects of Rehabilitation	4	Year 1	None
EDCE 550: Group Counseling	5	Year 1	623: Grp. Process
EDCE 524: Knowledge and Skills of Sch. Counseling	4	Year 1	520, 620
EDCE 623: Clin. Assess. of Children & Adolescents	3	Year 1 or 2	531
EDCE 662: Diagnosis and Treatment Planning	4	Year 1 or 2	None
EDCE 691: Seminar in Education	4	Year 2	700, 710 (co-requisite)
EDCE 700: Advanced Counseling Practicum	5	Year 2	520, 525 or 530; 545, 555, 655
EDCE 710: Internship	8	Year 2	700
EDCE 732: Advanced Appraisal	5	Year 1 or 2	531
EDRE 501: Introduction to Research Methods	4	Year 1	None

^Clinical Area IV Electives - offered each quarter to fulfill licensure requirements. Consult with your advisor.

<b>Summer</b>	<b>Credits</b>	<b>Year</b>	<b>Prerequisites</b>
EDCE 545: Counseling Over the Lifespan	4	Year 1	None
EDCE 662: Diagnosis and Treatment Planning	4	Year 1 or 2	None
EDCE 685: Multicultural Education	4	Year 1 or 2	None
EDCE 700: Advanced Counseling Practicum	5	Year 2	520, 525 or 530; 545, 555, 655
EDCE 710: Internship	8	Year 2	700
EDRE 501: Introduction to Research Methods	4	Year 1	None

^Clinical Area IV Electives - offered each quarter to fulfill licensure requirements. Consult with your advisor.

*Last updated 3/1/08*

Counselor Education  
Clinical Area IV/V Electives

The following courses have been approved by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board to fulfill requirements for the Clinical Area IV or V coursework. Many EDCE 623/821 courses are offered over the summer on a contingent basis. Students should consult the quarterly course offerings and their advisors regarding placement of courses in the program of study. Courses listed in italics remain in our course offerings, yet have not been offered for several years. Please note: courses may be used to fulfill only one licensure content area.

EDCE 523: Coordination and Administration of School Counseling  
 EDCE 524/833: Applied Knowledge and Skills in School Counseling  
 EDCE 526: Medical Issues in Rehabilitation  
 EDCE 528: Psychosocial Aspects of Rehabilitation  
 EDCE 529: Job Placement Theory and Techniques  
*EDCE 570: Organizational Theory and Techniques*  
 EDCE 610: Field Experience in Counseling  
 EDCE 621/823: Readings and Research  
 EDCE 623/821: Eating Disorders  
 EDCE 623/821: Gender Issues in Counseling  
 EDCE 623/821: Counseling Children  
 EDCE 623/821: Counseling Treatment for Children and Adolescents with *DSM-IV-TR* Disorders  
 EDCE 623/821: Family Counseling  
 EDCE 623/821: Solution-Focused Brief Therapy  
 EDCE 623/821: Counseling and Depression  
 EDCE 623/821: Domestic Violence  
 EDCE 623/821: Psychopharmacology  
 EDCE 623/821: Counseling Terminally Ill and HIV/AIDS  
 EDCE 623/821: Play Therapy  
 EDCE 623/821: Counseling and Spirituality  
 EDCE 623/821: Dialectical Behavior Therapy  
 EDCE 623/821: Counseling and Mental Health  
 EDCE 623/821: Introduction to Counseling Supervision  
*EDCE 623/821: Counseling for Wellness and Habit Change*  
*EDCE 623/821: Developmental Issues of Youth Violence*  
*EDCE 623/821: Human Sexuality*  
*EDCE 623/821: Stress, Biofeedback, and Self-Control*  
 EDCE 652/852: Advanced Laboratory in Applied Group Dynamics  
 EDCE 660: Chemical Dependency  
 EDCE 664: Mental Health Consultation  
 EDCE 686: Multicultural Counseling (3 credits)  
 EDCE 691: Seminar in Education  
 EDCE 720: Advanced Seminar in Counselor Education  
 EDCE 755: Advanced Counseling Theories  
 EDCE 759: Supervision  
 EDCE 760: Counselor Education  
 EDCE 761: Advanced Practicum in Counselor Education  
 EDCE 762: Legal and Ethical Issues in Counseling  
 EDCE 821: Leadership in Counseling  
 EDCE 824: Professional Publication

STUDENT SERVICES  
THE GLADYS W. AND DAVID H. PATTON COLLEGE OF EDUCATION AND HUMAN  
SERVICES 124 MCCRACKEN  
OHIO UNIVERSITY  
ATHENS OH 45701

REQUEST FOR CHANGE IN APPROVED PROGRAM (M.ED., M.A.)

NAME \_\_\_\_\_ DATE \_\_\_\_\_

PID \_\_\_\_\_ MAJOR AREA \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_

\_\_\_\_\_

I hereby request the following change(s) in my approved program of study:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The reason for this request is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_ Denied by Advisor      \_\_\_\_\_ Denied by Graduate Committee

\_\_\_\_\_ Approved by Advisor      \_\_\_\_\_ Approved by Graduate Committee

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Graduate Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Comments:

Comments:

## **Appendix B**

### **Registration for Counseling Practicum and Internship**

**REGISTRATION for COUNSELING PRACTICUM & INTERNSHIP****Counselor Education**

Name \_\_\_\_\_ Address \_\_\_\_\_ Date \_\_\_\_\_

If Employed, \_\_\_\_\_ Business \_\_\_\_\_

Position \_\_\_\_\_ Address \_\_\_\_\_ Major \_\_\_\_\_

\_\_\_\_ Full-time \_\_\_\_\_ Part-time As a Student: \_\_\_\_ Full-time \_\_\_\_ Part-time

Local Telephone (\_\_\_\_)-\_\_\_\_-\_\_\_\_ Business Phone (\_\_\_\_)-\_\_\_\_-\_\_\_\_

Advisor \_\_\_\_\_ Degree Completing \_\_\_\_\_

A. Applying for (Please Check):

Practicum (700) Master's Level Internship (710) Master's Level

\_\_\_\_ Rehabilitation (700C) \_\_\_\_\_ Rehabilitation

\_\_\_\_ School (700A) \_\_\_\_\_ School

\_\_\_\_ Clinical mental health (700B) \_\_\_\_\_ Clinical mental health

Name of School or Agency \_\_\_\_\_

Contact \_\_\_\_\_

Quarter(s) Preferred \_\_\_\_ Fall \_\_\_\_ Winter \_\_\_\_ Spring \_\_\_\_ Year

B. 1. Check the following EDCE courses that you have completed to date. Prerequisites

for the major area MUST be completed.

2. Circle those that you will be completing concurrently with your field work.

\_\_\_\_ 520 \_\_\_\_ 522 \_\_\_\_ 525 \_\_\_\_ 526 \_\_\_\_ 528 \_\_\_\_ 529 \_\_\_\_ 530 \_\_\_\_ 531 \_\_\_\_ 533 \_\_\_\_ 550 \_\_\_\_ 555

\_\_\_\_ 623 \_\_\_\_ 655 \_\_\_\_ 662 \_\_\_\_ 623H Clinical Pathology

C. Check here \_\_\_\_ if you have any counseling-related experience.

If Yes, Where \_\_\_\_\_ When \_\_\_\_\_ Position \_\_\_\_\_

Intended Graduation Date \_\_\_\_\_

\_\_\_\_\_

Staff Action:

Advisor's Signature

\_\_\_\_\_

Student's Signature

**\*Return to Practicum Coordinator no later than the 6th week of the quarter preceding the practicum quarter.\***

Site supervisors must have the following qualifications:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.

Counseling Degree held \_\_\_\_\_

License/Certification \_\_\_\_\_

2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.

Years of Experience \_\_\_\_\_

1. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

Received Practicum/Internship Manual? \_\_\_\_\_ Yes \_\_\_\_\_ No

2. Relevant training in counseling supervision.

\_\_\_\_\_

Supervisor Name \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

**Appendix C**  
**Guidelines for a Readings and Research Course**  
**And**  
**Readings and Research Learning Proposal and Contract (sample)**

Counselor Education  
Department of Counseling & Higher Education  
The Gladys W. and David H. Patton College of Education and Human Services  
Ohio University

**GUIDELINES FOR A READINGS AND RESEARCH  
COURSE (INDEPENDENT STUDY)**

COURSE DESCRIPTIONS

EDCE 620 — Readings and Research: School Counseling (1-5 cr. Hrs.)

Prerequisite: graduate rank and permission of instructor. Study and interpretation of professional literature on counseling and other guidance services provided in elementary, secondary, and vocational school settings as well as two-year colleges. Independent and directed projects.

EDCE 621 — Readings and Research in Clinical mental health (1-5 cr. hrs.)

Prerequisite: permission. (May be taken for total of 12 hours) Study and interpretation of scientific literature on clinical mental health. Independent and directed projects.

EDCE 823 — Advanced Readings and Research in Counseling, and Student Personnel (1-10 cr. hrs.)

Prerequisite: Advanced standing, permission. (May be taken for total of 12 hours). Independent studies and specialized projects for doctoral students in counseling, student personnel, guidance, and counselor education.

PURPOSE

The purpose of the Readings and Research course is to provide an opportunity for the student to pursue either in depth or in an exploratory way, topics that are related to his or her field of study. The course may be used to fill in gaps in coursework in the major field of study to achieve greater depth or breadth, or to explore areas related to one's career and professional goals. The questions for which you seek may be very practical or theoretical. The student is encouraged to seek whatever sources of data are relevant to the topic. You are expected to review the professional literature on the topic, but all modalities might be explored including interviews with people working in the area of your topic.

CREDIT HOURS AND TIME AND EFFORT INVESTED

While there are occasions when taking 5 quarter hours in one quarter would be justifiable, ordinarily 1-3 quarter hours are elected. You are expected to spend a minimum of 30 clock hours on the topic for each credit hour taken. For example, 2 quarter hours credit would mean investing at least 60 hours of time and effort in the topic. You can expect to meet at least twice with the instructor during the quarter, but typically three or four sessions are held. Occasionally, weekly sessions may be necessary.

## LEARNING PROPOSAL AND CONTRACT

Please use the following outline in putting together a proposal for your readings and research through independent study. Use the attached form to propose and design your learning experience. Include the following information in your outline:

I. Topic

II. Purpose

What is your reason for taking the readings and research?  
What is your general goal?

III. Objectives

In a (1), (2), (3) listing, indicate the objectives of your study. What do you expect or want to know at the end of the study?

IV. Learning Activities

A. What are the methods you plan to use in accomplishing the objectives? For example, reading the professional journals or books on the topic; consulting with experts in the area of your topic; interviewing; visitation of field sites; attending professional workshops, institutes or seminars; conducting informal field research; viewing films or video tapes.

B. What are the resources you expect to use? List several of those you have already identified; others can be added as you discover them in your exploration of the topic.

V. Evaluation

What evidence will you provide that you have accomplished your objectives: For example:

- (1) Oral reports and discussion with the instructor, or;
- (2) Notes or an informally written report of the learning outcomes, or;
- (3) A paper which gives a more formal report of your what you learned about the topic, or;
- (4) Other ways to be discussed with the instructor.

VI. Grade or Credit

Do you wish to take the course for credit (CR) or a grade?  
Indicate the number of quarter hours credit you want.

## SUBMITTING THE PROPOSAL

The proposal should be submitted no later than the end of the second week of the quarter after consultation with the instructor. The final approval is by mutual agreement.

## GRADE OR CREDIT

As indicated, the proposal should state whether you wish to take the course for credit (CR) or a grade. For credit, your work will be evaluated to determine whether it meets the minimal requirements for receiving credit. For a grade, your work will be evaluated as to the quality of work: A, B, C, etc.

Revised 9/05  
Forms CE

Revised 8/12/10

**READINGS AND RESEARCH LEARNING PROPOSAL AND CONTRACT**

Counselor Education

The Gladys W. and David H. Patton College of Education and Human Services, Ohio University

Course number and Title \_\_\_\_\_

Name \_\_\_\_\_ Phone number \_\_\_\_\_

Address \_\_\_\_\_  
Street address City State Zip code

Date \_\_\_\_\_ Quarter you wish to do Readings and Research \_\_\_\_\_

I. Topic

II. Purpose

III. Objectives

continued

## IV. Learning Activities

## A. Methods

## B. Resources

## V. Evaluation (to be discussed with instructor)

A. Oral reports and discussion with the instructor

B. Notes on an informally written report of the learning outcomes

C. A paper which gives a more formal report of the topic and evidence of the learning outcomes

D. Other ways to be discussed with the instructor

## VI. Grade, Credit, Quarter Hours

A. Grade or credit only (circle one)

B. Number of quarter hours: 1 2 3 4 5 (circle one)

## VII. Approval

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

9/05  
Forms CE

**Appendix D**  
**Ohio University Registration Information**

### **Web Registration**

Students may add, drop, or replace classes online, search for open sections, and view and print their schedule.

To check dates and times that Web Registration is available refer to the [registration schedule](#) . This information is also available in the quarterly Schedule of Classes available each quarter at the Registrar Services Windows in Chubb Hall or regional campus student services office. The quarterly Schedule of Classes is available approximately two weeks prior to priority registration.

### **Degree Audit Reporting System (DARS)**

A DARS report is issued by your academic dean's student services office/academic advisor each quarter prior to priority registration. This report includes your Registration Access Code (RAC) and your registration access time. This report helps in determining requirements for graduation by showing progress toward completing those requirements. Reports are also available upon request at your academic dean's student services office or regional campus student services office at other times. If you have questions concerning the DARS report, please contact your college academic dean's student services office or your regional campus student services office.

### **Registration Access Code (RAC)**

Each student's RAC is printed on his/her DARS report for priority registration, student class schedule, and grade report. Continuing students can obtain registration material at the locations as listed under Registration Material Locations (see below) or at their regional campus student services office. New students are mailed orientation information and given registration instructions at orientation. Re-enrolling students are mailed registration information upon receipt of their requests to re-enroll. Please remember that your RAC, which changes quarterly, is confidential information and, therefore, *cannot be released over the telephone* . If you have lost your RAC, contact the student services office in your college or your regional campus student services office. In order to protect the student's confidentiality, the Registrar's Office has developed guidelines to allow the release of RAC's except during priority registration when students must obtain their RAC by picking up their DARS reports from their advisor.

#### **NOTE:**

The Registrar's Office may give out RACs only if a student has misplaced it. Thus if the student has not had any registration activity for the quarter the student will be referred to his/her academic advisor or college student services to obtain his/her RAC.

A student may receive his/her RAC in person by showing a photo identification card at the Registrar's Office, the student services office in his/her college, or a regional campus student services office.

A student may request his/her RAC by telephone, letter, or via e-mail. The request must include the student's full name, personal identification number or social security number, and birth date. The RAC will only be mailed to the student's addresses listed on the student information system or to the student's Ohio University Oak e-mail account. RACs cannot be released over the telephone.

### **Registration Material Locations**

DARS reports will be available one week prior to priority registration (see [processing calendar](#) for appropriate quarter). Regional campus students should contact their student services office

for time and location for picking up registration materials. Athens campus students can obtain registration material at the following locations:

### **Location of Materials Determined by Student's College**

Education (EDU)

McCracken Hall Reception Desk, Lobby

### **Priority Registration**

The registration priority order is: Honors Tutorial College, graduate students, and undergraduate students (based on rank and accumulative hours earned).

### **Prerequisite Processing**

You are required to meet all of the prerequisites for a given course. Failure to meet prerequisites can block your registration for the course or result in a drop or withdrawal for that course.

Prerequisites are listed in the course offerings section of the *Schedule of Classes* , or can be viewed by accessing the [Course Offerings](#) online.

### **Hold**

Some students may find that they are prevented from registering or receiving other University services because a hold has been placed on their academic record. Holds are placed when students fail to meet financial or other obligations. Students need to clear the hold with the office that placed the hold before they will be allowed to register or receive other University services.

**Appendix E**  
**Policy and Guidelines for Graduate Associateship**  
**and/or Tuition Waiver**

The four major forms of financial assistance for graduate students are graduate assistantships, tuition scholarships, traineeships and fellowships and loans. Part-time employment is also an option. Assistantships and scholarships provide funds that do not have to be repaid, but loans must be repaid. To apply for scholarships and assistantships, students must indicate a desire to apply for aid on the [admission application](#). It can be helpful to include a letter and/or vita addressed to the school or department graduate chair with your application. Please send all application materials to the Graduate College, 2<sup>nd</sup> Floor, Room 220, Research and Technology Center, Athens, Ohio 45701-2979 USA.

### Graduate Assistantships

- Awarded by individual schools or academic departments
  - Apply by indicating interest in receiving financial assistance on your [admission application](#) and enclosing a letter and/or vita addressed to the [school or department graduate chair](#)
- Provides a stipend for services as prescribed by the individual school or department, and includes a tuition scholarship
- Granted on the basis of scholarly merit
- Classified as graduate, research, and teaching assistantships
  - International Students, please note: All prospective international graduate students who are awarded a teaching assistantship with responsibility for classroom or laboratory instruction and whose native language is not English must submit their scores on the Test of Spoken English (TSE). This is in addition to the initial testing done by the Ohio Program of Intensive English (OPIE).
- Requires minimum grade point average to be maintained (usually 3.0)
- Requires minimum academic course load to be kept (usually 15 credits per quarter)
- International Students, please note: Ohio University-funded assistantships cannot be used for the study of the English language in OPIE.

### Tuition Scholarships

- Awarded by individual schools or academic departments
  - Apply by indicating interest in receiving financial assistance on your [admission application](#) and enclosing a letter and/or vita addressed to [the school or department graduate chair](#)
- Granted on the basis of scholarly merit
- Covers instructional fees up to 18 quarter hour credits per quarter
- Requires minimum grade point average to be maintained (usually 3.0)
- Requires minimum academic course load to be kept (usually 15 credits per quarter)
- Does not cover the general fee or health insurance costs
- International Students, please note: Ohio University-funded tuition scholarships cannot be used for the study of the English language in the Ohio Program of Intensive English (OPIE)

### Traineeships and Fellowships

- Limited in number and generally available only to students already on campus

- Check with [departments or schools](#) for availability
- Apply by including a letter and vita [addressed to the school or department office](#) with your application materials
- Ohio University participates in all federal fellowship programs
- International Students, please note: Ohio University-funded traineeships or fellowships cannot be used for the study of the English language in the Ohio Program of Intensive English (OPIE)

#### Loans

- For US Citizens or Permanent Residents, federally-funded loans are available through the [Office of Student Financial Aid and Scholarships \(OSFAS\)](#)
  - Applicants must complete the Free Application for Federal Student Aid (FAFSA), which is available from the OSFAS, and any other forms required by the OSFAS
  - International students are not eligible for federal loans -- contact [International Student and Faculty Services \(ISFS\)](#) for information about the possibility of short term loans from Ohio University
- Requires minimum academic course load to be carried

#### Employment Opportunities

- Federal Work-Study is awarded based upon need as established by the Office of Student Financial Aid and Scholarships (OSFAS)
  - Applicants must complete the Free Application for Federal Student Aid (FAFSA)
  - If you are awarded Work-Study, you must report to the OSFAS to receive your job assignment
  - International students are ineligible
- Centralized Student Employment Services posts job opportunity information for students in the OSFAS and [online](#)
  - Applicants check the list of open positions and contact the OSFAS for a referral
  - International students should contact International Student and Faculty Services (ISFS) to be sure that they have the required Visa for work in the United States
- Students may work up to a maximum of 20 hours per week

## Department of Counseling and Higher Education, Counselor Education

### Policy and Guidelines for Graduate Associateships and/or Scholarships

Eligibility for and granting of graduate associateships and/or scholarships (tuition waivers) shall be based upon the following criteria and guidelines:

1. Submission and Processing of Applications
  - a. Applications for associateships and/or scholarships will be accepted officially at any time during the academic year or summer session. The date at which review of applications begins is February 15. Applications received prior to February 15 will be given preference for the following academic year.
  - b. Applications for a specific academic quarter will be accepted during the preceding quarter. The awarding of associateships and scholarships during the academic year will be dependent on availability of funds. The eligibility criteria below will be applied.
  - c. The Counselor Education faculty will meet during spring quarter to:
    1. Review all the applicants.
    2. Prioritize applicants for associateships and/or scholarships according to the guidelines of 2 below.
    3. Notify students prior to May 30 as to the status of the application.
  - d. When the number of qualified applicants exceeds the number of available awards, the judgment of a majority of the faculty in applying the criteria below will determine which students receive awards.
  - e. Awards will be allocated to program areas each year proportional to a quota established by the program area faculty. Priority will be given to students who meet the teaching and supervision needs of the program.
  - f. In most cases, recipients of associateships will also receive tuition scholarships; however either an associateship or a scholarship may be granted independently of each other.
2. Eligibility Criteria – Associateships and scholarships are granted for the academic year or any portion thereof on the basis of the following criteria:
  - a. Admission to the doctoral or master’s program in counselor Education.
  - b. Experience and qualifications for the associateship assignments.
  - c. Associateships and scholarships are not generally available for international students; however, occasionally scholarships are given to international students when there are no eligible or interested American students or permanent residents.
  - d. Priority will be given to filling the teaching associateship assignments with persons who have the best qualifications for those supervision assignments.
  - e. Each associateship is awarded on the basis of its requirements (research, teaching, supervision).
  - f. The awarding of the associateships will be determined using the following data:
    1. Experience
    2. Recommendations
    3. Grade-point average (GPA)
    4. GRE scores (if applicable)

- g. Persons employed more than 20 hours per week are not eligible for an associateship. If employed 20 hours or less per week, the student must have a minimum of 15 hours available between 8:00 a.m. and 5:00 p.m., Monday through Friday, with some flexibility for assignments. If a time cannot be mutually agreed upon, the student is ineligible for the associateship.
- h. The awarding of scholarships not in conjunction with associateships will be determined using the following data:
  - 1. GPA
  - 2. Progress in program
  - 3. Recommendations
- i. Consistent with Ohio University equal opportunity policies and the desire of this faculty, members of disproportionately underrepresented groups and persons with disabilities are especially encouraged to apply for any and all forms of financial assistance available through the program or University.
- j. Usually associateships will be awarded for no more than two academic years for any degree program.

### 3. Responsibilities of Recipients

- a. Associateships
  - 1. Recipients must be enrolled as full-time students (12 graduate hours) each quarter.
  - 2. A commitment to the program area of 15 hours per week is required.
  - 3. Assignments may be split among several faculty during any one quarter.
    - a. A teaching assignment ordinarily is considered a 10 hour commitment with an additional 5 hour assignment to a faculty member, except for the first teaching quarter, when there is an additional assignment.
    - b. A non-teaching assignment may be split among faculty members.
  - 4. Recipients are responsible for contacting the faculty members to whom they are assigned no later than Friday of the first week of each quarter.
  - 5. Recipients who fail to meet time commitments to faculty members will “owe” that time and must make it up in full prior to the end of each quarter. Failure to meet this requirement is tantamount to forfeiture of the associateship.
  - 6. Continuation of an associateship is contingent upon:
    - a. Satisfactory performance in the current or previous associateship assignment.
    - b. Being in good academic standing, as indicated by the cumulative grade point average and overall performance in the academic program as evaluated by the faculty. The University policy requires a 3.00 overall graduate grade point average.
    - c. A student’s having earned no more than 260 graduate hours from Ohio University will not receive any form of financial aid from the University.
- b. RGS Stipends (Scholarships)
  - 1. Recipients must be enrolled as full-time students (12 hours) each quarter.
  - 2. Continuation of a scholarship is contingent upon being in good academic standing as indicated by:
    - a. Cumulative GPA
    - b. Overall performance in the academic program as evaluated by the faculty.
  - 3. Recipients are required to work 8 hours a week.

## Application for Graduate Financial Assistance

### Counselor Education Program

Social Security Number \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Campus Address \_\_\_\_\_

Campus Phone \_\_\_\_\_

\_\_\_\_\_

Email \_\_\_\_\_

Permanent Address \_\_\_\_\_

FAX \_\_\_\_\_

\_\_\_\_\_

Permanent Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_

Are you an Ohio resident? \_\_\_ Yes \_\_\_ No U.S. Citizen or Permanent resident? \_\_\_ Yes \_\_\_ No

Major area \_\_\_\_\_ MED \_\_\_\_\_ PHD \_\_\_\_\_

If a Doctoral Program applicant, Master's level major \_\_\_\_\_

Grade Point Average:

Undergraduate \_\_\_\_\_ Last 90 hrs. Undergraduate \_\_\_\_\_ Graduate \_\_\_\_\_

Test Scores:

GRE Verbal \_\_\_\_\_ GRE quantitative \_\_\_\_\_

Type of assistance desired (Rank order preferences 1, 2):

Graduate Associateship \_\_\_\_\_ Graduate Scholarship (stipend) \_\_\_\_\_

Indicate quarter(s) for which assistance is desired:

Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_ of academic year \_\_\_\_\_

1. Describe in detail your needs for financial assistance. Please use additional paper to provide information, if needed.

continued

2. List other sources of income or financial support you will be receiving while in the graduate program.

3. List experience, training, special skills, etc. which may relate to associateship-related areas (e.g. conducting groups, teaching, supervision, administration, career development, research, evaluation, assessment, proposal writing, computer programming, library research, writing administrative assistance, etc). Evidence of scholarly activity (publications, research, program design or implementation, etc.):

4. List teaching skills in area(s) other than major to which applying:

5. If awarded associateship, what type of work would you most like to do?

6. Additional comments which may aid in evaluation of your application.

Signature\_\_\_\_\_ Date\_\_\_\_\_

*If you are a member or alumna of Pi Beta Phi sorority, you may be eligible for the H. V. F. H./Pi Beta Phi Endowment Fund Scholarship. This scholarship is awarded by the College Graduate Committee. Are you a member or alumna? \_\_\_\_\_Yes \_\_\_\_\_No*

**Appendix F**  
**Request for Change of Advisor**

**STUDENT SERVICES  
THE GLADYS W. AND DAVID H. PATTON COLLEGE OF EDUCATION  
AND HUMAN SERVICES 124 McCracken  
OHIO UNIVERSITY  
ATHENS, OH 45701**

**REQUEST FOR CHANGE OF ADVISOR**

(Return to Graduate Student Services after it is signed by current and proposed  
new advisor)

Student's Name \_\_\_\_\_

Student's Mailing Address \_\_\_\_\_

\_\_\_\_\_

Degree and Program \_\_\_\_\_

I am requesting that my advisor be changed from \_\_\_\_\_

to \_\_\_\_\_. Reason for request \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
New Advisor concurs

\_\_\_\_\_  
Present advisor acknowledges

\_\_\_\_\_  
Approved / Disapproved  
Graduate Chairperson

\_\_\_\_\_  
Date

Cc:  
Student  
Present advisor  
New advisor

**Appendix G**

**The Gladys W. and David H. Patton College of Education and Human  
Services**

**Grievance Procedures**

## STUDENT GRIEVANCES

Any student having a grievance of an academic nature against a faculty member in the Gladys W. and David H. Patton College of Education and Human Services must initiate the grievance no later than the fourth week of the quarter following the occurrence.

### Step 1 – Conversation with Instructor

The student will first discuss the situation with the instructor. This should be a free and open discussion of the problem.

### Step 2 – Department Chair Mediation

If the student is not satisfied following the conversation with the instructor, the student should initiate the formal departmental grievance procedure by contacting the Chair of the instructor's department within three weeks of the initiation of step 1. Following this discussion, the Chair will attempt to resolve the grievance within four weeks by using the following steps:

- a. The Chair will request a written position statement from the student and instructor, including points of contention and supporting evidence.
- b. The Chair will bring the instructor and student together in an attempt to reach resolution.

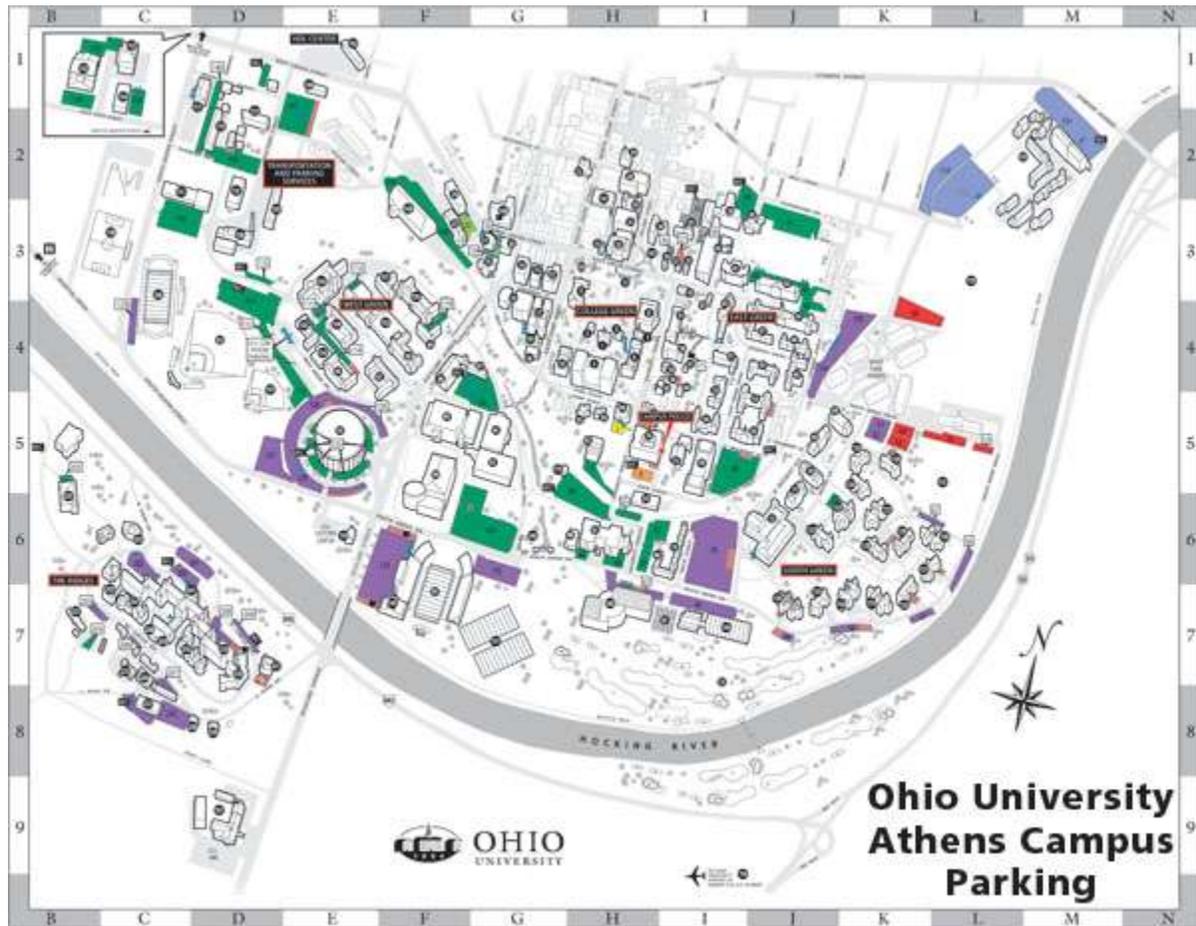
### Step 3 – College Level

If resolution of the grievance does not occur at the department level before the end of the quarter in which the grievance was initiated, the student may continue the grievance procedure at the College level by contacting the Dean's designate who serves on the College Professional Ethics and Equity Committee. Once accepted by the Dean, the committee's decision is not subject to further appeal.

*Note:* This policy is consistent with the Academic Matters and Grade Matters policy contained in the *OU Student Handbook* under "Academic Policies" and the *Faculty Handbook*. It applies to grade appeals and other grievances of an academic nature (excluding academic misconduct). For student grievances involving sexual harassment or on-campus employment, see separate policies in the *Student Handbook*.

**Appendix H**  
**Parking Procedures and Campus Map**

Welcome to the Athens Campus. The various parking lots operate with different restrictions on who can park where, at what times. Please see the "Lot Color Code" for details.



### **Campus Parking Map Color Code**



Handicap spaces on campus



Handicap spaces on city streets (paid meter parking)



Designated Motorcycle parking on campus



Metered parking on campus; check posted hours and rates

\* **Dark Green**



Faculty/Staff Parking - dark green permit required 7 a.m. - 5 p.m.,  
Monday - Friday

Open to public all other times - Lots [3](#), [40](#), [41](#), [43](#), [44](#), [77](#), [81](#), [82](#), [83](#), [84](#),  
[86](#), [88](#), [90](#), [109](#), [110](#), [111](#), [112](#), [114](#), [115](#), [116](#), [119](#), [120](#), [129](#), [134](#), [143](#),  
[145](#), [146](#), [147](#), [148](#), [149](#), [150](#), [154](#), [203](#), [204](#)

<b>* Purple</b>		Student Commuter and Faculty/Staff Parking - dark green or purple permit required 9 a.m. - 3 p.m., Monday - Friday Open to public all other times - Lots <a href="#">51, 52, 56, 57, 58, 59, 67, 79, 87, 93, 104, 105, 125, 127, 128, 132, 133</a> , and <a href="#">200, 201, 202, 205, 206, 207, 208, 209, 210, 211</a>
<b>* Red</b>		Student Overnight Parking - special red permit required at all times - Lots <a href="#">50, 53, 54, 55</a>
<b>Blue</b>		Student Overnight Parking - special blue permit required at all times - Lot <a href="#">151, 152, 153</a>
<b>Yellow</b>		Seniority lot for Faculty/Staff - yellow permit required 7 a.m. - 5 p.m., Monday - Friday Faculty/Staff permit required all other times - Lot <a href="#">2</a>
<b>Orange</b>		Seniority lot for Faculty/Staff - orange permit required 7 a.m. - 5 p.m., Monday - Friday Faculty/Staff permit required all other times - Lots <a href="#">4, 6</a>
<b>Black</b>		Seniority lot for Faculty/Staff - black permit required 7 a.m. - 5 p.m., Monday - Friday Faculty/Staff permit required all other times - Lot <a href="#">11</a>
<b>Gray</b>		Seniority lot for Faculty/Staff - gray permit required 7 a.m. - 5 p.m., Monday - Friday Faculty/Staff permit required all other times - Lots <a href="#">36, 38, 39</a> (lot 37, formerly in this category, is now entirely metered parking)
<b>Light Green</b>		Seniority lot for Faculty/Staff - light green permit required 7 a.m. - 5 p.m., Monday - Friday Faculty/Staff permit required all other times - Lots <a href="#">18, 19, 20</a>
<b>Garages</b>		Garage permit required at all times

All lots in these categories are open to the public during spring, winter, and summer breaks -- you can confirm exact dates by contacting Parking Services at (740) 593-1917:

- Dark Green lots (lower faculty/staff lots)
- Purple lots (commuter/faculty/staff lots)
- Red lots (on-campus student lots)
- Blue lots (on-campus student lots)
- University parking garages

## Parking Permits

Students must register their vehicle or motorcycle with Parking Services prior to purchasing a parking permit. Parking Services is located at 100 Factory Street, Athens. Phone: 740-593-1917  
Website: <http://www.facilities.ohiou.edu/parking/index.php?tbname=events>

**Appendix I**  
**Licensure and Certification Requirements**

## Licensed Professional Counselor/Professional Clinical Counselor

Counselor, Social Worker and Marriage and Family Therapist Board  
 LeVeque Tower  
 50 West Broad Street Suite 1425  
 Columbus, Ohio 43215-5919

<http://www.cswmft.ohio.gov/>

The Counselor, Social Worker and Marriage and Family Therapist Board is a State agency responsible for the regulation of counselors, social workers and marriage and family therapists in the State of Ohio.

Please use the following telephone numbers for direct contact:

Counselors - 614-466-6462  
 Social Workers - 614-466-5465  
 MFTs - 614-644-0222  
 Complaints/Investigators - 614-728-7791  
 Renewals - 614-466-5436  
 Name Changes/New Wall Certificates - 614-466-7131  
 CEU Program/Provider 614-728-7792

- Ohio revised Code Chapter 4757 defines Counseling as follows:

"Practice of professional counseling" means rendering or offering to render to individuals, groups, organizations or the general public a counseling service involving the application of clinical counseling principles, methods or procedures to assist individuals in achieving more effective personal, social, educational or career development and adjustment, including the diagnosis and treatment of mental and emotional disorders.

"Clinical counseling principles, methods, or procedures" means an approach to counseling that emphasizes the counselor's role in systematically assisting clients through all of the following: assessing and analyzing background and current information, diagnosing mental and emotional disorders, exploring possible solutions and developing and providing a treatment plan for mental and emotional adjustment or development. "Clinical counseling principles, methods or procedures" includes at least counseling, appraisal, consulting and referral.

PC

1. A "graduate degree in counseling" (degrees in other disciplines i.e., Psychology, Social Work and Marriage and Family Therapy are not considered counseling degrees).
2. (90 quarter or 60 semester hours of graduate work with coursework to satisfy the content requirements and a minimum of 30 quarter or 20 semester hours in clinical coursework. Once a course is used to satisfy a content requirement it may not be reused.
3. Exam - LPCC (Offered as the LPCC exam until December 31, 1998. Effective January 1, 1999 offered as the Professional Counselor Licensure Exam - PCLE).
4. Documentation of practicum and internship

5. Applicants are required to have an official college transcript, showing conferred degree(s), sent directly to the Counselor, Social Worker & Marriage and Family Therapist Board. Student copies are not acceptable.
6. A criminal records check is also required. Please visit the following web page: <http://cswmft.ohio.gov/pdfs/CRC0308.pdf> and follow the directions carefully. If you have a record please visit this web page also: <http://cswmft.ohio.gov/pdfs/CrimRec.pdf> All criminal records checks are required by statute to be addressed to the board and mailed from BCI directly to the board. Any other process will require a redo.

## PCC

1. A "graduate degree in counseling" (degrees in other disciplines i.e. Psychology, Social Work and Marriage and Family Therapy are not considered counseling degrees).
2. 90 quarter or 60 semester hours of graduate work with coursework to satisfy the content requirements and a minimum of 30 quarter or 20 semester hours in clinical coursework. Once a course is used to satisfy a content area it may not be reused.
3. Exam - Professional Counselor Licensure Exam - PCLE.
4. 3000 hours (1500 yr. maximum) post PC supervised experience registered with the Board. Hours will be accepted prior to receipt of the PC if they occurred post-degree and were registered with the Board.
5. Clinical Field Evaluation.
6. Applicants are required to have an official college transcript, showing conferred degree(s), sent directly to the Counselor, Social Worker & Marriage and Family Therapist Board. Student copies are not acceptable.

## Supervising Counselor Designation

In June of 2000 the Supervising Counselor designation was added to the PC and PCC. This designation allows qualified counselors to provide training supervision for those working toward licensure. To be designated as a supervising counselor you must meet the following requirements:

1. Hold a PC or PCC for three years.
2. Document 2 years full time direct counseling services under supervision.
3. Document 2 quarter hours of academic work or ten clock hours of continuing education hours in clinical supervision.

You may contact the Board office for an application for the Supervising Counselor designation.

## Licensed School Counselor

Fulltime Teacher Education and Licensure Standards [http://www.ode.state.oh.us/teaching\\_profession/teacher/certification\\_licensure/standards/standards.asp](http://www.ode.state.oh.us/teaching_profession/teacher/certification_licensure/standards/standards.asp)

1. Application - available from Student Services, McCracken lobby
2. Application fee - initial two-year provisional license for induction year for those without teaching experience, check or money order payable to Ohio T.E.C. (fees for other licenses are listed on the application)

3. Praxis II test score - see list in appendix - Please note: students who are pursuing licensure, whose first language is not English, may petition to take a special Praxis exam offered four times a year in Columbus. A form must be obtained from the Praxis organization ([www.ets.org/praxis](http://www.ets.org/praxis)) The form must be certified with the university seal verifying that the person taking the exam is a second language speaker.
4. Fingerprints - forms available - McCracken lobby  
Applicants are required to provide a set of electronic fingerprints as prescribed by the Bureau of Criminal Identification and Investigation (BCI) at a county sheriff's office, municipal police department, university security office, or any other entity with the ability to provide such fingerprints. Money order made payable to - Treasurer, State of Ohio, mailed to BCI.
5. Background check  
Applicants who were not residents of Ohio for the past five years must also make a set of fingerprint impressions on the form specified by the Federal Bureau of Investigation (FBI) and must submit them to BCI, along with a money order payable to the Treasurer, State of Ohio.
6. Licensure applications will not be sent to the State Department of Education by the College of Education until we have received (a) application & fee and (2) the results of the Praxis Test. The State Department of Education will not issue the license until they receive (a) signed application from the College and (b) results of the BCI and/or FBI background check. This process may take up to six weeks.

Any questions concerning the above may also be directed to the State Department of Education.

The Division of Teacher Education and Certification  
Room 1012 65 South Front St  
Columbus OH 43215  
614-466-3593  
[www.ode.state.oh.us](http://www.ode.state.oh.us)

### **Certified Rehabilitation Counselor**

<http://www.crccertification.com/>

The Commission on Rehabilitation Counselor Certification (CRCC) sets the standard for quality rehabilitation counseling services in the U.S. and Canada. As an independent, not-for-profit organization, CRCC has certified more than 35,000 counselors since its incorporation in 1974.

The commission offers certification for professionals in the U.S. and Canada to include:

- Certified Rehabilitation Counselor (CRC)
- Canadian Certified Rehabilitation Counselor (CCRC)

The certification process is built upon 40 years of empirical research of the competencies and job functions that are vital to the counselor's performance. The CRCC requires that applicants document their compliance in one of the eligibility categories. These categories are based on

research into current practices and requirements in the field. The exam is the final step in the certification process for rehabilitation counselors.

### **National Certified Counselor**

<http://www.nbcc.org/>

The National Board for Certified Counselors, Inc. and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.

NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE).

**Appendix J**  
**Ohio University Student Code of Conduct**

### Section 3: Student Code of Conduct

The following acts are defined by The Ohio University Board of Trustees to be unacceptable.

#### A. Code A Offenses

A student or student organization found to have violated any of the following offenses will be subject to the full range of sanctions (reprimand, disciplinary probation, suspension, or expulsion). Being under the influence of drugs and/or alcohol does not diminish or excuse a violation of the student code of conduct.

1. Academic Misconduct - Dishonesty or deception in fulfilling academic requirements. It includes, but is not limited to cheating, plagiarism, un-permitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one's work, or submitting the same assignment in different courses without consent of the instructor. Note: An instructor may impose a grade penalty for academic misconduct and/or file a judicial referral.

2. Dishonesty - Conduct covered by this offense includes but is not limited to:

- a. furnishing false information to the university by forgery, alteration, or misuse of documents or records;
- b. furnishing to the university a written or oral false statement;
- c. furnishing false identification to a university or civic official.

3. Mental or Bodily Harm to Self - Conduct that causes harm or has the potential to harm one's self. Conduct covered by this offense includes but is not limited to:

- a. intentionally inflicting mental or bodily harm upon one's self;
- b. taking reckless, but not accidental, action from which mental or bodily harm could result to ones self,(e.g., abuse of alcohol or other drugs).

4. Mental or Bodily Harm to Others - Conduct that causes harm or has potential to harm another.

Conduct covered by this offense includes but is not limited to:

- a. intentionally inflicting mental or bodily harm upon any person;
- b. attempting to inflict mental or bodily harm upon another person;
- c. taking any reckless, but not accidental, action from which mental or bodily harm could result to another person;
- d. causing a person to believe that the offender may cause mental or bodily harm;
- e. sexual assault;
- f. any act which demeans, degrades, disgraces any person;
- g. coercing another to engage in an act of membership in a student organization that causes or creates a risk of mental or bodily harm to any person (e.g. hazing).

5. Discrimination - Civilly, criminally, or administratively prohibited unequal treatment of a person on the basis of race, age, gender, creed, religion, national origin, ability, veteran status, or sexual orientation.

6. Disruption/Obstruction - Obstructing or interfering with university functions or any university activity.

7. Civil Disturbance - Conduct which involves disturbing the peace in conjunction with a civil disturbance. Disturbing the peace under such circumstances can be defined as, but is not limited to,

- a. disorderly conduct,
- b. failure to comply with the directives of law enforcement or university officials,
- c. failure to comply with an order of dispersal and other such conduct which can reasonably be construed to involve disturbing the peace and good order of the community during such an occurrence.

8. False Report of Emergency - Causing, making or circulating a false report or warning of fire, explosion, crime, or other catastrophe.

9. Destruction of Property - Intentionally or recklessly, but not accidentally, damaging, destroying, defacing, or tampering with university property or the property of any person or business.

10. Theft or Possession of Stolen Property or Service - Conduct covered by this offense includes but is not limited to:

- a. taking without consent the property or service of the university, another person, business, or organization;
- b. possessing property that can reasonably be determined to have been stolen from the university, another person, business, or organization

11. Trespassing - Forcible or unauthorized entry into any university, public, or private facility, room, or grounds.

12. Possession of Dangerous Weapons or Materials - Unauthorized possession of a dangerous weapon or material, including, but not limited to, firearms, compressed-air guns, pellet guns, BB guns, illegal knives, explosive devices, incendiary devices, fireworks, ammunition, or any other dangerous ordnance as defined by Ohio law.

13. Manufacture, Distribution, Sale, Offer for Sale, Possession, or Misuse of Drugs or Narcotics - Conduct covered by this offense includes but is not limited to:

- a. manufacture, distribution, sale, offer for sale, possession, or use of any illegal drug or narcotic, including but not limited to barbiturates, hallucinogens, amphetamines, cocaine, opium, heroin, or marijuana except as defined by offense B-6;
- b. misuse or abuse of legal drugs or narcotics;
- c. possession of a device (drug paraphernalia) that has been used to ingest an illegal drug or narcotic, other than marijuana as defined in offense B-6.

14. Violation of Criminal Law - Alleged violation of any federal, state, or local criminal law where the conduct of a student or student organization interferes with the university's exercise of its educational objectives or responsibilities.

15. Misuse or Abuse of Computers or Computer Networks - Misuse, alteration, tampering with, or abuse of any computer, computer system, service, program, data, network, cable television network, or communication network including telephone or computer lines and wireless networks. (See Ohio University Policy and Procedures 91.003: Computer and Network Use Policy.)

16. Misuse of Safety Equipment - Unauthorized use or alteration of firefighting equipment, safety devices, or other emergency safety equipment.

17. Aiding or Abetting - Helping, procuring, or encouraging another person to engage in the violation of a Code A offense.

18. Violation of Disciplinary Probation - Violation of the student code of conduct while on disciplinary probation, or violation of the terms of one's probation.

### **B. Code B Offenses**

A student or student organization found to have violated any of the following offenses will be subject to a sanction of reprimand or disciplinary probation. Being under the influence of drugs and/or alcohol does not diminish or excuse a violation of the student code of conduct.

1. Unauthorized Use of Property or Service - Unauthorized use of property or service or unauthorized possession of university property or the property of any other person, organization, or business.

2. Disturbing the Peace - Disturbing the peace and good order of the university and surrounding communities.

3. Failure to Comply - Conduct covered by this offense includes but is not limited to:

- a. failure to comply with legitimate directives of university officials (including residence life staff), law enforcement or emergency personnel in the performance of their duties (e.g. failure to identify one's self when so requested);
- b. violation of the terms of a disciplinary reprimand.

4. Unauthorized Use of University Keys or Other Access Devices - Unauthorized use, distribution, duplication, or possession of any key or other access device issued for any university building, structure, room, or facility.

5. Misuse of Identification - Transferring, lending, borrowing, or altering university identification.

6. Possession or Use of Marijuana - Conduct covered by this offense includes but is not limited to:

- a. possession of marijuana when such possession would constitute a minor misdemeanor;

- b. use of marijuana;
- c. possession of a device (drug paraphernalia) that has been used to ingest marijuana.

7. Unauthorized Use of Alcoholic Beverages - Violation of state law or university regulations in accordance with the use or sale of alcoholic beverages.(See Ohio University Policy and Procedure 24.001: Use/Sale of Alcoholic Beverages on Ohio University Property and in Fraternity/Sorority Housing Units).

8. Violation of Rules Regarding Residence Halls and Dining Facilities - Violation of the Ohio University Housing Contract, Guide to Residential Living, or other published rules and regulations of university residence halls and dining facilities.

9. Aiding or Abetting- Helping, procuring, or encouraging another person to engage in a Code B offense.

#### **Section 4: Sanctions**

Students and student organizations of Ohio University accept the responsibility to abide by all Ohio University policies. Proven failure to meet these obligations will justify appropriate disciplinary sanctions. Disciplinary sanctions are defined as follows:

1. **Reprimand** is an official notification of unacceptable behavior and a violation of the student code of conduct. Any further misconduct may result in more serious disciplinary sanctions.
2. **Disciplinary Probation** is a conditional status imposed for a designated period of time. Further violation of the student code of conduct while on probation will be viewed not only as a violation based upon the act itself, but also as an A-18 (Violation of Disciplinary Probation) which may result in further action up to and including suspension or expulsion. Disciplinary probation may place specific restrictions on the student or student organization. These may vary with each case and may include restriction from participating in intercollegiate athletics, extracurricular and/or residence life activities.
3. **Suspension** is the loss of privileges of enrollment at Ohio University for a designated period of time and prohibits a student from being present without permission on the property of any campus of Ohio University. A student's suspension shall not exceed one calendar year following the effective date of the sanction.
  - A student organization's suspension is a temporary revocation of university recognition. A student organization suspension will not exceed five years.
  - Suspension may be considered for A level offenses.
4. **Expulsion** is the permanent loss of privileges of enrollment at Ohio University and prohibits a student from ever being present without permission on the property of any campus of Ohio University. Expulsion will be noted on the student's permanent record.
  - A student organization, expulsion is the permanent revocation of university recognition.
  - Expulsion may be considered for A level offenses.
  - The sanction of expulsion is the only judicial sanction reflected on a student's official academic transcript.

**Note:** Other areas of the university, such as academic units, student employment, and student activities, may place specific restrictions on students or student organizations who are on disciplinary sanctions. Notification of a sanction will be made in accordance with Ohio University Student Code of Conduct Section 12: [Release of Disciplinary Records](#)

### **Section 5: Conditions of Sanction**

As a component of a disciplinary sanction, hearing authorities may impose conditions that are educational in nature and reflect the nature and gravity of the offense. Conditions of a sanction may include, but are not limited to, educational seminars, reflective essays, restrictions on right of access to campus facilities and programs, restitution for damage, and room changes.

### **Section 6: Statement of Concern**

Hearing authorities may issue a statement of concern for alleged violations of the student code of conduct in lieu of filing a formal judicial referral. A student or student organization has the right to respond in writing to the statement of concern. Such statements will be placed in the disciplinary file and may be a basis for further disciplinary referrals.

### **Section 7: Presidential Interim Suspension**

When the actions of a student threaten the good order and discipline of the university, the president may interimly suspend the student, pursuant to Section 3345.24(B) of the Ohio Revised Code, pending a prompt hearing by a University Hearing Board. The president will also determine whether the interimly suspended student may or may not remain on university property pending the completion of the hearing process. In the event the president is away from campus or otherwise unavailable, the provost (or vice president for finance and administration in the absence of the provost) may impose a presidential interim suspension consistent with the following procedure.

1. The vice president for student affairs initiates a presidential interim suspension by providing the president with information of: a) the events causing the threat to exist; b) the name of the student and actions allegedly violating university regulations; and c) a statement of the university regulations allegedly violated by the student.
2. If the president suspends a student, the director of University Judiciaries immediately notifies the student of the interim suspension and an upcoming procedural interview. The judicial process shall occur expeditiously in accordance with the Ohio University Student Code of Conduct Procedures.
3. If the final decision is to suspend or expel the student, the sanction takes effect from the date of the presidential interim suspension. If the decision is a reprimand or disciplinary probation, or if the charges are not proven, for purposes of the record, the interim suspension will be deemed not to have occurred. The student has the right to appeal the final decision in accordance with the Ohio University Student Code of Conduct Procedure Section 7: Appeals.