

Master of Education (M.Ed.) in Counselor Education

Student Handbook



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



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INTRODUCTION TO AND EXPLANATION OF THE HANDBOOK

Welcome to the Counselor Education (CE) Program at Ohio University! This handbook is designed as a reference to increase students' awareness of program expectations and available resources. This handbook should inform students of the important requirements for the master's degree (M.Ed.) in Counselor Education in the Department of Counseling and Higher Education (CHE). The handbook provides an overview of the CE program and serves as a means for keeping track of the student's individual program plan.

Program faculty and support staff want students to successfully complete their program, and are prepared to help students with major and minor program concerns. Students are encouraged to seek assistance as needed. Please remember that the faculty contract is for the 9-month academic year, excluding university breaks. It is recommended that students complete paperwork requiring an advisor's signature during the period faculty are employed by the university to ensure a timely submission of forms and program completion. Students are strongly encouraged to work closely with their faculty advisors to plan effectively and prevent problems from slowing degree progress. It is important for students to inform their advisors as to any actions taken that may affect program progress.

In addition to students' faculty advisor, the CE program coordinator, CE practicum and internship coordinator, CHE department chair, and CHE administrative specialist are available to assist students:

Department of Counseling and Higher Education (CHE)

	Mona Robinson PhD, LPCC-S, LSCW, CRC Professor CHE Department Chair	robinsoh@ohio.edu 740.593.4461 Lindley Hall N252
	Shelley McClain CHE Department Administrative Specialist	mcclais1@ohio.edu 740.593.4442 Lindley Hall 272

Counselor Education (CE)

	Adrienne Erby PhD, NCC Lecturer & George E. Hill Center Interim Director CE Program Coordinator	erby@ohio.edu 740.593.4457 Lindley Hall N160F
	Tamarine Foreman, PhD, LPCC-S, NCC Assistant Professor CE Practicum and Internship Coordinator	foremant@ohio.edu 740.593.4395 Lindley Hall N260

PROGRAM FACULTY DIRECTORY

The CE program is composed of a diverse faculty with a variety of backgrounds, research areas, and service activities. All faculty are licensed and/or certified counselors. Each faculty member offers an area of counseling expertise and displays leadership through active involvement in the profession as well as research and publications. Students are encouraged to learn more about faculty members and explore opportunities for involvement and collaboration. See Appendix I for faculty information, including education and areas of interest.

	Christine Suniti Bhat PhD, LPC, LSC Associate Professor	bhatc@ohio.edu 740.593.4425 Lindley Hall N258
	Nikol Bowen, PhD, LPCC Assistant Professor	bowenn@ohio.edu 740.593.4560 Lindley Hall N258
	Andrew Byrne PhD, LPC, CRC Assistant Professor Regional CE Program Coordinator Chi Sigma Iota, Alpha Chapter Faculty Advisor	byrnea@ohio.edu 740.593.4460 Lindley Hall N274
	Tom Davis, PhD, LPCC-S Professor Emeritus	davist@ohio.edu 740.593.4042 Lindley Hall N160A
	Adrienne Erby PhD, NCC Lecturer & George E. Hill Center Interim Director CE Program Coordinator	erby@ohio.edu 740.593.4457 Lindley Hall N160F
	Tamarine Foreman, PhD, LPCC-S, NCC Assistant Professor CE Practicum and Internship Coordinator	foremant@ohio.edu 740.593.4395 Lindley Hall N260
	Tracy Leinbaugh, PhD, LPCC-S, NCC Associate Professor Emerita	leinbaug@ohio.edu 740.593.0846 Lindley Hall N160A
	Jerry Olsheski, PhD, LPC, CRC Associate Professor Emeritus	olsheski@ohio.edu 740.593.0739 Lindley Hall N160A
	Yegan Pillay PhD, LPCC-S Associate Professor	pillay@ohio.edu 740.593.9427 Lindley Hall N259
	Connie Patterson PhD, LPC, CRC Associate Lecturer Assistant Dean for Academic Engagement and Outreach	patterc1@ohio.edu 740.593.0084 Lindley Hall N194
	Mona Robinson PhD, LPCC-S, LSCW, CRC Professor CHE Department Chair	robinsoh@ohio.edu 740.593.4461 Lindley Hall N252

COUNSELOR EDUCATION STUDENT EXPECTATIONS

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

- A. Demonstrate knowledge in major counseling and learning theories, personality interpretation, and developmental issues.
- B. Develop essential counseling skills and apply these skills within individual and group counseling settings.
- C. Describe the influence of the social and cultural context on client and counselor worldview, experiences, and behaviors, and apply multicultural and social justice counseling competencies into counseling practice.
- D. Define a counselor's function and goals, and understand therapeutic relationship and evaluation variables.
- E. Identify what it means to be a counseling professional and develop skills to advocate for the profession.
- F. Develop a personal philosophy of counseling.
- G. Recognize conditions and needs specific to the area of prospective employment and develop advocacy skills to address institutional and social barriers that impede access, equity, and success for clients.

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.

The objectives of the program for all students, regardless of their area(s) of specialization, reflect the following CACREP Standards (II.F.1-8). Common core curricular experiences and demonstrated knowledge in each of the following eight curricular areas are required of all students in the program:

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

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

Clinical Mental Health Counseling Program Specialization

Program Specialization Mission

The mission of the Clinical Mental Health Counseling Program Specialization 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.

Program 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 five 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 in Ohio. The clinical mental health counseling program specialization at Ohio University is accredited by the Council for Accreditation of Counseling and Related Educational Programs as a clinical mental health counseling specialty area (CACREP V.C.1-3).

Program Objectives

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.
Become familiar with the typical characteristics of individuals and communities served by a variety of institutions and agencies that offer clinical mental health counseling services.
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.
Learn to develop effective strategies for promoting client understanding of and access to community resources.
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.
Acquire knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual.
Learn to develop effective strategies for client advocacy in public policy and other matters of equity and accessibility.
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.
Acquire an understanding of ethical and legal considerations related specifically to the practice of clinical mental health counseling.

Clinical Mental Health/Clinical Rehabilitation Counseling Program Specialization

Program Mission

The mission of the master's program in Clinical Mental Health/Clinical Rehabilitation Counseling at Ohio University is designed to provide quality instruction and supervised experience designed to prepare professional rehabilitation counselors who are committed to facilitating the personal, vocational and economic independence of individuals with disabilities.

Program Curriculum

The master's program in clinical mental health/clinical 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 National Certified Counselors and Certified Rehabilitation Counselors, and for licensure as Professional Counselors in Ohio. The clinical mental health/clinical rehabilitation counseling program specialization at Ohio University is accredited by the Council for Accreditation of Counseling and Related Educational Programs in both clinical mental health counseling (CACREP V.C.1-3) and clinical rehabilitation counseling (CACREP V.D.1-3) specialty areas.

Program Objectives

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.
Become familiar with the typical characteristics of individuals and communities served by a variety of institutions and agencies that offer clinical mental health counseling services.
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.
Learn to develop effective strategies for promoting client understanding of and access to community resources.
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.
Acquire knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual.
Learn to develop effective strategies for client advocacy in public policy and other matters of equity and accessibility.

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.
Acquire an understanding of ethical and legal considerations related specifically to the practice of clinical mental health counseling.
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.
Produce research and other scholarly information that is related to promoting the rehabilitation and independence of people with disabilities.
Maintain an active relationship to the broader rehabilitation community and related professional associations through consultation, education, advocacy and leadership activities.

School Counseling Program Specialization

Program Mission

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.

Program 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 professional school counseling, counseling children and adolescents, and clinical assessment of children and adolescents. All students must complete a supervised practicum and internship experience in a school under the supervision of a licensed school counselor. Graduates of the program are eligible for licensure as School Counselors and also complete additional clinical coursework to be eligible for licensure as Professional Counselors. The school counseling program specialization at Ohio University is accredited by the Council for Accreditation of Counseling and Related Educational Programs as a school counseling (CACREP V.G.1-3) specialty area.

Program Objectives

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.
Develop an understanding of the school counseling program in relation to the academic and student services program in the school setting.
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.
Learn to develop strategies of leadership designed to enhance the learning environment of schools.
Acquire knowledge of the school setting, environment , and pre-K-12 curriculum
Identify current issues, policies, laws, and legislation relevant to school counseling
Understand the role of 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
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.
Develop knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.
Acquire an understanding of ethical and legal considerations related specifically to the practice of school counseling.

PROGRAM REQUIREMENTS
CE M.Ed. Program of Study and Course Sequence

FALL 1

<u>Course Number</u>	<u>Course Name</u>	<u>Credit Hours</u>
EDCE 6200	Foundations of Professional Counseling*	3
EDCE 6310	Appraisal I *	3
EDCE 6550	Counseling Theory & Techniques *	4
EDCE 6860	Multicultural Counseling *	4

* Core Courses to be completed by All Students.

Credit Hours: 14

SPRING 1

<u>Course Number</u>	<u>Course Name</u>	<u>Credit Hours</u>
EDCE 6450	Counseling Over the Lifespan *	3
EDCE 6500	Group Counseling I *	4
EDCE 6620	Diagnosis and Treatment Planning *	3
EDCE 6920	Counseling Practicum * (May be taken in Summer)	3
EDCE 6260	Medical & Psychosocial Issues in Rehabilitation Counseling (CMH/CLRC)	4
EDCE 6240	Professional School Counseling (SC)	3

* Core Courses to be completed by All Students.

Credit Hours: 13

CMHC Credit Hours: 13; CMH/CLRC Credit Hours: 17; SC Credit Hours: 16

FALL 2

<u>Course Number</u>	<u>Course Name</u>	<u>Credit Hours</u>
EDCE 6220	Career Development: Research & Theory *	3
EDCE 6915	Counseling Internship* (May be taken in Summer)	4
EDCE 7620	Legal & Ethical Aspects of Counseling *	3
EDCE 7320	Personality Assessment (CMHC; CMH/CLRC)	4
EDCE 6290	Job Placement Theory & Techniques (CMH/CLRC)	3
EDCE 7245	Counseling Children & Adolescents (SC)	3

* Core Courses to be completed by All Students.

Credit Hours: 10

CMHC Credit Hours: 14; CMH/CLRC Credit Hours: 17; SC Credit Hours: 13

SPRING 2

<u>Course Number</u>	<u>Course Name</u>	<u>Credit Hours</u>
EDCE 6810	Seminar in Counseling*	2
EDCE 6915	Counseling Internship*	4
EDRE 5010	Introduction to Research Methods*	4
EDCE 6750	Psychopathology for Counselors (CMHC; CMH/CLRC)	3
EDCE 7330	Counseling Assessment of Children & Adolescents (SC)	4

* Core Courses to be completed by All Students.

Credit Hours: 10

CMHC Credit Hours: 13; CMH/CLRC Credit Hours: 13; SC Credit Hours: 14

SUMMER

<u>Course Number</u>	<u>Course Name</u>	<u>Credit Hours</u>
EDCE 6920	Counseling Practicum* (may be taken in Spring)	3
EDCE 6915	Counseling Internship* (may be taken in Fall)	4

NOTE: Students are not required to enroll in the Summer session.

CREDIT HOURS

The M.Ed. degree in Counselor Education requires a minimum of 60 credit hours of coursework, including practicum (Spring/Summer) and internship (Fall/Spring/Summer):

- CMHC (60): 47 Core + 7 Program Specialization + 6 Elective
- CMH/CLRC (60): 47 Core + 14 Program Specialization
- SC (60): 47 Core + 10 Program Specialization + 3 Elective

PROGRAM ELECTIVE COURSES

The following courses are possible Counselor Education electives. Note that the following courses may not be offered annually. Students should consult the [Ohio University course offerings](#) and their advisors regarding placement of courses in the program of study.

<u>Course Number</u>	<u>Course Name</u>	<u>Credit Hours</u>
EDCE 6900	Special Topics in Counselor Education (Topics vary)	1-3
EDCE 7241	Introduction to Play Therapy	2
EDCE 7390	Family Therapy	4
EDCE 7600	Addictions Counseling Theory and Practice	2
EDCE 7703	Cognitive Therapy	2
EDCE 7704	Counseling Terminally Ill & HIV/AIDS Clients	2
EDCE 7705	Rational Emotive Behavior Therapy	2
EDCE 7720	Psychiatric Rehabilitation	3
EDCE 7730	Gender Issues in Counseling	2

EDCE 6900: Special Topics in Counselor Education has included, but is not limited to:

- Adventure Therapy for Helping
- Counseling and Spirituality
- Evidence Based Treatment
- Crisis Intervention
- Domestic Violence
- Social Anxiety and Panic Disorder

PROGRAM OF STUDY

All students are required to complete a M.Ed. Program of Graduate Study Approval form. It is recommended that students complete in the first semester of study in consultation with their advisor. If students need to amend an approved form, students must file a Request for Change in Approved Master's Program of Study form. Both forms are available in the [Patton College](#).

PRACTICUM AND INTERNSHIP

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

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

The internship is arranged to provide the student not only with counseling experience, but also with experience in all aspects of professional functioning, such as referral, assessment, staff presentations, and use of community resources. Both a designated on-site supervisor and the faculty instructor or a doctoral student supervisor working under the supervision of the faculty member supervises the student. The internship requires the student to obtain a total of 600 hours of experience with a minimum of 240 direct client contact hours, which usually takes place across two semesters, approximating 20 hours of counseling internship experience per week.

Preparing for Practicum/Internship

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

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

Counseling Practicum Prerequisites/Co-requisites

The following courses must be completed prior to beginning Counseling Practicum:

1. EDCE 6200: Foundations of Counseling
2. EDCE 6550: Counseling Theory and Techniques
3. EDCE 6310: Appraisal I

The following courses must be taken before OR concurrently with Counseling Practicum:

1. EDCE 6450: Counseling Over the Lifespan
2. EDCE 6620: Diagnosis and Treatment Planning in Counseling
3. EDCE 6500: Group Counseling I
4. EDCE 6860: Multicultural Counseling

OHIO UNIVERSITY COUNSELOR EDUCATION

Assessment, Review, Remediation, and Retention Procedures

Assessment is a central component of counselor education and supervision. Student assessment is mandated as part of program accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Counselor Education (CE) faculty serves an important gate-keeping function to the community at-large, necessary for the protection of the clients students serve both during the program and upon graduation; as well as to assist students in developing as counseling professionals. To fulfill this function, the CE faculty conducts regular and systematic assessment of student academic progress, professional dispositions and professional behavior throughout the program.

Formative Assessment

Formative assessment is ongoing and iterative throughout the program and includes **empirical assessment**, based on comprehensive program accreditation criteria as measured by the Counseling Competencies Scale (2012, 2015); and **observational assessment** by program faculty and other stakeholders.

A. Empirical Assessment:

The CCS evaluates *counseling skills and therapeutic conditions*, and *counseling dispositions and behaviors*. Examples of CCS *skills and therapeutic conditions* items include, but are not limited to: ratings on nonverbal skills, the use of reflection questions in counseling, demonstrating empathy, and focusing the counseling session. CCS *dispositions and behaviors* items include but are not limited to: ethics, record keeping, multicultural competencies, and openness to feedback. The CCS is administered at regular intervals throughout the program, including as part of the theories and techniques course, the group counseling course, the practicum course, and at least once per internship course. Sections of the CCS may be adapted for use in other courses at the discretion of the instructor (e.g. multicultural counseling course).

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

B. Observational Assessment:

Beyond academic and experiential coursework, the CE faculty reserves the right and obligation to assess and determine whether observed student behaviors are appropriate for the counseling profession. Student behaviors inside and outside the classroom are considered within the context of appropriateness for the profession of counseling, and are guided by the Code of Ethics of the American Counseling Association (ACA), American School Counselor Association (ASCA), Commission on Rehabilitation Counselor Certification (CRCC), and other professional counseling bodies related to licensure and certification; as well as program, department,

college and university policies. Interpersonal functioning as it relates to students' current and future competence in the field of counseling is relevant to assessment of students. Observations and evaluations of academic and experiential performance as well as interpersonal functioning are conducted by CE faculty, site supervisors, and doctoral supervisors. In addition, the faculty may consider feedback on student behavior and interactions offered by peers, CE faculty, other Patton College faculty, or relevant parties. A systematic review of each student enrolled in the program is conducted each semester until the student graduates from the program in addition to designated time for student review during regular CE program meetings.

Student Review, Remediation and Retention Processes

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

A. Semester Progress Review of All Students:

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

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

B. Advisor-initiated Individual Student Review:

An Advisor-initiated Individual Student Review is conducted when the advisor or faculty have

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

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

C. Faculty-initiated Individual Student Review:

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

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

comply with a remediation plan, or who do not make sufficient progress on a remediation plan may be prevented from registering for additional coursework. If remediation is not successful, the CE faculty meets to discuss retention at an Individual Student Retention Conference. If remediation is not warranted, meaning the student behavior is at a level of severity which merits, in the opinion of the CE faculty, expulsion without the opportunity for remediation, the Faculty-initiated Individual Student Review meeting may transition to an Individual Student Retention Conference and will be documented as such.

D. Individual Student Retention Conference:

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

Suspension or Termination Decisions

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

1. The student is informed of the decision to suspend or expel the student in writing by the CE program coordinator and is given an opportunity to respond in writing. Additionally, the department chair and Dean are notified. Information regarding grievance procedures and the Ombudsperson are provided to the student at this time.
2. A recommendation is made to the Gladys W. and David H. Patton College of Education Credential Review and Candidate Progress Board (CRCPB) by the CE program faculty only after the student has had an opportunity to respond to faculty concerns.
3. The Gladys W. and David H. Patton College of Education CRCPB reviews and conveys to the program coordinator and department chair a written decision. The department chair informs the student in writing of the CRCPB decision.

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

Due Process

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

Review by the Credential Review and Candidate Progress Board (CRCPB)

The CRCPB is the college-wide official body which oversees students' progress through the various programs in The Patton College of Education. Originally designed to monitor the progress of teacher education candidates, the board has expanded oversight to all programs in the college, including the CE program.

Academic Grievance Procedure

A student may grieve academic matters not involving grade changes. These issues may include course content and instructor behavior. Before pursuing such a grievance, students should familiarize themselves with the importance of academic freedom to the educational environment of the university. Ohio University supports the idea that protecting academic freedom at the institution is the responsibility of students and faculty alike. Ohio University takes the position that academic freedom protects faculty and students' research and scholarship activities as well as material introduced in the classroom and must be assured during the academic appeal process. However, instructors are expected to show proper judgment in the classroom and should avoid persistently intruding material which has no relation to their subject.

A statement defining academic freedom which is based on language supported by the Association of American Colleges and Universities can be found above. Students should familiarize themselves with this statement before deciding whether to pursue a grievance related to an academic matter.

If a student wishes to grieve an academic matter that is not protected by academic freedom as defined above, the student should first seek resolution of the matter with the instructor. If resolution is not reached, the student should take his or her grievance to the department chair or school director. If resolution cannot be reached at that level, the student should consult the Dean.

The student should be aware that they may contact the [Ombuds Office](#), Baker University Center Room 501, 740-593-2627, for advice and counsel at any time during the academic grievance processes described above.

Source: http://www.ohio.edu/students/handbook/policies/index.cfm#CP_JUMP_323433

Non-Academic Grievance Procedure

Students who wish to grieve a non-academic issue may communicate their concerns in writing to CE program coordinator followed by the department chair. If resolution cannot be reached at that level, the student should consult with the Dean's office in the Patton College. The Patton College Professional Ethics Committee or the Patton College Credential Review and Candidate Progress Board (CRCPB) might be involved in cases where a grievance has been filed.

Final determinations regarding student grievances on academic or non-academic issues will take place at the level of the Dean's office in the Patton College.

The Office of Institutional Equity Phone: 740-593-9132 http://www.ohio.edu/equity/	The Office of the Ombudsperson Phone: 740-593-2627 http://www.ohio.edu/ombuds/	Ohio University Human Resources Phone: 740-593-1636 http://www.ohio.edu/hr/
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ACADEMIC POLICIES AND INFORMATION

Registration Information

All graduate students must be registered for a minimum of one graduate credit in any term in which service is received from Ohio University, use its facilities or student graduates. Please visit the [Graduate College](#) for information and the [Graduate Catalog](#) for policies.

Standards of Work

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

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

For students applying for the license of a Professional Counselor, the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board stipulates in Rule 4757-3-01(J) (1): (1) "Graduate coursework" is any coursework that meets the requirements of a post-baccalaureate degree and in which the applicant was enrolled after receiving their baccalaureate degree and in which the applicant received a grade of "B-" or higher.

Graduation

Ohio University holds biannual [commencement](#) ceremonies, at the close of fall and spring semesters. Students finishing their degrees in summer or fall sessions participate in the fall ceremony, while spring graduates participate in the spring ceremony.

Program Completion Time Limit

Per the [Graduate Catalog](#), six calendar years is the maximum time allowed between the dates of graduate program matriculation until the completion of the requirements for the degree.

Readings and Research Course Information

The EDCE 8930: Readings and Research course is designed as an independent study to provide an opportunity for the student to pursue topics related to the student's field of study. The course may be used to fill in gaps in course work in the major field of study, to achieve greater depth or breadth, or to explore areas related to one's career and professional goals. Students must spend a minimum of 30 clock hours on the topic for each credit hour taken. For example, 2 credit hours would mean investing at least 60 hours of time of course work in the topic area. The Readings and Research Learning Proposal and Contract form is provided below.

EDCE 6930: Readings and Research in Counseling
Counselor Education Readings and Research Learning Proposal and Contract

Student Name _____ PID _____

Semester of EDCE 6930 Enrollment	EDCE 6930 Credit Hours
____ Fall ____ Spring ____ Summer of 20____	____ Credit Hours

NOTE: a minimum of 30 clock hours is required for each hour of 8credit

The following outline should be used to create a contract for the readings and research through independent study. Use the attached form to propose and design the learning experience. The proposal should be submitted no later than the sixth week of the term prior to the anticipated start date. The final approval for the independent study is by mutual agreement.

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

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

Student Signature

Date

Instructor Signature

Date

Advisor Signature

Date

Program Coordinator Signature

Date

ADVISOR ASSIGNMENTS AND CHANGES

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

If at any time after a faculty member has been designated as a student's faculty advisor, and either the student or advisor determines that it is no longer desirable that the advisor-advisee relationship continue, a Master's Change of Advisor Approval form must be filed. The form is available in the [Patton College](#). If the decision originates with a student, it will be the sole responsibility of the student to seek out and gain the consent of another faculty member to serve as the advisor. In the event the decision to end an advisor-advisee relationship originates with a faculty member, it will be the responsibility of the faculty member to assist the student in identifying and obtaining a replacement faculty advisor. In the event that no new advisor can be identified, the matter will be brought before the CE faculty for resolution.

OHIO UNIVERSITY STUDENT CODE OF CONDUCT

All students are expected to follow the [Ohio University Student Code of Conduct](#). Sanctions implemented through the process are designed to give students the opportunity to reflect on their choices, challenge their ethical decision-making, and aid them in adjusting their behavior to become congruent with our community expectations. Being a member of the Ohio University community is a privilege, and the Community Standards Process will determine if a student's conduct warrants that they should no longer share in that privilege. The Student Code of Conduct applies to all students, student organizations and student groups, regardless of whether or not the alleged behavior occurred on or off campus. Further, the Student Code of Conduct may also be applied to behavior conducted online, via e-mail or through other electronic mediums.

Source: <https://www.ohio.edu/communitystandards/upload/Ohio-University-Student-Code-of-Conduct-effective-081915.pdf>

FINANCIAL ASSISTANCE

The Department of Counseling and Higher Education (CHE) has limited assistantships and scholarships available to master's level students. Appointments are based on availability, need, experience, and qualifications. [CHE Department Applications For Graduate Financial Assistance](#) (i.e., assistantships, scholarships) will be accepted officially at any time during the academic year or summer session. Applications received by January 15th will be given preference for the following academic year. Students with a current graduate appointment (GA) should submit applications in the semester preceding the desired appointment term. The awarding of assistantships and scholarships during the academic year is dependent on availability of funds. Continuation of financial assistance is based on department needs and student performance, which is reviewed annually by faculty. Some students acquire GAs in other offices on campus. All students with a GA position, regardless of department or office, must review and comply with [Graduate College Graduate Appointment Policies](#).

CAMPUS INFORMATION AND RESOURCES

See Appendix II for a Quick Reference Resource Sheet

ID Card

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

Campus Map and Parking Services

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

OHIO Email Account

Students' Ohio University email account ([CatMail](#)) is the primary mode of communication for the program and the university. Students are responsible for checking their account regularly for program and official university correspondence and information.

Information Technology

Students can access software, downloads, wireless network information, etc. through the Ohio Information Technology ([OIT](#)). For technology support, students should submit a request to the [OIT Customer Service Portal](#).

Library Resources

Students have access to on-campus ([#5 on the campus map](#)) and online library resources through [Alden Library](#). Ohio University is a member of [OhioLINK](#), providing access to library materials in addition to the Alden Library collections. For specialized assistance, Alden Library has a [subject librarian](#) to support students and faculty in the Patton College of Education.

Transcripts

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

Campus Care & Counseling

Campus Care, Ohio University's student health center is available to all students enrolled in a minimum of one or more credit hour on the Ohio University Athens Campus, regardless of whether or not they participate in the university insurance plan. Campus Care is located in Hudson Health Center ([#35 on the campus map](#)). Campus Care includes two programs: Campus Quick Care and Campus Primary Care. For more information, visit [Campus Care](#).

Counseling and Psychological Services

Counseling and Psychological Services (CPS), provide mental health and adjustment services to students and also consultation to faculty, administrators and parents of students. CPS offers developmental, preventive, and remedial services and also provides programs that promote the intellectual, emotional, cultural, and social development of Ohio University students. Students are encouraged to utilize this service. CPS is located in Hudson Health Center ([#35 on the campus map](#)). For more information about services, visit [CPS](#).

ACCREDITATION

Accreditation is the recognition of a formal program through the approval of a professional organization. The [Council for Accreditation of Counseling and Related Educational Programs](#) (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. At Ohio University, all specializations at the master's level, including clinical mental health (CMH) counseling, CMH/clinical rehabilitation counseling, and school counseling are accredited by CACREP.

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

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

Members of professional organizations receive publications and professional development opportunities, keeping them abreast of the latest research and counseling trends. Being a member of some professional organizations can provide [student liability insurance](#) (required for practicum and internship), as well as opportunities for service, networking, and advocacy opportunities for decisions made at the local and national levels. Most professional organizations have discounted student membership and conference rates, as well as student-focused groups and resources.

The American Counseling Association ([ACA](#)) is the primary national professional organization for counselors. Within the ACA are many interest-based [divisions](#), including the American Mental Health Counselors Association ([AMHCA](#)), American Rehabilitation Counseling Association ([ARCA](#)), and the American School Counselor Association ([ASCA](#)). The ACA also includes [state branches](#), including the Ohio Counseling Association ([OCA](#)) and its [interest-based divisions](#), which students may find relevant to their local concerns and interests. The National Rehabilitation Association ([NRA](#)) is the primary national professional organization for rehabilitation professionals.

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

LICENSURE AND CERTIFICATION

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

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. Unlike licensure it carries no legal weight. Credentialing is an important consideration for graduate students. It provides new counselors, 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 as employers will give preference to those who have the appropriate credentials. Students should consider these preferences when planning their program. There are numerous credentialing agencies throughout the country. It is important for students consult with their advisors and other knowledgeable parties about which might be necessary.

Information and resources on counseling licensure and certifications is provided below.

Professional Counselor Licensure

To become licensed in Ohio as a Licensed Professional Counselor (LPC) students must meet specified education, experience, and exam requirements. Students should review the Counselor, Social Worker and Marriage & Family Therapist (OCSWMFT) Board [LPC information](#) and [Laws and Rules](#) for the most current information.

Ohio requires a master's degree from a clinical mental health counseling program, clinical rehabilitation counseling program, or addiction counseling program accredited by CACREP.

If students are enrolled in their final term, submit your name to the CE program coordinator to request a [National Counselor Examination](#) (NCE) packet be sent to you from the CSWMFT board.

1. [Internship Supervisor Evaluation Rating Form](#)
2. NCE test results
3. Official Transcript, showing your graduate degree in counseling, **conferred** & mailed directly from your school.
4. [BCI & FBI Criminal Records Check](#)
5. PC licensure application, notarized, with fee.
6. Complete the board's online [Laws and Rules Exam](#).

School Counselor Licensure

To become licensed as a school counselor in Ohio, students must meet specified education, experience, and [exam requirements](#). The Ohio Department of Education ([ODE](#)) grants the [Profession Pupil Services license](#) specializing in school counseling. Students should review the ODE website for licensure for the most current information.

1. Completion of an approved school counselor training program of preparation within Ohio
2. Passing score on the [Ohio Assessment for Educators](#) (#040)
3. Completion of a [BCI/FBI background check](#)
4. Create a [SAFE Account](#) with ODE to apply for the license online.

Temporary School Counselor License*

ODE has provisions for individuals to obtain a one-year temporary pupil service license for those who are hired to work as a school counselor and have not completed their degree programs or are awaiting decisions on professional licensure. There are two pathways for being approved for a temporary license. Both pathways require the individual seeking the temporary license to be currently employed by a school to serve as a school counselor as someone from said school/district must recommend and sign for the temporary license.

- *Those with a teaching license must provide the following:* 1) current valid standard teaching credential; 2) evidence of enrollment in an approved program of preparation for school counselors; and 3) documentation by the college/university that the applicant demonstrates an understanding of professional identity, social and cultural diversity, human growth and development, helping relationships, group work, assessment, research and program evaluation.
- *Those with a counselor license must provide the following:* 1) current valid license to practice as a counselor from the Ohio Counselor, Social Worker and Marriage and Family Therapist Board; and 2) evidence of enrollment in an approved program of preparation for school counselor.

*This section typically applies to non-degree students in the CE program.

National Certified Counselor

National certification for counselors may be obtained through the National Board of Certified Counselors ([NBCC](#)). The National Certified Counselor ([NCC](#)) shows colleagues and the public that graduates have voluntarily met national standards for the general practice of counseling. Graduates of the CMHC and SC programs at Ohio University may also apply for specialty certifications including the Certified Clinical Mental Health Counselor ([CCMHC](#)) and National Certified School Counselor ([NCSC](#)), respectively. The NCC certification is required to hold a specialty certification.

Certified Rehabilitation Counselor

National certification as a Certified Rehabilitation Counselor (CRC) can be obtained through the Commission on Rehabilitation Counselor Certification ([CRCC](#)). The CRC is the premier credential designed specifically for rehabilitation counselors. CRCC developed its credentialing process in an effort to enhance the quality of services delivered to individuals with disabilities. Students should access the [CRC Certification Guide](#) for more information. Graduates of the CMH/CLRC program at Ohio University may apply for the CRC credential.

THE GEORGE E. HILL CENTER FOR COUNSELING AND RESEARCH

Mission

The [George E. Hill Center for Counseling and Research](#) is a primarily a teaching facility for master's and doctoral students from The Gladys W. and David H. Patton College of Education CE programs. The mission of the Hill Center is four-fold: (1) provide a forum for experiential training and supervision to enhance the clinical programming, competency development, and academic excellence of master's and doctoral-level Counselor Education students; (2) to provide quality consulting and outreach services to the Ohio University community and to educational and counseling agencies in Southeastern Ohio; (3) to engage in scientific research, scholarly publications, project evaluation, and grant and funded project acquisition. The focus of such inquiry will be to promote theory into practice and to advance the knowledge base of counseling professionals, and (4) to provide professional counseling and diagnostic services to individuals, groups, couples, and families in Southeastern Ohio through cooperation with community agencies, schools, businesses and other professionals

Staff

The Hill Center staff includes a Director and CE program graduate assistants. The Director is responsible for the coordination of all activities in the Hill Center. Graduate assistants provide support for a variety of clinical, administrative, and research related tasks, and manage scheduling and other clerical activities.

Facilities

The Hill Center keeps the physical facilities and equipment in optimal working condition for student accessibility. The Hill Center is open and operational for training purposes all year long, with the exception of university holidays and campus closures. The facility is regularly inspected to ensure maintenance of an environment conducive to counseling. Video equipment is maintained by staff and costs for maintenance of equipment are funded through the Hill Center's operating budget.

During the [renovation of McCracken Hall](#), the Hill Center in Lindley Hall ([#17 on the campus map](#)) occupies 4 rooms with the ability to function as individual counseling rooms or group counseling rooms. One of the 4 rooms is designated for storage and access of testing and assessment materials for training purposes. All counseling rooms are equipped for live monitoring and video recording of counseling sessions.

The Hill Center in McCracken Hall ([#42 on the campus map](#)) includes 8 individual counseling rooms, 2 group counseling rooms, and a storage and control room. Seven of the 8 individual counseling rooms will include a one-way mirror for supervisors and instructors to observe from outside of the room.

To schedule space in the Hill Center, students should contact gehcenter@ohio.edu

THE GLADYS W. AND DAVID H. PATTON COLLEGE OF EDUCATION

In addition to the CE Ph.D. program handbook, students should familiarize themselves with the [Gladys W. and David H. Patton College of Education Master's Student Policies and Procedures](#).

Mission

The mission of The Gladys W. and David H. Patton College of Education is reflective of the primary mission of Ohio University. The Patton College of Education provides learning-centered experiences that foster a diverse academic community. This community serves the economic and cultural needs of the region and benefits the state, nation and world by generating new knowledge and educating future citizens and leaders. The Patton College promotes the efforts of participants who, in concert with our educational partners, design and experiment with new practices, evaluate their impact, and share the results in all relevant arenas.

The academic mission of our College will be realized through the following Academic Priorities established by the faculty to guide our efforts. The seven priorities are as follows:

1. Enhancing our collaboration with colleges, universities, agencies and schools.
2. Diversifying instructional formats to support learning-centered education.
3. Maintaining and enhancing the diversity of students, staff, faculty and curricula.
4. Enhancing The Patton College as a learning community committed to lifelong learning.
5. Maintaining and enhancing high-quality research and scholarly activity.
6. Encouraging and supporting principled, expert leadership.
7. Implementing evidence-based practices throughout educational preparation.

Core Values

As a Unit, we prepare graduates who are [CALLED to LEAD](#): Change Agents who are Lifelong Learners committed to Embracing Diversity and LEADership. Our leader-educators, practitioners, and human service professionals share our commitment to serving society responsibly as change agents in meeting diverse human and social needs.

Commitment to Diversity

[Diversity](#) is a core value of The Patton College of Education. The Patton College subscribes to the definition of diversity put forward by Ohio University's Office of Diversity, Access, and Equity: Diversity signifies difference and heterogeneity between and among individuals, groups, and cultures. Specifically, diversity is inclusive of all ages, races, ethnic groups, genders, gender identities, sexual orientations, national origins, cultures, socioeconomic classes, abilities, ways of thinking, geographic regions, and religions.

The Patton College community fosters a sense of respect and inclusion. Through educational experiences and the climate in our college, we promote increased awareness, acceptance, knowledge, and understanding of all facets of human diversity. We are committed to the recruitment, retention, and success of students, staff, and faculty who are representative of our increasingly diverse global community. Our goal is to prepare leader-educators, practitioners, and human service professionals to serve society responsibly as change agents in meeting diverse human and social needs.

APPENDIX I
PROGRAM FACULTY:
EDUCATION AND AREAS OF INTERESTS

**PROGRAM FACULTY INFORMATION:
Education, Credentials and Areas of Interest**

 Christine Suniti Bhat LPC, LSC	PhD	Ohio University*	Counselor Education
	MPSych	Monash University	Organisational Psychology
	MA	Bangalore University	Psychology
	BA	Bangalore University	Major Subjects: Psychology, Economics, English Literature
	Dr. Bhat's research interests include bullying/cyber bullying and group counseling.		
 Nikol Bowen LPCC	PhD	The Ohio State University	Counselor Education
	MA	The Ohio State University	Counselor Education
	BA	The Ohio State University	Psychology
	Dr. Bowen's professional interests focus on multicultural issues within the helping professions with an emphasis on compassionate leadership development.		
 Andrew Byrne LPC, CRC	PhD	East Carolina University**	Rehabilitation Counseling & Administration
	MS	East Carolina University**	Rehabilitation Counseling/ Substance Abuse & Clinical Counseling
	BA	Grove City College	Political Science & History
	Dr. Byrne's professional interests include how technology and gamification impact disability, addiction, mental health, ethics, and counselor education.		
 Tom Davis LPCC-S	PhD	The Ohio State University/ Miami University	Counselor Education
	MA	Marshall University	Counselor Education
	BGS	Ohio University	General Studies
	Dr. Davis's major research interests include counselor education and supervision, legal and ethical issues, clinical mental health and school counseling.		
 Adrienne Erby NCC	PhD	The University of North Carolina at Charlotte*	Counseling, Multicultural Counseling Cognate
	MS	Oklahoma State University*	Community Counseling
	BA	Oral Roberts University	Psychology
	Dr. Erby's research interests include sexual orientation and multicultural issues in counseling and counselor education, pedagogy in counselor education, grief and loss, and identity development.		
 Tamarine Foreman LPCC-S, NCC	PhD	The University of North Carolina at Greensboro*	Counseling & Counselor Education
	MSEd	University of Dayton	Community Counseling
	BA	Otterbein College	Psychology
	Dr. Foreman's research is centered on understanding the impact of working with people who have experienced trauma by examining vicarious traumatization and posttraumatic growth with the goals of illuminating these processes, inspiring commitment to wellness, and supporting the developmental journey of counselors.		

 Tracy Leinbaugh LPCC-S, NCC	PhD	University of Idaho	Counselor Education, Psychology Cognate
	EdS MEd	University of Idaho University of Idaho	School Psychology Counseling & Human Services Majors: Community Counseling & School Counseling
	BA	St. Olaf College	Psychology
Dr. Leinbaugh's major research interests include faculty development of counselor educators, and the assessment, diagnosis, and counseling treatment of children and adolescents with disabilities and their families.			
 Jerry Olsheski LPC, CRC	PhD	The Ohio State University**	Counselor Education & Rehabilitation Services
	MA MA BA	The Ohio State University** Ohio University Ohio University	Rehabilitation Counseling Sociology Sociology
Dr. Olsheski's professional interests include disability management, forensic rehabilitation, industrial rehabilitation, and job accommodation.			
 Yegan Pillay LPCC-S	PhD	Ohio University*	Counselor Education
	MEd Honours BA	Ohio University* University of the Western Cape University of the Western Cape	Community Counseling Psychology Psychology & Sociology
Dr. Pillay's research interests include non-traditional approaches to counseling, psychological wellness, creativity in counseling, clinical supervision, racial identity issues and integrative holistic care.			
 Connie Patterson LPC, CRC	PhD	Ohio University*	Counselor Education
	MS BA	Illinois Institute of Technology** Ohio University	Rehabilitation Counseling, Specialization in Psychiatric Rehabilitation Psychology
Dr. Patterson's professional interests include outreach and advocacy as well as clinical rehabilitation counseling.			
 Mona Robinson LPCC-S, LCSW, CRC	PhD	The Ohio State University**	Rehabilitation Services
	MA BS	The Ohio State University** The Ohio State University	Rehabilitation Counseling Psychology
Dr. Robinson's professional interests include rehabilitation counselor education, psychiatric rehabilitation, multicultural counseling, dual diagnosis, and clinical supervision and advocacy issues with an emphasis on multicultural concerns for vulnerable populations.			

*Denotes CACREP-accredited program

** Denotes CORE-accredited program

APPENDIX II
OHIO UNIVERSITY QUICK REFERENCE GUIDE

OHIO UNIVERSITY QUICK REFERENCE GUIDE

Campus Websites

Patton College	https://www.ohio.edu/education/
CE Program Forms	https://www.ohio.edu/education/academic-programs/counseling-and-higher-education/counselor-education/forms.cfm
Graduate College	https://www.ohio.edu/graduate/
University Registrar	https://www.ohio.edu/registrar/
Bursar	http://www.ohio.edu/bursar
Health Insurance	https://www.ohio.edu/finance/bursar/studenthealth.cfm
On-Campus Housing	https://www.ohio.edu/housing/index.cfm
Off-Campus Living	https://www.ohio.edu/involvement/offcampus/index.cfm
Graduate Appointments	https://www.ohio.edu/graduate/current/apptsDetail.cfm
Financial Support	https://www.ohio.edu/graduate/prospect/finaid.cfm
Campus Care	https://www.ohio.edu/medicine/community-health/campus-care
Counseling & Psychological Services	https://www.ohio.edu/counseling/
Alert OHIO Athens	https://www.ohio.edu/alert/
OHIO Police	https://www.ohio.edu/police/
Athens/Columbus Resources	https://www.ohio.edu/graduate/newadmit/athensColumbus.cfm
Athens Campus Map	https://www.ohio.edu/athens/ioumap.html
Parking Services	https://www.ohio.edu/parking/
University Email (CatMail)	https://www.ohio.edu/oit/email/
BlackBoard	https://blackboard.ohio.edu
LiveText	https://www.livetext.com/
Information Technology	https://www.ohio.edu/oit/
My Graduate Appointments	https://webapps.ohio.edu/oga/reviewAppointments.ou
Box Cloud Storage	https://www.ohio.edu/oit/box/
My OHIO Portal	http://my.ohio.edu/

Registration for Classes

University Calendar	http://www.ohio.edu/registrar/calendar.cfm
Course Offerings	https://webapps.ohio.edu/classes/search.htm
Student Center	https://sis.ohio.edu/psp/csprd/EMPLOYEE/HRMS/c/SA_LEARNER_SERVICES.SSS_STUDENT_CENTER.GBL

Research Resources

Alden Library	https://www.library.ohiou.edu/
Interlibrary Loan	https://ohio.hosts.atlas-sys.com/illiad/
Office of Research Compliance	https://www.ohio.edu/research/compliance/
LEO IRB system	https://leo.research.ohio.edu/secure/leo/core/home.html
CITI Training	https://www.citiprogram.org/

For additional questions or resource recommendations, please contact your faculty advisor or the CE program coordinator at counseloreducation@ohio.edu.