

Doctoral Student Handbook



Department of Counseling and Higher Education

Counselor Education Program

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

Ohio University

TABLE OF CONTENTS

Introduction and Explanation of the Manual	4
Introduction to the Faculty	5
Mission of the Counselor Education Program	9
Mission of the School Counseling Program	9
School Counseling Program Objectives.....	9
Curriculum	10
Accreditation.....	10
Mission of the Community Counseling Program	11
Community Counseling Program Objectives	11
Curriculum	12
Accreditation.....	12
Mission of the Rehabilitation Counseling Program ..	12
Rehabilitation Counseling Program Objectives ...	12
Curriculum	13
Accreditation.....	13
Program Expectations	13
Program Objectives	13
Review of Student Progress and Retention	14
Statement of Philosophy	14
Selection and Review Criteria	14
Review and Retention	14
Policy	14
Types of Review	15
Procedures	15
Suspension or Termination Decisions	16
Beginning Doctoral Student Stages (Level I)	16
Policy for Advisor-Advisee Assignment and Change	16
Admission to Advanced Standing	17
Advanced Doctoral Student Stages (Level II)	18
Final Program Development..	18
Scholarly Discipline Policy	19
Doctoral Comprehensive Examination	19
Practicum and Internships.....	20
Readings and Research Requirements	21
Candidacy	21
Dissertation	21
Graduation	22
Student Resources	22
Financial Aid Information	22
Residency Requirements.....	23
School Grievance Procedures	23
Registration Information	23
Academic Information Resources	23

Mailbox Information	24
Campus Care and Campus Quick Care and Counseling and Psychological Services .	25
Parking Procedures.....	25
Professional Development	25
Accreditation for Licensure and Certification: Definitions and Procedures	25
Accreditation	25
Licensure	26
National Certification	27
Certification as a Rehabilitation Counselor.....	27
Extracurricular Professional Activities	28
Hill Center.....	29
American Counseling Association Divisions	30
American Counseling Association Benefits	32

Appendices

A	Policy and Guidelines for Graduate Associateships and/or Tuition Waivers and Application for Graduate Financial Assistance
B	Alternative Residency Justification Form
C	Registration and Information
D	Grievance Procedures
E	Request for Change in Advisor
F	Request for Advanced Standing
G	Check sheet for Planning a Doctoral Program and Program of Studies
H	Application for Counseling Practicum and Internship
I	Guidelines for a Readings and Research Course (independent study)
J	Request for Change in Approved Program
K	Report of Results of the Doctoral Comprehensives
L	Completion of Scholarly Disciplines
M	Parking Procedures and Map
N	Licensure Information/Forms
O	Important Ohio Telephone Numbers and Web Addresses
P	Ohio University Code of Conduct

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 Doctoral 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 wants 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.

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 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.

Assistant Professor

McCracken Hall 313E

Phone: (740) 593-4425

bhatc@ohio.edu



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 community counseling 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.

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

Program Coordinator

Professor of Counselor Education

Dr. Beamish currently serves as the Program Coordinator. 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

Assistant Professor

McCracken 209A

Phone: (740) 593-4560

Thomas E. Davis, Ph.D., PCC

Professor

McCracken Hall 370

Phone: (740) 593-4460

davist@ohio.edu

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

McCracken Hall 384

Phone: (740) 593-4462

doston@ohio.edu

Dr. Doston is responsible for teaching courses in multicultural education. His areas of expertise include a special emphasis on multicultural issues within the educational setting.

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

Chair, Department of Counseling and Higher Education

Associate Professor

McCracken Hall 205

Phone: (740) 593-0846

leinbaug@ohio.edu

Dr. 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. 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; and the North Central Association of 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

Associate Professor, Retired

McCracken Hall 220

Phone: (740) 593-0032

olsheski@ohio.edu



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.

Yegan Pillay, Ph.D., PCC

Assistant Professor

McCracken Hall 382

Phone: (740) 593-9427

pillay@ohio.edu



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

Assistant Professor

McCracken Hall 386

Phone: (740) 593-4461

Fax: (740) 593-0477

robinsoh@ohio.edu



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.

Gary Szirony, Ph.D., CRC

Assistant Professor

McCracken Hall 207

Phone: (740) 597-1739

Fax: (740) 593-0477

szirony@ohio.edu



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. 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.

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 community 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 community 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

Program Objectives

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. The following broad goals should provide you with an outline of what you can hope to accomplish.

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

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 Ohio 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 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 the 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 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 Gladys W. and David H. Patton College of Education and Human Services Graduate Committee by the entire program faculty only after the student has had an opportunity to respond to faculty concerns.
3. The Gladys W. and David H. Patton College of Education 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.

BEGINNING DOCTORAL STUDENT STAGES (LEVEL 1)

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 E). 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.

Admission to Advanced Standing

Each student who is admitted to a program leading to the Doctor of Philosophy degree must gain admission to Advanced Standing prior to developing a formal program of studies. This usually occurs during the third quarter of the student's studies. Prior to achieving Advanced Standing, the student selects courses with his/her major advisor. Once Advanced Standing has been gained, the student and his/her advisor develop a proposed program of studies, including the courses to be used to meet the scholarly disciplines (research tool) requirement. The student and his/her advisor jointly select a minimum of four faculty members to serve as the student's Program Advisory Committee. Once the Program Advisory Committee has been established, a meeting is convened at which the proposed program is submitted, in a format prescribed by the Department, for the Committees' review. The Committee may approve or make adjustments to the proposed program. Once the Committee has approved the program, and signed the cover page of the program, typed copies of the program are submitted to the Department Graduate Committee for approval. After having been signed by the Chairperson of the Graduate Committee, copies of the program of studies are distributed to the student, the major advisor, and the College's Student Services.

Admission to advanced standing requires successful completion of first quarter courses or coursework from at least two faculty, the Advanced Writing Evaluation, and submission of two recommendations from faculty members with whom the student has had classes.

Advanced Writing Evaluation: Writing Skills assessment for Ph.D. students involves two phases. First, applicants for admission take a writing examination at the time of their application for the program. Second, the writing skills of each student admitted to a Ph.D. program in Counseling and Higher Education are reviewed by program area faculty during the first 9-18 hours of course work. Results of the evaluation are reported by the Program Coordinator to the Counseling and Higher Education Graduate Committee Chair during this time. If a student is found deficient in writing skills either at the time of admission or during the evaluation period, then remediation is recommended. The development of a remediation plan is the responsibility of the student and the student's advisor.

Program area faculty schedule a review and retention session during each quarter, at which time the alternative writing assessment program is implemented through the review of each pertinent student's writing by any faculty members for whom the student has written during the past term. When a student has been successfully reviewed then that student is recommended for Advanced Standing.

Two Faculty Recommendations. After passing the Advanced Writing Evaluation, the student must submit to the School Graduate Committee two recommendations from faculty members with whom he/she has completed courses and a copy of the Advanced Writing Evaluation to the Program Coordinator. See Appendix F.

Recommendation from the Counseling and Higher Education Graduate Committee. Upon the student's completion of the above requirements, the School Graduate Committee submits its recommendation to the College Graduate Committee. The student receives official

notification of Admission to Advanced Standing in a letter from the Coordinator of Graduate Studies.

ADVANCED DOCTORAL STUDENT STAGES (LEVEL II)

Final Program Development

Committee Selection. Once admitted to Advanced Standing, the student's temporary advisor will automatically become his/her permanent advisor unless the advisor or student requests a change. The student is encouraged to discuss the appointment of a Program Advisory Committee with the advisor. There are usually four or five members on this committee, with the minimum number being four. The people selected for the committee should represent those academic areas in which the student expects to take courses during doctoral study.

Program Development. The student and the advisor prepare a draft proposal detailing the courses from which the student might benefit. This is then presented to the student's Program Advisory Committee at a specially called meeting with the student to determine the courses the student will take. Forms for the program proposals are available in the Counseling and Higher Education office. The accepted proposal becomes a contract between the student and the Counseling and Higher Education Department. Changes in the contract may only be made by committee action and approval of the Counseling and Higher Education Graduate Committee. A form entitled "Request for Change in Approved Program" is used for this purpose and is available in the Counseling and Higher Education office. A program checklist and sample program proposal are attached (Appendix G).

Note: This program cannot be officially approved until successful completion of the Advanced Writing Evaluation.

The total number of hours to be taken in a doctoral program varies according to many factors but the student must have a minimum of 144 hours of work relevant to the program beyond the Bachelor's degree. Ninety (90) hours beyond the Master's Degree are required.

It is important to look ahead at this point to the comprehensive examinations because the student will be examined in the areas of his/her coursework. It is also important to look at future course scheduling to ascertain approximately when desired courses are offered. The period of time after approval of the program of studies, and while the student is taking courses is an opportunity to begin consideration of his/her dissertation and the preparation of the proposal. Although a dissertation topic cannot be formally approved until after completion of the comprehensive examinations, the student can save much time by talking to various faculty persons and investigating the area in which the dissertation is planned.

Scholarly Tools. The Counseling and Higher Education Department requires scholarly tools in the area of research. This consists of two or more courses determined by the student and the Program Advisory Committee. Such courses provide a foundation in research to be utilized during the proposal preparations and the collection and analysis of data for the dissertation. Other research courses may be required by either a student's Program Advisory Committee or Dissertation Committee. The courses commonly used are statistics, research methods and

design, historiography, institutional research, planning and evaluation, qualitative research, ethnography, and computer science. When appropriate to the student's program, the completion of a block of other related courses may be accepted as scholarly tools.

Scholarly Discipline Policy

Each student enrolled in a Ph.D. program in the Counselor Education Program must, prior to attaining degree candidacy, demonstrate competence in a minimum of two research courses which have potential for serving as useful research tools in the dissertation.

A student may be required by the Dissertation Committee to demonstrate competence in additional research disciplines if the Dissertation Committee deems additional competencies to be necessary to the successful completion of the proposed dissertation research.

For purposes of satisfying these requirements, a research discipline is defined as being any area of study primarily concerned with the design, methods, techniques and processes of scholarly research.

The specific method by which a student's required scholarly discipline(s) will be met will be identified, defined criteria for demonstrating competence will be established, and made a matter of record by the student's Program Committee at the time of program approval. This initial approval may be modified by the student's dissertation proposal consideration. If the Dissertation Committee believes additional scholarly discipline requirements are needed in order for the student to be competent to do the research required for the dissertation, such recommendation may be made at this time. Successful completion of these courses will be reported to the Counselor Education Chairperson.

Students are required to earn a grade of "C" (2.00) or better in each scholarly tool. If a grade below a "C" (2.00) is received, the tool course will need to be repeated and a grade of "C" (2.00) earned. Both grades will remain on the student's record.

Student Services, the Gladys W. and David H. Patton College of Education and Human Services, quarterly checks the grades for scholarly tools. When the tools are completed, Student Services completes the Scholarly Tool form (Appendix L).

Doctoral Comprehensive Examination

The comprehensive examinations, written and oral but considered to be one examination, are usually taken near or at the end of the course work. The written and oral exams evaluate your mastery of your field of specialization. They examine information from course work in the core and program phases of the doctoral program. They also enable the Doctoral Advisory Committee to determine your readiness for advanced research.

When the course work is virtually completed (excluding internship and dissertation), and upon the recommendation of his/her Doctoral Advisory Committee, a student will take their comprehensive examinations. However, students are advised to begin preparation for the

examination ever earlier than this. All content areas which are to be included in the comprehensive examination must be represented by at least one member of the Doctoral Advisory Committee. Questions are prepared by the student's program committee members for twelve hours of written examinations appropriately distributed over the content fields included in the student's program, although it is possible to ask a person not serving on the committee to write a question. The examination will consist of a written portion, with questions submitted and graded by the student's Doctoral Advisory Committee. The advisor and the student will contact the professors to write questions. Students are advised to seek suggestions from committee members regarding preparation for the questions areas. Within two weeks of the completion of the written portion, the Doctoral Advisory Committee will meet with the student for the oral portion of the examination. At least 75% of the committee members must approve the written and oral comprehensive examination to constitute satisfactory completion of the examination.

A general rule of thumb is that the student should have at least two courses in an area in order to write a three-hour examination on that area. It is also possible to write one-and-one-half hour examination questions.

The faculty may allow a student to retake the comprehensive examination or any part thereof if he/she is not successful on the first attempt. Additional course work or other committee recommendations may be required in the case of unsatisfactory work on the examinations. The form Report of the Results of a Doctoral Comprehensive Examination, signed by all committee members, must be submitted to Student Services in the Gladys W. and David H. Patton College of Education and Human Services (Appendix K). Upon the completion of the comprehensive examinations, the Doctoral Program Committee is dissolved.

Contact the Department of Counseling and Higher Education, 201 McCracken, for quarterly dates and sign-up deadline.

Note: The student is required to be registered for a minimum of two hours of graduate credit the quarter in which comprehensives are taken.

Practicum and Internships

The practicum and internship courses are designed to provide students hands-on experience in an employment situation after all coursework has been completed and the comprehensive examination has been successfully completed. 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. The Doctoral Internship is an educational experience designed to give graduate students majoring in Counseling a substantive work experience performing the responsibilities of a professional practitioner in the field of counseling and counselor education. Opportunities are provided on-the-job in a cooperating agency or institution for the intern trainees: for example, to increase the number of procedures, psychological assessment, and therapeutic methods used by them; to increase personal effectiveness in the delivery of counseling and related mental health services; to work as a team member in the delivery of counseling services; to work as a counselor educator as a member of

the graduate faculty in a Counselor Education Program; and to experience supervision under the tutelage of a practitioner knowledgeable and experienced in the setting and with the clientele served. The hours required for the internship are as follows:

- 1) 720 hours must be acquired at the doctoral level, and;
- 2) at least 600 post-bachelor clinically supervised internship hours are required

Students are encouraged to submit a brief plan outlining the components of their doctoral internship for their advisor's approval before beginning their internship. See Appendix H for a copy of the Application for Counseling Practicum and Internship for Licensure/Certification.

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 I 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.

Candidacy

Upon completion of the doctoral residency, scholarly tools, written and oral comprehensives and the submission of the Approval of Proposal for Dissertation, a student will receive a letter from Student Services, the Gladys W. and David H. Patton College of Education and Human Services, indicating that they have been admitted to doctoral candidacy.

Dissertation

Doctoral Dissertation Committee and Examinations - A dissertation committee consists of a minimum of four members, three of whom must be full-time faculty. A dean's representative is also a member of the committee. This committee conducts the final oral examination over the dissertation. At least 75% of the dissertation committee members, including the dean's representative, must approve the dissertation. It should be noted that approval of the dissertation by the dean's representative is mandatory for acceptance of the dissertation.

Any studies by faculty, students or staff that involve human subjects is considered human subjects research by the federal government. This includes everything from clinical trials to surveys, interviews and observation. Any research -- including master's and doctoral projects -- that calls for participation by human subjects must be approved by the Institutional Review Board before the project can begin. Visit the website for the Institutional Review Board at <http://www.ohiou.edu/research/compliance/human.html#>

A copy of *Format for Theses and Dissertations* is available in Student Services, McCracken Lobby.

Oral Defense on the Dissertation - The student or his/her dissertation director must notify Student Services, The Gladys W. and David H. Patton College of Education and Human Services, two weeks in advance of the oral defense of the date, time, and location. Student Services gives public notice of the defense and mails the official notice of the defense along with the required forms for the dissertation director and the Dean=s Representative. At least 75% of the dissertation committee, including the Dean=s Representative, must approve the dissertation. It should be noted that approval of the dissertation by the Dean=s Representative is mandatory for acceptance of the dissertation.

Doctoral level students have seven years from their date of admission in which to complete their degree requirements. Students who do not complete their requirements within the time limit may be permitted to continue graduate study only if exceptional circumstances are associated with the delay in progress. The Dean may grant a one-quarter, one time extension after the application for a readmission has been submitted.

Graduation

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. Applications should be returned to the Graduation Office, 110 Chubb Hall, (740) 593-4195 or 4196, by the due dates. The graduation fee is \$50.00 for MASTER'S and DOCTORAL. (Fees are subject to change.) The student should notify Student Services, The Gladys W. and David H. Patton College of Education and Human Services, (740) 593-4413, at once if an application for graduation must be canceled. Any student who does not graduate in the quarter he/she applies must re-apply for graduation. A \$5.00 fee and re-application cards must be submitted by the application deadline listed for the quarter in which the student will graduate.

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.

Student Resources

Financial Aid Information

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 February 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 Application for Graduate Financial Assistance are contained in Appendix A of this document.

Residency Requirements

University rules require three consecutive quarters of residence, which may include the summer quarter. Residence status requires a minimum course load of nine hours per quarter for a graduate or teaching assistant or 15 hours for all other students.

An alternative residency option exists for students who are employed full-time. You may enroll for nine quarter hours of graduate course work per quarter for three consecutive quarters if concurrently employed in a full-time professional position that contributes directly and educationally to your doctoral program and career goals. In order to be granted alternative residency status, a student must complete a request form which is submitted to the program area faculty for its consideration (Appendix B). The faculty may or may not approve the request.

School 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 D of this document.

Registration Information

The schedule is now on line - www.ohiou.edu/registrar

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 C for information specific to the Ohio University Registration Process.

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 visit the website at 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.

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.

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).

Parking Procedures

Parking Services (593-1911) maintains responsibility for allocating parking spaces and permits. For your convenience, a campus map is contained in Appendix M of this document. For a detailed map, highlighting parking areas, contact campus security at the number listed above.

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

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.

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. Graduates of this program will most likely be interested in one of these licenses. Be sure to speak with an advisor regarding the specific requirements needed to obtain them. 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;
- 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 regulate 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 N Licensure and Certification Information/Forms 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 are 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)

George E. Hill Center for Counseling and Research

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's Counselor Education programs. Counseling services provided are under the supervision of faculty instructors. The primary mission of the Center is to train masters and doctoral level counselor trainees in the counselor education programs. This may include providing counseling and human development services to members of the university community (OU students, faculty, and staff) and area residents. Another of the Center is to conduct counseling-related research. The Center operates during the three academic quarters.

Scope of Services

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

Outreach	Consultation
Continuing Education	Workshops for Human Service Professionals
Individual Counseling	Family Counseling

Group Counseling	Child and Adolescent Counseling
Couples Counseling	Parent Education
Psychological Assessment	Career Counseling

The Counseling Center often 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 interns. These services are provided through individual or group sessions. Sessions are scheduled as often as deemed necessary by the counselor trainee, the internship instructor and/or supervisor, and the client(s). The type of counseling and/or testing is designed by the student under the direct supervision of the internship instructor/supervisor. If a client and student cannot be matched, the client is referred elsewhere for assistance.

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 supports the graduate assistants, supervisors, and counselor trainees in the clinical practice of counseling and in the development of continuing education workshops for area professionals. 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.

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)

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 an 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 prejudice.
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

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 19 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.

Appendix A
Policy and Guidelines for Graduate Associateships and/or
Tuition Waivers And
Application for Graduate Financial Assistance

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, 2nd 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 B
Alternative Residency Option Justification Form

OFFICE OF STUDENT SERVICES

The Gladys W. and David H. Patton College of Education and Human Services, Ohio University
Athens Oh 45701

ALTERNATIVE RESIDENCY OPTION JUSTIFICATION FORM*

The alternative residency option permits a student not receiving stipend support to complete the doctoral residency requirement by enrolling in nine (9) quarter hours of graduate course work per quarter for three consecutive quarters if concurrently employed in a full-time professional position.** Professional position is here defined as one in which the experience contributes directly and educationally to the student=s program.

Justify below in writing how the experience gained in the position is directly and educationally related to the student=s professional goals and the goals of the program and why this experienceBalone or combined with other planned experiencesBshould be used to satisfy doctoral requirements.

Student=s Name _____ Program _____

Present Full-Time Professional Position _____

Faculty Advisor _____

Email Address _____

JUSTIFICATION FOR ALTERNATIVE RESIDENCY OPTION (Please use additional space if needed).

APPROVED

Faculty Advisor

Date

Department Chair

Date

*To be submitted to the Office of Student Services, Education, no later than the first week of the first quarter of residency. **Refer to the Graduate Catalog for a full statement of this residency policy.

cc: Student Services, Education

OGS Form #20

8/98

Appendix C
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.

Holds

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 D

**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 Ethics, Equity, and Grievance Committee. If the Dean concludes that the student has insufficient grounds for an appeal, there can be no further appeal by the student. If the Dean concludes that sufficient grounds do exist for an appeal, the grievance will be considered by the College Ethics, Equity, and Grievance Committee. Once accepted by the Dean, the committee's decision is not subject to further appeal.

Note: This policy is consistent with the Grade Appeals 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 Student Handbook

reviewed by the Ethics, Equity, and Grievance committee 2/11/98; revised in TFPP/Dept Chair joint meeting 5/28/98; departmental approval 6/98; approved by Dean 1/99.

Appendix E
Request for Change of Advisor

OFFICE OF 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 124 McCracken after signed by current and proposed new advisor)

Student=s

Name _____

Student=s Mailing Address _____

Student=s Email

Address _____

Degree and Program Area _____

I am requesting that my advisor be changed from _____

to _____.

Reason for request _____

 Student=s signature

 Concurrence of proposed new advisor

 Acknowledgment of request by present advisor

Check One: _____ Approved _____ Disapproved

 Department Chair Date _____

8/02

cc:

Student

Present Advisor

New Advisor

Appendix F
Recommendation for Advanced Standing

[Type text]

OFFICE OF STUDENT SERVICES
The Gladys W. and David H. Patton College of Education and Human Services
Ohio University
Athens Oh 45701

RECOMMENDATION FOR ADVANCED STANDING

To the Faculty Evaluator: You are encouraged, upon the student=s request to complete this evaluation and share its contents with the student. This procedure is in compliance with Ohio University policy and with the Family Education Rights and Privacy Act of 1974. You may decide to complete a confidential or an open evaluation as you find appropriate.

I (student) request that this recommendation be:

- _____ Confidential (open to the academic personnel only)
- _____ Open (I may review)

_____ Student's signature _____ Date

I (faculty)

- _____ I agree to the above designation
- _____ I do not agree

_____ Faculty member's signature _____ Date

_____, a graduate student, has requested advancement to Advanced Standing. Please complete the following form and send directly to the Office of Student Services, Education.

Faculty Member's Name _____
Course(s) taught in which student was enrolled _____
Quarter(s) _____ Year(s) _____

Please respond to the following questions:

1. How would you rate this student=s academic performance in comparison to other doctoral students? _____above average
_____average
_____below average
2. Where did this student rank in the class(es) identified above? _____above average
_____average
_____below average
3. How would you estimate this student=s potential for success in a doctoral program. _____above average
_____average
_____below average
4. What particular strengths did you observe in this student?
5. What particular weaknesses did you observe in this student?

Appendix G

Checksheet for Planning a Doctoral Program

And

Sample Program of Studies



Counselor Education: Doctoral Program Requirements

Counselor Education Program

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

Checksheet for Planning a Doctoral Program

Doctoral study in Counselor Education at Ohio University is designed to provide advanced level preparation for counselors in various public and private human services and mental health settings as well as preparing individuals to be counselor education professionals in colleges and universities. Preparing counselors to work in these positions is our highest priority.

The doctoral program is based on the philosophy that each student enters with unique strengths and abilities and individual professional career goals; therefore, beyond the required courses found below, each student is expected to build a program based upon prior academic preparation, previous work experience, and future career expectations. This results in each student selecting three to five areas of expertise. The program is planned to help develop leaders in the field of counseling as both counselor educators and practitioner. The primary Program goal is to prepare individuals to have first and foremost a professional counselor identity.

A total of 145 hours are required for the doctoral degree, with at least 90 hours beyond the master's degree.

<u>Year /Term</u>	<u>Course #</u>	<u>EDCE Offering</u>	<u>Core Area Requirements</u>
_____	_____	(EDCE 685)	Social and Cultural Diversity
_____	_____	(EDCE 522)	Career Development
_____	_____	(EDCE 530)	Professional Identity
_____	_____	(EDCE 501)	Research and Program Evaluation
_____	_____	(EDCE 555)	Helping Relations
_____	_____	(EDCE 545)	Human Growth and Development
_____	_____	(EDCE 531)	Assessment
_____	_____	(EDCE 550)	Group Work

Core Courses Required of All Doctoral Students

_____	F	EDCE 720	Advanced Seminar in Counseling	4 hrs.
_____	F	EDCE 759	Counselor Supervision (and arrange)	4hrs.
_____	F	EDCE 762	Legal and Ethical Issues in Counseling	4hrs.
_____	W	EDCE 823	Supervision Lab	3hrs.
_____	W	EDCE 755	Counseling Theories: Advanced	5 hrs.
_____	W	EDCE 750	Counselor Education	4 hrs.
_____	W*	EDCE 821	Professional Publication	3 hrs.
_____	SP	EDCE 732	Advanced Appraisal	5 hrs.
_____	SP	EDCE 852	Advanced Lab in Applied Group Dynamics (and arrange)	5 hrs.
_____	SP*	EDCE 664	Mental Health Consultation	3 hrs.
_____	SP*	EDCE 821	Leadership in Counseling	3 hrs.
_____	F, W, Sp	EDCE 800	Internship: _____	30 hrs.

Scholarly Tools

_____	F/Sum	EDRE 720	Education Statistics (required)	5 hrs.
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	

OHIO UNIVERSITY
THE GLADYS W. AND DAVID H. PATTON COLLEGE OF EDUCATION AND HUMAN SERVICES

PROGRAM OF STUDIES

For the degree of

____ **Doctor of Philosophy (Ph.D.)** ____ **Doctor of Education (Ed.D.)**

in

specific major

Submitted by

(Student's name)

(Student's e-mail, PID#)

The attached program of studies has been approved by the student's Doctoral Committee and the Department Chair. Any deletions or additions to this program will be approved by the student's Doctoral Committee on the Change of Program form, confirmed by the Department Chair, and attached to this program of studies as an amendment.

The approved Scholarly/Research tools are:

COMMITTEE APPROVAL:
SIGNATURE

PRINT NAME

(Chairperson)

Date_____

Date_____

Date_____

Date_____

Date_____

DEPARTMENT CHAIR APPROVAL

Date_____

Signature, Department Chair

cc: Student
Faculty Advisor

PROGRAM OF STUDIES
for the degree of
Doctor of Philosophy
in
COUNSELOR EDUCATION

The attached program of studies has been approved by the student's Doctoral Committee and the Chair of the Counseling and Higher Education Graduate Committee. Any deletions or additions to this program of studies must be approved by the student's Doctoral Committee, confirmed by the Counseling and Higher Education Graduate Committee, and attached to this program of studies as an amendment.

The approved scholarly tools are:

EDRE 720	Education Statistics	5 hours
EDRE 721	Regression Analysis	5 hours
EDRE 733	Research Design in Education	5 hours
EDCE 823	Introduction to Qualitative Methods	4 hours

Submitted by

COMMITTEE APPROVAL:

_____ Date _____
Dr. Tom Davis (Chairperson)

_____ Date _____
Dr. Mona Robinson

_____ Date _____
Dr. Dana Levitt

_____ Date _____
Dr. Tracy Leinbaugh

_____ Date _____
(Dr. Jerry Olsheski, Chairperson, Counseling and Higher Education Graduate Committee)

Doctoral Program Requirements

Counselor Education Program

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

Checksheet for Planning A Doctoral Program

Proposed
Quarter &
Year

		1.	Core Area Requirements	
W 00	EDC	673	Tech&Cns Multicultural Pop	(a) Social & Cultural Div
W 99	EDC	529	Psychology-Life Style & Career	(b) Career Development
F 98	EDC	525	Community Resources	(c) Professional Identity
F 99	EDC	568	Research/Assess-Human Services	(d) Research and Eval
F 98	EDC	543	Theories/Tech. in Counseling	(e) Helping Relations
W 99	EDC	531	Personality & Human Development	(f) Human Growth Dev
W 00	EDC	535	Test Interpretation & Case Studies	(g) Assessment/Appraisal
W 99	EDC	583	Theories/Tech.– Group Counseling	(h) Group Work

2.

Core Courses Required of All Doctoral Students

F 03	EDCE	720	Advanced Seminar in Counseling	4 hrs.
F 03	EDCE	759	Counselor Supervision	4 hrs.
W 04	EDCE	823	Supervision Lab	3 hrs.
W 04	EDCE	755	Counseling Theories: Advanced	5 hrs.
W 05	EDCE	750	Counselor Education	4 hrs.
W 04	EDCE	821	Professional Publication	3 hrs.
F 99	EDCE	762	Legal and Ethical Aspects (EDC 544)	4 hrs.
W 00	EDCE	732	Advanced Appraisal (EDC 535)	5 hrs.
SP 04	EDCE	852	Advanced Lab in Applied Group Dynamics	5 hrs.
SP 04	EDCE	664	Mental Health Consultation	3 hrs.
SP 04	EDCE	821	Leadership in Counseling	3 hrs.
SU 05	EDCE	800	Internship	30 hrs.

3.

Scholarly Tool

F 03	EDRE	720	Education Statistics	5 hrs.
W 04	EDRE	721	Regression Analysis	5 hrs.
SP 05	EDRE	733	Research Design in Education	5 hrs.
SU 04	EDCE	823	Introduction to Qualitative Methods	4 hrs.

4.

Student's Areas of Interest and Desired Competency

(a)	Counselor Education and Supervision
(b)	Theories and Techniques of Counseling
(c)	Integrative Health Care
(d)	Child & Adolescent Development

5.

Supervised Experience

(a)	<i>Doctoral practicum</i>			
SU,W	04/05	EDCE 763	Advanced Practicum (Co-Teaching)	5 hrs.
(b)	<i>Internship</i>			
SP,SU	05	EDCE 800	Counselor Education Internship	30 hrs

Doctoral Program Requirements

Core Area of Study:

Counselor Education and Supervision

Dept.	Catalogue #	Course Title	Date Taken	Quarter Hours	Grade
EDC	544	Ethical and Legal Aspects of Counsel	F 99	3.0	A
EDC	568	Research/Access in Human Services	F 99	4.0	A
EDC	695	Counselor Supervision	SP 01	4.0	A
EDCE	720	Advanced Seminar in Counseling	F 03	4.0	A
EDCE	750	Counselor Education	W 05	4.0	
EDCE	759	Counselor Supervision	F 03	4.0	A
EDCE	760	Advanced Practicum (Co-Teach)	SU04 W05	10.0	A
EDHE	780	Dynamics of College Teaching	W 04	4.0	
EDCE	821	Professional Publication	W 04	3.0	A
EDCE	821	Leadership	SP 04	3.0	A
EDCE	800	Internship	SP, SU 05	30.0	

Total Hours: 73

Professor: Dr. Tom Davis

Doctoral Program Requirements

Core Area of Study:

Theories and Techniques in Counseling

Dept.	Catalogue #	Course Title	Date Taken	Quarter Hours	Grade
EDC	529	Psychology of Lifestyle & Career	W 99	3.0	A
EDC	543	Theories & Techniques in Counseling	F 98	4.0	B
EDC	545	Counseling Techniques Lab	W 00	4.0	A
EDC	583	Theories & Techniques-Group	W 99	4.0	A
EDC	673	Multicultural-Counseling & Tech	W 00	4.0	A
EDCE	852	Advanced Lab in Applied Group Dynamic	SP 04	5.0	A
EDCE	755	Counseling Theories: Advanced	W 04	5.0	A

Total Hours: 29

Professor: Dr. Mona Robinson

Doctoral Program Requirements

Core Area of Study:

Integrative Health Care

Dept.	Catalogue #	Course Title	Date Taken	Quarter Hours	Grade	Total
EDC	525	Community Resources	F 98	3.0	A	
EDC	584	Counseling Practicum	SU 00	5.0	A	
EDC	598	Masters Internship (Clinical)	F, SP 00	12.0	A	
EDC	681	Integrative Application-Clinical Counseling	F 00	4.0	A	
EDC	700	Scholarly Project – Thesis	F 00,SP 01	4.0	A	
EDC	635	Marriage & Family Counseling	SP 00	4.0	A	
EDCE	664	Mental Health Consultation	SP 04	3.0	A	
EDCE	823	R & R – Eating Disorders	SU 04	2.0		
EDCE	823	R & R -	F 04	3.0		

Hours:44

Professor: Dr. Dana Levitt

Doctoral Program Requirements*Core Area of Study:**Child and Adolescent Development*

Dept.	Catalogue #	Course Title	Date Taken	Quarter Hours	Grade
EDC	531	Personality & Human Development	W 99	3.0	A
EDC	535	Test Interpretation & Case Studies	W 00	3.0	A
EDC	623	Foundations-Abnormal Psychology	SP 99	4.0	A
EDC	630	Evaluation-Mental & Emotional Condition	SP 00	4.0	A
EDC	631	Diagnosis-Mental & Emotional Disorders	S U 99	4.0	A
EDC	683	Treatment-Mental & Emotional Disorders	SP 01	4.0	A
EDCE	821	Clinical Assessment of Children	SU04	3.0	
EDCE	821	Counseling Children	F 04	3.0	
EDCE	821	Adlerian Theory/Couns Well&Habit Chge	F 04	3.0	

Total Hours: 31

Professor: Dr. Tracy Leinbaugh

Appendix H
Application for Practicum
And
Internship for Licensure/Certification

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 I

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 Community Counseling (1-5 cr. hrs.)

Prerequisite: permission. (May be taken for total of 12 hours) Study and interpretation of scientific literature on community counseling. 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.

[Type text]

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

[Type text]

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 _____

[Type text]

Appendix J

Request for Change in Approved Program

[Type text]

OFFICE OF 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 DOCTORAL PROGRAM

NAME _____ DATE _____

SOCIAL SECURITY NUMBER _____ MAJOR _____

EMAIL ADDRESS _____

MAILING ADDRESS _____

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

The reason for this request is:

COMMITTEE APPROVAL:

(Chairperson) _____ Approved by Department Chair

Denied by Department Chair

Department Chair

Date _____

[Type text]

Appendix K

Report of Results of the Doctoral Comprehensives

[Type text]

OFFICE OF STUDENT SERVICES
The Gladys W. and David H. Patton College of Education and Human Services, Ohio University
Athens OH 45701

REPORT OF THE RESULTS OF THE DOCTORAL COMPREHENSIVE EXAMINATION

_____, a doctoral student in the Department of ___ Teacher Education,
___ Educational Studies, ___ Counseling and Higher Education has taken the doctoral Comprehensive
Examination with the following results:

PASSED

FAILED

Signatures of Examiners:

Chairperson, Examination Committee	Date _____
	Date _____

Signature, Department Chair

Date

This is the final report of the Comprehensive Examination. Therefore, it should not be filed until all parts of the doctoral Comprehensive Examination are completed.

This form should be filed with the Office of Student Services, Education, within one week of the date of the completion of the examination.

cc: Student Services, Education
OGS Form #7
8/98

[Type text]

Appendix L

Completion of Scholarly Disciplines

[Type text]

THE GLADYS W. AND DAVID H. PATTON COLLEGE OF EDUCATION AND HUMAN SERVICES
PROGRAM OF STUDIES

for the degree of

____ Doctor of Philosophy (Ph.D.) ____ Doctor of Education (Ed.D.)

in

specific major

Submitted by

(Student=s name)

The attached program of studies has been approved by the student=s Doctoral Committee and the Chairperson of the Graduate Committee. Any deletions or additions to this program will be approved by the student=s Doctoral Committee on the Change of Program form, confirmed by the Chairperson of the Graduate Committee, and attached to this program of studies as an amendment.

The approved scholarly/research tools are:

COMMITTEE APPROVAL:

_____	Date _____
(Chairperson)	
_____	Date _____

DEPARTMENT APPROVAL

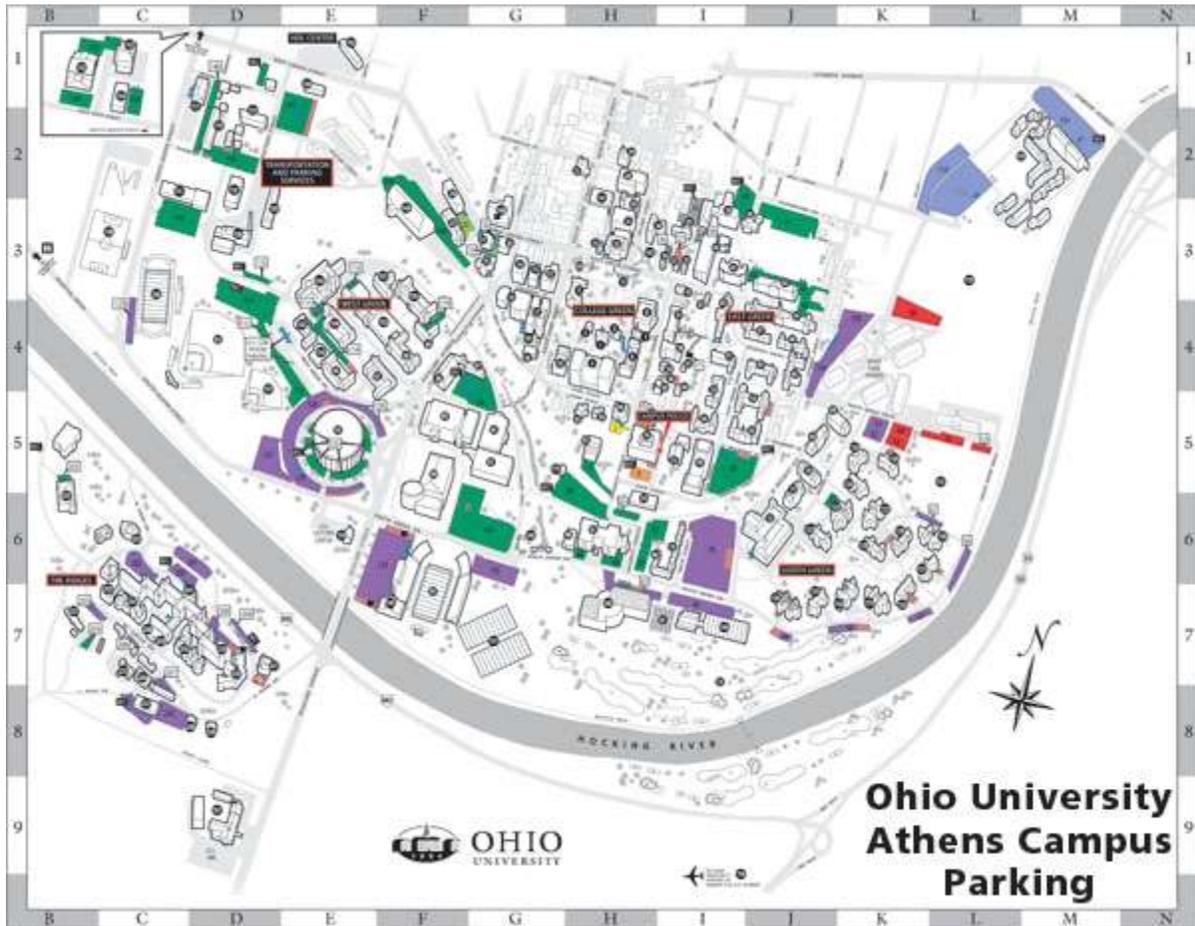
_____	Date _____
(Department Chair)	

[Type text]

Appendix M
Parking Procedures and Campus Map

[Type text]

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

[Type text]

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

[Type text]

Appendix N

Licensure and Certification Requirements

[Type text]

Licensed Professional Counselor/Professional Clinical Counselor

Counselor, Social Worker and Marriage and Family Therapist Board
LeVeque Tower
50 West Broad Street Suite 1075
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.

[Type text]

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.

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.

[Type text]

Licensed School Counselor

Fulltime Teacher Education and Licensure Standards 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) 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

[Type text]

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).

[Type text]

Appendix O

Important Ohio Telephone Numbers and Websites

[Type text]

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

Important Internet Addresses

Ohio University Web Page - <http://www.ohio.edu>

Registrar's Office - 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

Ohio University Institutional Review Board - www.ohio.edu/research/compliance/human.html

Email accounts - 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

ACA- Liability Insurance - www.acait.com

OCA; a state branch of ACA - www.ohiocounselingassoc.com

Chi Sigma Iota - www.csi-net.org

Counselor, Social Worker and Marriage & Family Therapist Board - www.cswmft.ohio.gov

[Type text]

Appendix J

Ohio University Student Code of Conduct

[Type text]

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

[Type text]

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,

[Type text]

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.

[Type text]

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

[Type text]

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.

[Type text]

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
3. Code of Conduct Procedures.
4. 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.