COUNSELOR EDUCATION

School Counseling
Master of Arts
Student Handbook

Revised Summer 2014
The Ohio State University Counselor Education Program

INTRODUCTION

WELCOME! We are pleased that you have chosen the Counselor Education Program at The Ohio State University.

PROGRAM MISSION
The mission of the Counselor Education Program at The Ohio State University is to prepare highly qualified, ethical and culturally competent, professional counselors and counselor educators drawn from a pool of international applicants for careers in schools, agencies, universities and communities throughout the United States using evidence-based best practices, quality pedagogy, and intensive contextual training.

PRIORITIES AND EXPECTATIONS OF THE FACULTY
In order to support this mission, the faculty of the Counselor Education Program at The Ohio State University fosters, promotes and infuses the following values and guiding principles throughout every aspect of the program. Every student, faculty member and field supervisor is expected to exhibit these values at all times:

- The highest academic and professional standards
- Evidence-based best practices in counseling
- Ethical and social responsibility
- Personal and professional growth
- Respect for diversity and the importance of culture, family, and values in the counseling process
- Collaboration with the community and outside agencies
- Leadership, continued learning, service and professional identity in the counseling profession;
- Development and dissemination of new knowledge and best practices in professional counseling and counselor education
- The integration of research, teaching, and practice

PROGRAM OBJECTIVES

- Recruit annually the highest quality students available to enter the professional preparation program for counselors and counselor educators
- Prepare and graduate interpersonally and interprofessionally skilled, culturally competent, professionally knowledgeable, ethical, self-reflective, compassionate and license-eligible counselors and counselor educators
- Engage in research to advance existing knowledge in counseling and counselor education
- Collaborate with the community and outside agencies to identify learning opportunities for graduate students that serve individuals and communities;
- Exercise national and international leadership in research, skills, and content critical to the preparation of professional counselors and counselor educators;
PROGRAM DESCRIPTION

The OSU Counselor Education Program is consistently ranked in the top 10 programs in the nation by *US News and World Reports Guide to Best Graduate Schools*. The master’s program has two tracks: school counseling and clinical counseling.

The school counseling track consists of 62 semester credits, including a 100-hour practicum (10 hours a week for 10 weeks) and 600-hour internship (20 hours a week for 2 semesters) in urban schools leading to K-12 licensure as a school counselor in Ohio. Further, this program, one of the national leaders in the Transforming School Counseling Initiative, prepares school counselors to 1) become leaders in their schools, 2) improve student achievement and success, and 3) advocate for fairness and equity for all students.

CONTEXT OF THE PROGRAM WITHIN THE SCHOOL AND COLLEGE

Within The Ohio State University’s College of Education and Human Ecology, the section of Counselor Education and School Psychology resides organizationally in the Department of Educational Studies.

The Counselor Education program is housed in the Department of Educational Studies in the Section named Counselor Education.

CONCEPTUAL FRAMEWORK FOR OHIO STATE: NCATE ACCREDITATION

Accreditation is important in higher education, and The Ohio State University actively supports accreditation for its programs. For institutions that prepare educators, NCATE, the National Council for Accreditation of Teacher Education, is the best accreditation organization at the national level. The Ohio State University’s Educator Preparation Unit is the name for all programs within the institution designed to prepare individuals to work in P-12 schools, encompassing programs within the College of the Arts; College of Education and Human Ecology; College of Food, Agricultural, and Environmental Sciences; College of Social and Behavioral Sciences; and College of Social Work. Within the terminology of NCATE, the School Counseling program falls within the “advanced preparation for other professional school roles”. The conceptual framework serves as the foundation for the ongoing development of programs, and is the driving force and the unifying thread across the Unit and its programs, courses, teaching, candidate performance, scholarship, service and accountability.

MISSION OF THE UNIT

The mission of the Educator Preparation Unit of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing student learning across all P-12 school age and demographic groups.
PHILOSOPHY OF THE UNIT

The propensity to learn is the unique, defining characteristic of one’s humanity. The University values learning, and the Unit stands at the heart of this intention. This commitment to learning serves as the Unit’s philosophical foundation. Drawing upon various disciplines and methodologies, the Unit’s central focus is to address learning across all P-12 school age and demographic groups.

PROFICIENCIES EXPECTED OF ALL CANDIDATES ACROSS THE UNIT

In keeping with the mission, philosophy and goals described earlier, the following serve as the proficiencies expected of all candidates across the unit who are engaging in advanced preparation for other professional school roles preparation, including school counseling. These proficiencies provide direction for developing and aligning the curriculum, instruction, field placements and assessments of candidates.

A. General and Field of Work Knowledge
Candidates shall:
1.1 possess a solid general education foundation and
1.2 have an understanding of the field of work.

B. Professional Knowledge and Skills
1.1 know their students, families and communities;
1.2 use data and current research to inform practice;
1.3 use technology in their practice;
1.4 support student learning through their professional services;
1.5 create positive learning environments for student learning;
1.6 understand and build upon the developmental levels of students and
1.7 understand the policy contexts within which they work.

C. Professional Dispositions
Candidates shall demonstrate:
1.1 an appreciation for the knowledge of their field;
1.2 an appreciation for the impact that the knowledge of their field has on current society and culture;
1.3 an appreciation of schools as a reflection of society and educators as agents of change;
1.4 an appreciation for the diversity and the worth of students, families and communities, and cultures and backgrounds across all ethnic groups, genders, disabilities and socioeconomic levels;
1.5 a belief that all students can learn and achieve reasonable standards and expectations;
1.6 a willingness to use multiple data sources to drive decisions about student learning across all P - 12 school age and demographic groups and
1.7 a willingness to study the best and most promising professional practices that have an impact on student learning.
SUMMARIZED DESCRIPTION OF THE UNIT’S ASSESSMENT SYSTEM

Assessment of Candidate Performance

The assessment system is designed to assess candidate performance on the candidate proficiencies articulated in the conceptual framework across three decision points. In school counseling, the decision points are: (1) admission to the program, (2) at the completion of the practicum and before admission to culminating internship and (3) completion of culminating internship. These assessments are completed by the candidates, by faculty advisors, by field supervisors (called “mentors”) and by university supervisors.

Currently, NCATE is accrediting units based on the accreditation organization (called “learned body”) of that discipline. In Counselor Education, the learned body is the Council on Accreditation of Counseling and Related Educational Programs, or CACREP. Therefore, as the Counselor Education program moves toward CACREP accreditation, the 2009 Standards for School Counseling become the performance standards and data collection points for evaluation of students, and by extension, of the program itself. This data is collected through the TK20 data collection system.

Data collected regarding individual candidates are used in making decisions about the status of a candidate’s continuation in and completion of her/his respective program.

As a student of this program, you will receive emails when assessments are ready for you to complete. Please be sure to complete these in a timely manner – it is critical!

THE SCHOOL COUNSELING PROGRAM

CHARTING NEW DIRECTIONS

During 1998-99 the counselor education faculty adopted a new mission statement for the School Counseling Program. This action was in response to the School Counseling Program being chosen as one of the six across the nation to receive funding from the DeWitt Wallace Fund and The Education Trust to transform the training of school counselors. The school counseling faculty worked closely with The Education Trust, a national, non-profit organization heavily involved in the reform of American education, to develop a program now known for its innovative preparation of the nation’s future school counselors.

The mission statement of the new School Counseling Program, based on the values and principles of advocacy, collaboration and teaming, utilization of community resources, leadership, reform of urban schools, diversity, student achievement, and evaluation and accountability, is below. Please read it carefully.
MISSION STATEMENT FOR THE SCHOOL COUNSELING PROGRAM

“The mission of the OSU School Counseling Program is to prepare professional school counselors who are committed to equity, appreciate diversity, see themselves as leaders of educational reform in their schools as well as leaders in their profession; are committed to lifelong learning, collaborate with other helping professionals for the good of students, will advocate for all students including low income and students of color, and will strive to help all students achieve academic success, choose successful career paths, and make effective decisions in their personal lives”.

Standards to implement this mission have been developed and provide the foundation and direction for preparation of our school-counselors-in training.

PREPARATION STANDARDS

The eleven standards below describe the knowledge and skills that the faculty believe school counselors must demonstrate if they are to be successful in today’s schools. To design the most effective curriculum and field experiences they could, the faculty started with the outcomes they wanted and then designed the program to achieve the outcomes. The faculty believe these standards have guided the design of a coherent and purposeful school counseling program. By reading these standards carefully, you can see a blueprint for where you are going and what is expected of you.

Upon graduation, prospective schools counselors will be expected to:

1. Know and Appreciate the Field of School Counseling and Understand the Concepts, Principles, and Processes upon which Counseling and School Counseling are Based.

2. Commit to Student Learning and Development

3. Commit to Equity, Diversity, and Efficiency.

4. Commit to the Effective Use of Technology in Student Services.

5. Commit to Facilitating Conducive Environments for Student Learning and Safety.

6. Commit to Using the Knowledge and Skills of the Fields of School Counseling and Education to Provide High Quality School Counseling Programs to Students Based on Their Needs.
7. Commit to Reflection, Inquiry, and High Quality Professional Development.

8. Commit to Professional Dispositions That Reflect the Values and Ethics of the Counseling Profession


10. Commit to Collaborate with the Community to Assist Students and Their Families to Improve Student Success.

11. Commit to Consult with Teachers and Staff to Help Solve Student Problems and Improve Student Behavior.

These additional standards are infused into the CACREP Standards for School Counselors (2009). The school counseling faculty have developed assessment assignments and rubrics to document your attainment of each of the standards above and will introduce these indicators to you as you progress through your courses.

CURRICULAR AND FIELD EXPERIENCES

You will take several basic counseling courses with students from Clinical Counseling. You also will be required to take courses in Research (either in Agriculture Education or Educational Policy and Leadership) and Special Education. These courses will help you become a more competent school counselor.

A list of the courses you are expected to complete before graduation from the program is located in Appendix B. You will discuss the scheduling of these courses during orientation and with your advisor as you progress through the master’s program.

TRANSFORMING SCHOOL COUNSELING INITIATIVE

Since 2000, OSU’s school counseling program has nurtured a partnership with the School Counseling Department in Columbus City Schools. The partnership was developed when Ohio State’s program applied for and received a Transforming School Counseling Initiative grant from the DeWitt Wallace Fund and The Education Trust. Beginning in 2000, almost all of the school counselors-in-training have been placed for practicum or internship in Columbus Schools. The OSU School Counseling Program chose to partner with a large urban district so prospective school counselors would have the opportunity to develop skills to work in challenging environments and with at-risk students. The urban context provides OSU interns a real world laboratory in which they learn how to appreciate and work with students from diverse backgrounds. These partnerships evolved into “Student Support Centers” at several area high schools.
FIELD EXPERIENCES

As often as possible, practicum and intern students are placed in teams in elementary, middle, and high school sites that have been carefully developed. In the field, you will learn how to work with practicing school counselors, teachers, school psychologists, school nurses, and school social workers. Teaming and collaboration with other professional helpers is encouraged and expected so the interns will experience the synergy that can come from working effectively with other school personnel. Previous interns report that the “team-training” helps them learn how to work effectively with others and also learn from and with each other.

As a student, you will have the opportunity to work with doctoral students and experienced supervisors who will provide you with on-going supervision so you will have many opportunities to increase your knowledge and improve your skills.

Occasionally, practicing school counselors are asked to serve as site supervisors. In almost all instances, the counselors who are asked to supervise are graduates of the program. Thus, the faculty know their skills and talents. The internship instructor will meet with potential supervisors and share the goals of the program and field experiences with them. That way, both the instructor and site supervisors have an opportunity to arrange the most positive and productive experiences possible for you. Details of practicum and internship placements will be discussed with you. You will be informed of your school placement prior to the start of your practicum experience.

As a practicum student and as an intern, you will engage in the activities of “Transformed School Counselors”. You will use data to make decisions about students’ needs, identify barriers to student learning, consult and collaborate with teachers to remove barriers to student learning, and provide individual and small group counseling and classroom guidance. Under the supervision of the university-on site supervisor, you will work closely with the school’s counselors, nurses, social workers, administrators, and teachers and become an integral part of the school. Educators in the placement schools report that school counselor trainees provide the extra help needed to meet many of the K-12 students’ needs. Many of our students have reported that they believe their work in the schools have benefited students significantly. For more details, please see the Practicum and Internship Handbook for School Counselors, available from the Counselor Education webpage.

REQUIREMENTS PRIOR TO STARTING FIELD EXPERIENCES

Prior to starting your field experiences you must complete a federal background check (with the FBI) and a state background check (with the BCI), and provide proof of your possession of malpractice insurance. You will receive information about these background checks. You can obtain free malpractice insurance when you join the American School Counselor Association (www.schoolcounselor.org). Information about these requirements will come from program faculty during orientation and during courses in the program. Some districts also require a TB test; you will be informed if you are assigned to one of these districts.
IMPORTANT INFORMATION REGARDING FIELD EXPERIENCES

Students are required to complete a minimum of 100 hours during their practicum experience and 600 hours during their internship experience. During the 10 weeks of the practicum class, 12 to 15 hours per week must be spent at the practicum site. During the entire internship year, a minimum of 20 hours per week must be spent at the internship site.

Due to the fact that the schedules of local K-12 schools do not match the University schedule, school counseling practicum students are expected to continue in their placements after formal classes end at the University. Supervision will be arranged. This will be the students’ only chance to see the end of the school year.

Additional information and definitions will be provided in the Practicum and Internship Handbook.

PROGRAM EXPECTATIONS

ACADEMIC ADVISOR

Each student is assigned a counselor education faculty member to serve as an academic advisor. The role and function of the faculty advisor is to sustain a working relationship with the student (advisee) through the duration of the student's plan of study. Students are responsible for meeting with their academic advisors sometime during the first semester to plan a program a study and to “check in” periodically with their advisor throughout the course of their programs. Students will have the same advisor until matriculation, unless they specifically request a change of advisor.

COMPREHENSIVE EXAMINATION

A Master’s Comprehensive Examination is required for graduation, unless the thesis option is selected. In addition to examinations related to individual courses, master’s students must complete a comprehensive written examination during their last semester of enrollment.

COUNSELOR EDUCATION HONORARY SOCIETY

Chi Sigma Iota (CSI) is the International Honor Society for counseling students and professionals. Its mission is to promote scholarship, research, professionalism, leadership, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Students who maintain a 3.5 G.P.A. after one semester of full-time graduate study in the Counselor Education program will be invited to join the OSU Chapter, Alpha Lambda Rho.
ENDORSEMENT FOR LICENSURE IN THE STATE OF OHIO

Endorsement for licensure as a professional school counselor in the State of Ohio only comes with the successful completion of all of the following:

1. All the curricular requirements for the Master’s degree in Counselor Education within the School Counseling track;
2. Both field experiences (requiring complete background checks at the state and national levels);
3. The comprehensive examination; and
4. The current content examination for School Counselor endorsement required by the State of Ohio (contact OSU’s Office of Educator Licensure for test details and passing scores).

Graduates who seek licensure in other states should consult with the departments of education in each state of interest. It is recommended that even if a student plans to move to another state, seek initial licensure in the state in which you graduate, then request reciprocity or consideration for the transition of that license into another state. Be advised that some states still require that school counselors should also have a teaching license.

TECHNOLOGY COMPETENCIES

The counselor education faculty endorses the recommended guidelines for student competence in technology (ACES Technology Interest Network, 1999).

At the completion of a counselor education program, students should:

1. Be able to use productivity software to develop web pages, group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use computerized statistical packages.
4. Be able to use computerized testing, diagnostic, and career decision-making programs with clients.
5. Be able to use email.
6. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
7. Be able to subscribe, participate in, and sign off counseling related listservs.
8. Be able to access and use counseling related CD-ROM data bases.
9. Be knowledgeable of the legal and ethical codes which relate to counseling services via the internet.
10. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
11. Be able to use the internet for finding and using continuing education opportunities in counseling.
12. Be able to evaluate the quality of internet information.

ELECTRONIC COMMUNICATION

Throughout your time in the program, you will need to be part of the OSU Counselor Education listserv. The listserv is a way to communicate important information and announcements to all students. This listserv is for students and faculty of The Ohio State University Counselor Education program only. You can sign up for the listserv as soon as you are admitted into the program, or you can do so at orientation. You will need to activate – and regularly check – your OSU e-mail account for the most up-to-date program information.

To sign up for the listserv or manage your account, go to:
http://go.osu.edu/COUNSELED

The School of ES CE also has a listserv for graduate students in the school. You will automatically be signed up for this listserv, using your OSU e-mail account.

AN EQUITABLE AND SAFE LEARNING ENVIRONMENT

The Counselor Education program, the College of Education and Human Ecology, and The Ohio State University believe in providing an equitable and safe learning environment for students. Students are expected to respect the dignity of their peers, of on-site supervisors and clients, and of the university staff and faculty, and to examine how their values and beliefs may affect others.

Below are the statements that have been adopted by the Counselor Education Faculty that indicate the depth of our beliefs.
COUNSELOR EDUCATION DIVERSITY STATEMENT

The Counselor Education program is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the program seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The program prohibits discrimination against any member of the community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee’s 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACC (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

PROGRAM ACCESSIBILITY

The Counselor Education program welcomes students with disabilities and supports equal access to education. Students with disabilities are encouraged to contact the Office for Disability Services (ODS) early in their academic programs (even better, before their first semester) to learn about academic support services, adapted transportation, specialized equipment, accessible housing, appropriate documentation, and available support from disability counselors. (www.ods.ohio-state.edu)

ACADEMIC CONDUCT

Students are expected, at all times, to act with academic integrity.

“At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one’s own intellectual efforts. It also includes assuring that one’s own work has been completed in accordance with the standards of one’s course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic
integrity, for all these reasons, is an essential link in the process of intellectual advancement."

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

PROGRAM POLICIES AND PROCEDURES

Students in the Counselor Education program are governed by the policies of the Graduate School, the College of Education and Human Ecology, and the Counselor Education program. Students are encouraged to use the following resources for more comprehensive understanding of these policies and for updated information.

OSU Graduate School Handbook  http://www.gradsch.ohio-state.edu/
School of ES CE Graduate Studies Handbook  www.education.osu.edu/ES CE
Counselor Education Program website  www.education.osu.edu/ES CE/couned

INFORMATION AND RESOURCES FOR STUDENTS

The Ohio State University is an exciting place to live and work. The University has many resources, and we want to bring some of them to your attention. Take advantage of them while you are here!

PERSONAL COUNSELING SERVICES

If you are interested in obtaining personal counseling or want to engage in personal growth, you may utilize the Counseling and Consultation Services. Counseling and Consultation Service (CCS) at Ohio State has a culturally diverse professional staff who provides assistance through group and individual counseling. Counseling services are available for all graduate and undergraduate students and their spouses/partners.

The CCS provides several areas of counseling including career development, academic effectiveness, personal counseling and psychological and psychiatric services. In addition, CCS provides workshops on such topics as self-esteem, assertion skills, stress management, career decision-making, test anxiety and academic effectiveness.
THE OHIO STATE UNIVERSITY LIBRARIES

The Ohio State University Libraries are committed to meeting the diverse and changing information needs of the University's students, faculty, and staff, and to participating in resource sharing programs throughout Ohio and the world.

The Ohio State University is a system of more than 60 separate collections in 25 library facilities on Ohio State's central and regional campuses. The library website provides access to more than 11.5 million books and journal volumes in both print and microformat, as well as extensive collection of electronic databases. It also provides access to OhioLINK, which include the holdings of 84 additional colleges and universities, electronic journals and other multimedia items.

The Main Library provides materials and services related to the humanities and social and political sciences. The collection includes major reference materials, government documents and some special collections.

In addition to a significant facility upgrade, the Library has been developing into a 21st century information age center in other ways. The Knowledge Bank project to collect, preserve and share important digital assets of faculty and students is very active. A Digital Union, which offers support for the creation of new digital assets, has been established in the Science and Engineering Library. In partnership with the Chief Information Officer (CIO), the Library is planning more services in its facilities, such as information commons in several locations that bring reference, information technology help, public computing, and content management services together.

The department libraries support the course work and research of faculty, graduate students and upper-division undergraduate students in various fields of study. There are collections in agriculture, art, life and physical sciences, economics, education, engineering, home economics, journalism, medicine, music, psychology, pharmacy, social work, and more. The Education and Psychology Library is located in Sullivant Hall.

Each library provides access to the Libraries' online catalog/circulation system (OSCAR), as well as to indexes, abstracts, and bibliographies pertinent to their subject areas. Librarians familiar with the subject areas and expert in associated research techniques are available for consultation.

SECURING FINANCIAL AID OR GRADUATE ASSOCIATE POSITIONS

Financial aid available for students at The Ohio State University includes grants, loans, Federal Work-Study Program, student employment, and scholarships. University Fellowships are available from the Graduate School on a very competitive basis to qualified students. Additional opportunities for financial assistance come from Graduate Associate (GA) positions around campus, including with the Sport, Fitness, and Heath Program (SFHP) in the College. Positions are posted on the Counselor Education
webpage, but students are also strongly encouraged to contact student services offices that might offer counseling-related services.

Federal Loans and Federal Work Study Program

US citizens and permanent residents are eligible to apply for government-sponsored loans (which must be repaid). Graduate students may apply for a combination of subsidized (Stafford) loans as well as unsubsidized loans. U.S. citizens and permanent residents also may get funding through the Federal Work Study Program. Applicants should complete the Free Application for Federal Student Aid (FAFSA). To obtain the FAFSA and to learn more about the above programs as well as other opportunities for loans, please contact:

Office of Student Financial Aid  
517 Lincoln Tower  
1800 Cannon Drive  
Columbus, Ohio 43210-1230 USA  
Tel: 614-292-0300 (outside 614 code area: 800-678-6440)  
E-mail: finaid@fa.adm.ohio-state.edu; Web site: http://sfa.osu.edu/

Graduate Associate Positions

Each year, Ohio State employs several thousand graduate associates including graduate teaching associates (GTAs), graduate research associates (GRAs), and graduate administrative associates (GAAs). GTAs, GRAs and GAAs are the primary source of financial assistance provided to graduate students. GTAs may be asked to teach, assist with laboratory work, and/or perform other related activities. GRAs are assigned to research projects supervised by graduate professors. It is usually possible to carry out thesis and dissertation research on such projects. GAAs perform a variety of administrative and management duties.

Most graduate associates work 20 hours per week for 9 months, and receive a monthly stipend and a fee authorization for tuition. Ohio State offers stipends that are competitive with other universities of similar size and scope.

Graduate associate positions generally begin in the Autumn Semester and are renewable, depending upon the student’s job performance, grades, and availability of funds. The availability of graduate associate positions varies but the counselor education faculty work hard to identify positions for which our students are qualified.
Graduate Fellowships

Most graduate fellowship awards provide a monthly stipend and payment of resident and non-resident fees. Terms and renewal vary, however, with the type of fellowship awarded. Graduate fellowships are limited in number and are awarded on a competitive basis each year to applicants who show outstanding scholarly accomplishment and exceptional potential for graduate study. Fellowship appointments generally begin autumn semester.

Graduate students cannot directly apply for this fellowship. Interested students must check the appropriate box on their Admission Application, and candidates are then reviewed and nominated by their graduate program. For more information about eligibility for Ohio State Graduate School Fellowships and National Fellowships, go to the "Financial Aid" website at http://sfa.osu.edu/ Each graduate program selects the most highly qualified applicants and places their names in nomination to the Graduate School in mid February. Fellowship awards are announced March 15. Recipients' acceptances of the awards are due April 15.

HEALTH SERVICES

The Wilce Student Health Center (Student Health Services) at The Ohio State University is a JCAHO accredited, outpatient facility providing a variety of health care services to the student population. All students enrolled at OSU are eligible to use the health service, regardless of health insurance coverage.
http://www.shc.ohio-state.edu/default.asp

COUNCIL OF GRADUATE STUDENTS

The Council of Graduate Students is the student government for the approximately 10,000 graduate students at The Ohio State University. The Council directly serves and supports graduate students and the university community in a number of ways, including:

- Officially representing graduate student interest in university governance through the appointment of over 200 graduate students to university committees.
- Providing an outlet for the graduate student community to discuss and engage issues related to their interests at the university.
- Providing a forum for graduate student research.
- Providing travel funds for professional development.
- Seeking competitive compensation and benefits for graduate students.
- Planning special events for graduate students.

The Council debates issues and disseminates information at its monthly meetings. Standing and ad hoc committees discuss many topics of interest to graduate students. Additionally, the Council elects and appoints over 100 graduate students to various university-wide bodies including the University Senate and the Research and Graduate
Council. The Council works closely with the Graduate School on issues of mutual concern. The Council is a founding member of NAGPS -- the National Association of Graduate and Professional Students.

Its offices are located in at 208 of the Ohio Union and the phone number is 292-7499. Their email address is cgs@osu.edu

TECHNOLOGY AND OTHER SERVICES FOR STUDENTS

Several resources that can enhance your communication are listed below with their web addresses or phone numbers.

**BuckID**, 219 Lincoln Tower, 292-0400
Debit card, ID card, meal card, keycard and more all in one. [www.buckid.osu.edu/](http://www.buckid.osu.edu/)

**E-mail Account**
To activate your OSU e-mail account, [http://8help.osu.edu/34124.html](http://8help.osu.edu/34124.html)
(Once there, you can set your e-mail account to automatically forward to a preferred e-mail account, if you desire)

**Buckeye Link**
[http://buckeyelink.osu.edu/](http://buckeyelink.osu.edu/)
Register for classes outside of the Counselor Education program, check for class availability, view grades and schedules. There is also a link to allow students to change their address and check their financial aid status.

**Transportation and Parking**
In addition to the basic information about purchasing permits and where to park, visitors can find route and stop information about the Campus Area Bus Service (CABS). Information on transportation for students with disabilities also is located at this site. Students can use Columbus Area Bus Service (COTA) anywhere in Columbus free with a BuckID. [http://www.tp.ohio-state.edu/](http://www.tp.ohio-state.edu/)

**ResNet** (computer connections in residence halls)
Support Center, 292-4357 (292-HELP); email, resnet@osu.edu
[www.resnet.ohio-state.edu/](http://www.resnet.ohio-state.edu/)

**Office of Information Technology** (other campus computer labs, email, short courses, virus protection, web services, software, passwords, distance learning, etc.)
[www.oit.ohio-state.edu/](http://www.oit.ohio-state.edu/)
Help desk, 688-HELP (4357)

**UNITS telephone and cable TV service**, 292-5215
Campus telephone and cable service, cellular phones. [www.units.ohio-state.edu/](http://www.units.ohio-state.edu/)
Campus phone prefixes are 292, 293, 688, 247. To dial one campus phone from another, use only the last five digits; e.g. 2-6446. To reach a non-campus local number from a campus phone, dial 9, then the full number.

OSU directory assistance, 292-OHIO (6446)
Phone numbers of OSU offices and individuals.

**POLICIES AND REGULATIONS**

When you are living and/or working on a campus this size, it is important to know the policies and regulations. Important policies as well as general information on several important topics can be found by accessing the websites of the resources listed below:

**Code of Student Conduct**
Office of Student Judicial Affairs, 2050 Drake, 292-0748
studentaffairs.osu.edu/resource_csc.asp
The code covers academic misconduct such as plagiarism and cheating as well as student behavior on and off campus.

**Graduate School Handbook**
http://www.gradsch.ohio-state.edu/

**ES CE Graduate Studies Handbook**
www.education.osu.edu/ES CE

**Computer use**, Information Technology, 292-1302 or 688-HELP. Policies on responsible use of web, email, and other resources. resnet.osu.edu/aup.asp

**Nondiscrimination, sexual harassment and other personnel policies**
Office of Human Resources, 292-2800 hr.osu.edu/policy/Policy1.htm

**Alcohol and Other Drugs**, Wellness Center, 292-4527
http://studentaffairs.osu.edu/safety_crime_alcohol.asp

**Smoking**, Human Resources, 292-1050 hr.osu.edu/policy/policy720.PDF
Smoking is not permitted inside university buildings.

**PartySmart**, Off Campus Student Services, 292-0100
www.osu.edu/partysmart
Information and laws related to safe, legal house parties.

**Payment of fines/administrative holds**
www.treasurer.ohio-state.edu/studguards/feesdeposits.html
If you have unpaid fees or fines, you will not receive grades, be able to register for classes or graduate.
Address changes, on line at www.ureg.ohio-state.edu/ourweb/online.html or phone the University Registrar at 292-7598.

Privacy/directory information/FERPA
University Registrar, 292-8500
www.ureg.ohio-state.edu/ourweb/more/Content/ferpa_pg1.html
Federal Educational Rights and Privacy Act dictates which information the university may disclose about students.

STUDENT CONDUCT AND PERFORMANCE

STUDENT CODE OF CONDUCT

Graduate students are expected to demonstrate professional behavior that is consistent with the highest ethical and moral standards. The Graduate Student Code of Research and Scholarly Conduct will be discussed with you throughout the program and is found in Appendix C.

GRIEVANCE POLICIES

Sometimes disputes about grades or other issues arise between faculty and students. In general, there will be attempts to resolve grievances at the lowest level possible in an informal manner. Formal grievances must be in writing and presented to the director of the school as soon as possible in time to the situation being grieved. The director will solicit information from the appropriate individuals related to the grievance and will follow university procedures to decide the grievance if such procedures exist for the particular grievance. Otherwise, the director will decide the grievance in a manner that is consistent with the principles laid out in the School’s Patterns of Administration. In general, grievances of issues related to graduate study will, as appropriate, be referred to the Graduate Studies Committee of the School.

Appendix C includes a copy of the Graduate School’s Student Grievance Review Guidelines and a copy of the Grade Grievance Policy.

SEXUAL HARASSMENT

Instances of sexual harassment must be reported to either the director of the school or to the appropriate office in human resources.

STUDENT EVALUATION AND RETENTION POLICY

Consistent with the ethical guidelines of the American Counseling Association, the school counseling faculty has developed student evaluation and retention procedures, contained in Appendix A. The Counselor Education program faculty follows the American Counseling Association (ACA) Code of Ethics and Standards of Practice (1995). The code states:
“Counselor educators do not endorse students or supervisors for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisors are not qualified for the endorsement. Counselor educators take reasonable steps to assist students or supervisors who are not qualified for endorsement to become qualified.”

The faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student demonstrates appropriate levels of maturity, judgment, emotional stability, sensitivity to others, objectivity, and self awareness.

Prior to the end of each academic year, faculty members meet in order to evaluate each student’s progress in academic work, teaching, counseling skills, and intrapersonal/interpersonal effectiveness. Those students assessed as having difficulties in one or more of the above areas will receive, from the advisor, written and verbal feedback concerning their progress. All written feedback is placed in the student’s file in the ES CE Student Services Office. Any students who are evaluated as having deficiencies in one or more areas are provided the following assistance in order to improve their performance:

1. **Problem Feedback Meeting**: The advisor meets with the student and gives specific examples of the difficulties, which have been identified by the faculty. Steps for resolution are discussed. A timeline for remediation of the deficiencies is agreed upon by the student and advisor. A contract is written at this time and is signed by the student and the advisor with the understanding that the faculty will continue to review the student’s progress.

2. **Recurring Problems**: If the situation is a continuing one, or is unusually serious, the advisor will ask two other faculty members to join him and her in discussing the situation with the student. During this meeting, the student is given concrete information about the particular situation or problem, the steps the student is expected to take to solve the problem or remediate the situation, and the period of time that will be allowed before the faculty determines if further action needs to be taken. A contract clearly stating areas that need improvement and the steps to be taken plus the timeline is signed by the student, the advisor, and other faculty members. A copy of the contract is given to the student and the faculty members present plus a copy is placed in the student’s file.

3. **Insufficient Progress, Withdrawal, Advising**: If the student does not make measurable and significant progress toward the resolution of the identified problem or if the faculty agrees that the student will not be successful in achieving the academic work, teaching, counseling skills, and intrapersonal/interpersonal effectiveness goals of the program, then recommendation for withdrawal of the student from the program is considered. If this decision is made by vote of the counselor education faculty, it is then forwarded to the school or department head and to the chair of the Graduate Studies Committee.
The advisor will meet with the school or department head or the chair of the Graduate Studies Committee to respond to any questions. Educational and career counseling will be offered to the student.

4. Unless the problem or situation involves a major disciplinary action, all of the preceding steps are handled by the faculty. If the student wishes to challenge a decision of the program regarding retention in the program, the student has the right to an appeal process as described in the Grievance Policy in Appendix D.

**ACADEMIC STANDING**

It is important for all graduate students to remember that they must maintain good standing. All graduate students are required to maintain a cumulative point-hour ratio of 3.0 in all graded (A-E) courses taken for graduate credit. Failure to maintain good standing can result in the student’s dismissal from the University.

**ACADEMIC OR SCIENTIFIC MISCONDUCT**

Instances of scientific misconduct or academic misconduct must be reported to the chairperson of the Graduate Studies Committee and the director. See Appendix D for Academic Misconduct Procedures.

**A FINAL NOTE**

This student handbook contains much more information than you can digest with just one reading. Some of it probably will never pertain to you, but we are obligated to inform you regarding policies and procedures of the University, the School of ES CE, and the Counselor Education program. We encourage you to keep this handbook with your other important files so you can access it when needed. We are all looking forward to the coming academic year and are excited you are here!

*The Counselor Education Faculty*
- Dr. Colette Dollarhide
- Dr. Rochelle Dunn
- Dr. Darcy Haag Granello
- Dr. Paul Granello
- Dr. James L. Moore, III
- Dr. Joe Wheaton
## Appendices

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<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
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<td>Progressive Remediation, Retention, and Dismissal Policy</td>
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<td>Appendix B</td>
<td>Course of Study for School Counseling Students</td>
</tr>
<tr>
<td>Appendix C</td>
<td>School Counseling Costs Chart</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Graduate Student Code of Research and Scholarly Conduct</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Graduate School’s Grievance Policy and the Grade Grievance Policy</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Academic Misconduct Procedures</td>
</tr>
</tbody>
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APPENDIX A

THE OHIO STATE UNIVERSITY
Counselor Education Program

PROGRESSIVE REMEDIATION, RETENTION, and DISMISSAL POLICY

As members of the profession of counseling, the faculty members of the Counselor Education program of The Ohio State University are aware of the ethical responsibilities relative to the training and supervision of graduate students in counseling (American Counseling Association [ACA] (2005); Association for Counselor Education and Supervision [ACES], 2003). Specifically, we affirm our role to develop clear policies regarding field placement (ACA, 2005, F.6.g.), to state to students the levels of competency that are expected in both didactic and clinical experiences (F.9.a), and to “address the inabilities of some students to achieve counseling competencies that might impede performance” (F.9.b.). To accomplish these goals, we follow F.9.b. of the Code of Ethics (ACA, 2005) that we will inform students of the need for remediation; assist students in securing remedial assistance when needed; seek professional consultation and document the decision regarding remediation, retention, or dismissal; and ensure that students have access to due process. In addition to the ethical issues involved, we are also aware of various legal and judicial implications (see Guest and Dooley, 1999; McAdams, Foster, & Ward, 2007; McAdams & Foster, 2007).

PRIORITIES, EXPECTATIONS, AND STUDENT COMPETENCIES

As posted on the program webpage (http://ehe.osu.edu/paes/couned/mission.htm), we hold certain priorities, values, and expectations to be important in our training process.

The faculty members of the Counselor Education Program at The Ohio State University foster, promote and infuse the following values and guiding principles throughout every aspect of the program. Every student, faculty member, and field supervisor is expected to exhibit these values at all times:

- The highest academic and professional standards;
- Evidence-based best practices in counseling;
- Ethical and social responsibility;
- Personal and professional growth;
- Respect for diversity and the importance of culture, family, and values in the counseling process;
- Collaboration with the community and outside agencies;
- Leadership, continued learning, service and professional identity in the counseling profession;
- Development and dissemination of new knowledge and best practices in professional counseling and counselor education;
- The integration of research, teaching, and practice.
From these priorities and expectations, the following are the PROGRAM OBJECTIVES specific to students, noting italicized text:

- Prepare and graduate interpersonally and interprofessionally skilled, culturally competent, professionally knowledgeable, ethical, self-reflective, compassionate and license-eligible counselors and counselor educators.

In addition to these objectives, the faculty of the Clinical Counseling track and the faculty of the School Counseling track have articulated specific competencies that address the unique skills and behaviors that embody the ideal counselor in each setting. Together, these Priorities, Expectations, and Competencies are the measures by which all students will be assessed for professional appropriateness for the field. Students will be informed of these expectations before they accept the admissions invitation, and will be asked to sign that they have seen and agree to abide by these guidelines with acceptance of the admissions invitation.

This Progressive Remediation, Retention, and Dismissal Policy will be posted on the program webpage and the link will appear on each syllabus.

EVALUATION TIMEFRAMES

In this program, there are both formal and informal assessments that take place during coursework, before practicum placement is approved, and during practicum and internship.

First, as each student progresses through the curriculum, individual faculty members are conducting both academic and professional/personal assessment in a continuous and on-going observation of each student. The Counselor Competencies Scale will be used in Techniques of Individual Counseling and Techniques of Group Counseling to evaluate each student’s progress in the development of professional counseling skills. Concerns about individual students are brought to the program faculty as a whole, and consultation is sought during faculty meetings throughout the student’s program. These faculty discussions will be documented. This means that at any time, a student may be identified as needing remediation as outlined below. (Academic struggles that exceed the limits of the Graduate School policy on grade point averages will cause the student to fall under the Graduate School’s retention policy. In addition, behavior deemed by The Ohio State University community to be unacceptable will subject the student to immediate dismissal per The Ohio State University’s Code of Student Conduct. See the “Dismissal” section in this document.)

In addition to ongoing assessment, a comprehensive review of each student’s performance is done before the student is approved for practicum, and at this point, the faculty members must agree that this student has:
   a) attained mastery over the didactic experiences thus far in the program, and
   b) exhibited professionally appropriate attitudes and behaviors thus far in the program.

When both these conditions are met, the student will be approved for practicum field placement.

Documentation of this evaluation will be retained by the program. In addition, there are track-specific requirements for entry into practicum (e.g., background check for individuals working
with children, proof of liability insurance, on-site supervisor’s and/or faculty member’s willingness to place a student on his/her license). These are outlined in the program’s Practicum and Internship manuals for each track.

In addition to this formal review before practicum, the student will be continuously evaluated during both practicum and internship to determine continued academic success, skill development (professional issues), and appropriateness for the field (personal issues). This review of field performance will also be conducted and noted in regular faculty meetings. In addition, field experience evaluation forms will be signed by the student and kept by the program.

**REMEDIATION**

If at any point during the student’s program, the student is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that prevent a student from performing the duties of a professional counselor, a remediation plan will be initiated and documented (assuming that the concerns do not warrant immediate removal from the program as specified in the Graduate School’s academic policies, the University’s Code of Student Conduct, or as deemed necessary to protect the public). This remediation plan, designed to address the issue(s) of concern, will be:

1. Established by the student’s advisor with consultation from other program faculty, and when appropriate, the student’s on-site supervisor, doctoral supervisors, and other professionals who have relevant input into the situation;
2. Presented to the student;
3. Discussed relative to the faculty’s concerns, and if applicable, protection of the public and field placement site; and
4. Agreed upon and signed by advisor, student, and the faculty member who will monitor the student’s progress relative to the Remediation plan, with notification to the program faculty.

These remediation plans may involve any or all of the following:

**A. For Academic Remediation:**
   a. Retaking courses
   b. Engaging in tutoring
   c. Study skills training
   d. Test-taking training
   e. Writing lab assistance
   f. Spoken and/or written language skills remediation
   g. Other academic interventions, as deemed necessary and appropriate by the program faculty

**B. For Professional Skill Remediation:**
   a. Retaking courses (eg., skills courses, ethics, content courses)
   b. Removal from placement site
C. For Personal Remediation:
   a. Personal counseling
   b. Writing reflection papers
   c. Writing apology letters
   d. Additional supervision meetings
   e. Other personal remediation interventions, as deemed necessary and appropriate by the program faculty

The remediation plan will include, at a minimum:
   1. Specific activities to be completed;
   2. Target measures of accomplishment, which will be documented;
   3. A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student’s advisor);
   4. A timeframe for accomplishment; and
   5. Contact information for the faculty member responsible for monitoring the student’s progress.

Copies of the plan will be retained by the student’s advisor, the monitoring faculty member, the program coordinator, and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the course of the remediation process.

RETENTION

At the completion of the remediation plan timeframe, the faculty member responsible for monitoring the remediation plan, the advisor, and the student will meet to discuss the success of the plan. If the evidence suggests that the plan has been successful, the advisor and responsible faculty member will advise the program faculty of the successful resolution of concerns. If the evidence of successful remediation is questionable, additional remediation activities may be deemed necessary, with all the conditions of appropriate remediation as outlined above. All of these discussions will be documented.

DISMISSAL

There are four entities that have published policies that determine continued enrollment at The Ohio State University. The policies that determine continued enrollment are itemized here and discussed below:
   1. Those determined by the University in terms of behavior,
   2. Those determined by the Graduate School in terms of academic standards,
   3. Those determined by the College of Education and Human Ecology in terms of criminal background checks,
4. Those determined by the Counselor Education Program in terms of academic success, professional success, and personal success.

**Determined by the University**

Students may be dismissed from the University for behaviors that have been deemed unacceptable by the University community. These behaviors are listed on The Ohio State University’s Code of Student Conduct found on the Student Affairs webpage at http://studentaffairs.osu.edu/resource_csc.asp. Some examples of these behaviors include:

- Academic misconduct
- Endangering health or safety
- Sexual misconduct
- Destruction of property
- Dangerous weapons or devices
- Theft/unauthorized use of property
- Drugs
- Alcohol
- Hazing

**Determined by the Graduate School**

Academic standards are addressed by the Graduate School. These standards can be found in the Graduate School Handbook, found at http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook/Handbook.pdf.

**Determined by the College of Education and Human Ecology**

Evidence of a background check indicating criminal convictions that would preclude the student from obtaining a professional counseling license or professional school counseling certification in the State of Ohio would lead to a discussion of the student’s purpose in remaining in the program.

**Determined by the Counselor Education Program**

If the student is unable or unwilling to complete the remediation plan outlined in this document, then the faculty of the program would have the option of using dismissal from the program as an action of last resort. If this action is taken, the faculty will:

1. Document all evidence leading to this decision;
2. Inform the student of the decision;
3. Inform the Section Head for Counselor Education and School Psychology;
4. Inform the Director of the Department of Educational Studies;
5. Inform the student of his/her due process options; and
6. Provide the contact information for the person to whom an appeal would be made.

See the Office of Academic Affairs Academic Rights and Responsibilities document found at http://oaa.osu.edu/acad_rts_respons.php.

Questions about this policy are welcome. Please see the program coordinator or your advisor if you have concerns.
I understand the terms of this policy and agree to abide by the terms outlined herein. I understand that I can obtain a copy of this policy from the Counselor Education website.

____________________________________  _______________________
Student Signature      Date

_____________________________________
Student Name – Printed

Revised 3/6/2014
REFERENCES


COUNSELOR EDUCATION: School Counseling Student Handbook: Appendix B

SCHOOL COUNSELING
COLLEGE OF EDUCATION & HUMAN ECOLGY
PHYSICAL ACTIVITY AND EDUCATIONAL SERVICES
Counselor Education Program – Advising Sheet – Master’s of Arts Students:

Name ____________________________ Advisor: ________________________________
Entry Date ______________

<table>
<thead>
<tr>
<th>I. FOUNDATIONS (9 semester credits)</th>
<th>PLAN</th>
<th>TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Human Growth &amp; Development (2 hours)</td>
<td></td>
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<tr>
<td>ES CE 6735: Counseling Across the Lifespan (2 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Social, Cultural, and Educational Foundations (4 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES CE 7741: Multicultural Issues in Counseling (4 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Research (3 hours)</td>
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<td></td>
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<tr>
<td>ES QREM 6625 Introduction to Educational Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES QREM 6641 Introduction to Educational Statistics (lecture &amp; lab)</td>
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</table>

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<thead>
<tr>
<th>II. PROFESSIONAL COUNSELING (34 semester credits)</th>
<th>PLAN</th>
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</thead>
<tbody>
<tr>
<td>A. Professional Orientation (3 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES CE 6731: Foundations of Professional Counseling (3 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Assessment of Behavior (3 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES CE 6734: Assessment in Counseling (3 hours)</td>
<td></td>
<td></td>
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<tr>
<td>C. Lifestyle and Career Development (2 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES CE 6736: Lifespan Career Development &amp; Counseling (2 hrs)</td>
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</tr>
<tr>
<td>D. Counseling Theory and Techniques (8 hours)</td>
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</tr>
<tr>
<td>ES CE 6732: Theories of Professional Counseling (3 hours)</td>
<td></td>
<td></td>
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<tr>
<td>ES CE 6733: Techniques of Individual Counseling (1.5 hour) (must be taken in conjunction with theories)</td>
<td></td>
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</tr>
<tr>
<td>ES CE 6737: Group Counseling (3 hours)</td>
<td></td>
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<tr>
<td>ES CE 6738: Techniques of Group Counseling (1.5 hour) (must be taken in conjunction with group counseling)</td>
<td></td>
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<tr>
<td>E. Supervised Field Experience (14 hours)</td>
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</tr>
<tr>
<td>ES CE 6189.01: Practicum in School Counseling (4 hours)</td>
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<tr>
<td>ES CE 7191.01: Internship in School Counseling (10 hours)</td>
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<td></td>
</tr>
<tr>
<td>F. Legal and Ethical Issues (1.5 hours)</td>
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</tr>
<tr>
<td>ES CE 6739: Ethical and Legal Issues in Counseling (1.5 hours)</td>
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<td></td>
</tr>
<tr>
<td>G. Theories of Counseling Supervision (1.5 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES CE 7934: Theories of Counseling Supervision (1.5 hours)</td>
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</table>
### III. SCHOOL COUNSELING SPECIALIZED STUDIES (19 semester credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ES CE 6831</td>
<td>Professional School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>ES CE 6832</td>
<td>Current Issues in Professional School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>ES CE 6740</td>
<td>Techniques for Counseling Children &amp; Adolescents</td>
<td>1.5</td>
</tr>
<tr>
<td>ES CE 7743</td>
<td>Family &amp; Couples Counseling</td>
<td>2</td>
</tr>
<tr>
<td>ES CE 7742</td>
<td>Addictions Counseling</td>
<td>2</td>
</tr>
<tr>
<td>ES SPED 5650</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>ES CE 6931</td>
<td>Diagnosis of Mental &amp; Emotional Disorders</td>
<td>3</td>
</tr>
<tr>
<td>ES CE 7745</td>
<td>Theories of Consultation in Counseling</td>
<td>1.5</td>
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### IV. ELECTIVES (optional)

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ES CE 5880</td>
<td>Seminar(s) in Interprofessional Care</td>
<td>3</td>
</tr>
<tr>
<td>ES CE 7193.34</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS IN MASTER’S = 62 SEMESTER CREDITS**

*Note: See Advisor for Sequence*

- **PLAN A** = 62 hours + Thesis and Thesis Hours
- **PLAN B** = 62 hours + Portfolio/Comprehensive Exam

**Student’s Signature______________________________**

**Advisor’s Signature______________________________**
School Counselor Preparation

We are glad you are pursuing a school counselor license. As with any program that leads to a professional licensure, there are additional incurred non-OSU assessed expenses. We understand that planning may be needed and are hoping this will help.

Below is a list of the expenses in addition to OSU tuition & fees and books. These are expenses we are presently aware and are subject to change, based on State or Federal requirements.

<table>
<thead>
<tr>
<th>Annual Fee</th>
<th>One-Time</th>
<th>Per Event*</th>
<th>One-Time</th>
<th>One-Time</th>
<th>Annual Fee</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Checks BCI&amp;I / FBI</td>
<td>Tk20</td>
<td>TB test</td>
<td>OHIO SC EXAM</td>
<td>Ohio Licensure Application fee</td>
<td>ASCA Membership (free liability insurance)</td>
<td>Estimated (2013)</td>
</tr>
<tr>
<td>$58</td>
<td>$103</td>
<td>$10</td>
<td>$140 est.</td>
<td>$160</td>
<td>$100 est.</td>
<td>$571</td>
</tr>
</tbody>
</table>

*Some school districts require a TB test. The number of TB tests required is dependent upon individual student placement.

Additional Expenditures to Consider:

1. Professional clothing and transportation expenses vary. Some students may choose to purchase their own professional supplies.

2. TeachOhio job fair cost is about $40.

To have additional expenses included in financial aid, one needs to submit an appeal to the Financial Aid office. Details are below:

“Students may have additional expenses, so we allow all students the opportunity to submit an appeal.”

Here is the website link to the form that the student can submit to the OSU Financial Aid Office.

http://www.sfa.osu.edu/forms/appeal1213/unusualexenses.pdf
Appendix C

Graduate Student Grievance Review Guidelines

Many graduate programs have local procedures for resolving grievances. Discussion with an adviser, supervisor, Graduate Studies Committee Chair, department chair, or college dean will usually lead to a satisfactory resolution. It is generally preferable to settle local problems at the local level. But there may be instances when local processes do not lead to the resolution of a grievance. For these cases, the Graduate School is available to offer advice and, in certain situations, to provide formal hearing and adjudication.

As outlined below, the Graduate School is specifically authorized by the rules of the Graduate Faculty to review grievances related to graduate examinations and Graduate Associate appointments. In addition, the Graduate School is occasionally called upon to address a complaint by a graduate student related to other academic matters. The Graduate School becomes involved in such matters only after all reasonable local efforts to resolve the problem have failed. In accordance with University policy, complaints of harassment, sexual or otherwise, and allegations of scholarly misconduct are directed to the appropriate offices authorized to address them.

As the enrollment unit for all graduate students at Ohio State, the Graduate School reviews and acts upon petitions related to the rules of the Graduate Faculty. Although this function seldom requires formal grievance hearings, it does require the resolution of disputes between graduate students and graduate programs.

II. Purpose

The purpose of this document is to outline the process for the systematic review of grievances filed by graduate students related to graduate examinations and Graduate Associate appointments. The aim of the guidelines is to ensure that a graduate student who is unable to resolve a dispute over a graduate examination or a GA appointment by any other means has access to a review by a knowledgeable group. No neutral faculty and graduate students who are not associated with the student's graduate program or appointing unit or who are in any other way have a conflict of interest.

III. Procedures

A. When the Dean of the Graduate School receives a petition for the review of a grievance related either to a graduate examination or to a Graduate Associate appointment, the Dean will determine first that there has been an attempt to resolve the problem at the local graduate program or individual appointing unit level. If such a resolution is not achieved, the Dean will refer the matter to the chair of the Graduate School Grievance Committee, a standing committee formed each year.
B. Upon receipt of such a request from the Dean, the Graduate School Grievance Committee will conduct, expeditiously, a hearing for the review of the grievance. The Graduate School Grievance Committee will consist of the following members:

- Two Graduate Faculty members of the Policy and Standards Committee (voting)
- Two Graduate Faculty members of the Graduate Associate and Fellowship Committee (voting)
- Two graduate student members of the Research and Graduate Council (voting)
- An Associate Dean of the Graduate School (non-voting), who will serve as chair of the Grievance Committee. In the event of a tie vote, the chair costs the deciding vote.

In cases where any of the individuals serving in these roles have a conflict of interest or perceived conflict of interest, substitutions will be permitted with the permission of the Graduate School Dean.

C. The chair of the Grievance Committee will convene the hearing. Faculty members or graduate students who are members of the graduate program(s) involved are disqualified from sitting on the Grievance Committee.

D. At least one week prior to the hearing, the chair of the Grievance Committee will provide the materials listed below to all members of the Grievance Committee and to all parties to the grievance, depending on the nature of the grievance:

- A letter detailing the nature of the grievance and establishing the time, location, and expected duration of the hearing
- A copy of these guidelines
- A copy of the complainant's letter to the Dean

E. Each party is expected to attend the hearing in person to present his or her case and may call witnesses in his or her behalf. A party unable to attend the hearing may submit a written statement. Parties are defined as follows:

1. Graduate Examination Grievance
   - The student
   - The members of the examination committee, including the Graduate Faculty Representative (doctoral-level examinations only)

2. Graduate Associate Grievance
   - The student
   - The student's GA supervisor and/or head of the GA appointing unit

F. Additional persons who may attend the hearing include the Graduate Studies Committee Chairperson of the student's graduate program and resource personnel from the Graduate School.

G. The parties may submit written statements related to the charges. Such documents must be received no later than three working days prior to the scheduled date of the hearing. All materials so submitted will be shared with all parties and the Grievance Committee members on a confidential basis.

H. Notice must be given to the Graduate School at least one week prior to the hearing if any of the parties is to be accompanied by witnesses and/or legal counsel.

IV. Conduct of the Hearing

A. At the beginning of the hearing, the chair will outline the procedures to be followed in the hearing.

- The chair shall allocate a specific amount of time to each party to state his or her case.
- Members of the Grievance Committee shall be present during the entire testimony portion of the hearing.
- Parties to the grievance are expected to be present to hear and participate in the entire testimony portion of the hearing.
- Legal counsel, if present, may not participate in the hearing. Involvement of legal counsel will be limited to consultation with the client, who answers all questions directed to him or her.
- Witnesses, if called by either party, may attend only the portion of the hearing directly related to their testimony.

B. The testimony presented at the hearing will be recorded on audiotape. A party to a grievance may request a copy of the tape.

C. Committee members may ask questions to obtain a full understanding of the case.

D. At the conclusion of the testimony portion, all persons attending the hearing are excused except for the Grievance Committee members and the Graduate School personnel. The parties to the hearing will be asked to wait in a designated location outside the hearing room until freed to leave by the chair.
V. Hearing Committee Decision and Action

A. The decision of the Grievance Committee is reached in closed session, with only the hearing committee members and the Graduate School personnel present.

B. All members of the Grievance Committee vote on the outcome. The Graduate School personnel, including the associate dean who serves as the chair, may participate in the discussion and decision, but they do not vote (except when the chair votes to break a tie vote).

C. The Grievance Committee will decide on the basis of a simple majority as follows:

• Graduate Examination
  The Grievance Committee shall decide whether the Master's Examination (ref. II.5.2), Candidacy Examination (ref. II.6.4), or Final Oral Examination (ref. II.6.10) was conducted in conformity with Graduate School rules and those of the local graduate program.

• Graduate Associate Appointment
  The Grievance Committee shall decide whether actions taken with respect to a Graduate Associate appointment were in conformance with the rules of the appointing unit and the Graduate School. Under Sections II.8.2 and II.8.3 of the Graduate School Handbook, the appointing unit is required to "develop, publish, and make available its Graduate Associate rules."

• The chair of the Grievance Committee will report the committee's finding in writing to the Dean of the Graduate School.

• If the Grievance Committee finds that a violation of Graduate School rules or other violation has occurred, the chair of the committee will also communicate a recommended resolution.

• The Dean of the Graduate School shall make the final decision regarding the grievance and the recommendation of the Grievance Committee and shall notify all the participants in the proceeding.
Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.”

The University's Code of Student Conduct defines academic misconduct as "[a]ny activity that tends to compromise the academic integrity of the University, or subvert the educational process." While many people associate academic misconduct with only "cheating," academic misconduct actually includes a wider scope of student behaviors, which include (but are not limited to):

- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies data or information for a laboratory experiment (i.e., a "dry lab") or other academic assignment. It also includes instances where a student submits data or information (such as a lab report or term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor of the course or supervisor of the research for which the work is being submitted;
- Submitting plagiarized work for a course/program assignment;
- Falsification, fabrication, or dishonesty in conducting or reporting laboratory (research) results;
- Serving as or asking another student to serve as a substitute (a 'ringer') while taking an exam;
- Alteration of grades in an effort to change earned credit or a grade;
- Alteration and/or unauthorized use of University forms or records.
1. Prohibited conduct (3335-23-04)

(A) Academic misconduct

Academic misconduct is any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

(1) Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;

(2) Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations, or the possession and/or use of unauthorized materials during those examinations;

(3) Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor;

(4) Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another’s work or ideas as one’s own; it includes the unacknowledged, word-for-word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas;

(5) Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted;

(6) Falsification, fabrication, or dishonesty in reporting laboratory and/or research results;

(7) Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;

(8) Alteration of grades or marks by a student in an effort to change the earned grade or credit;

(9) Alteration of academically-related University forms or records, or unauthorized use of those forms; and

(10) Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.¹

2. Committee on Academic Misconduct (3335-23-14)

(A) The Coordinator for the Committee shall investigate or establish procedures for the investigation of all reported cases of student academic misconduct. However, the Committee does not hear cases involving academic misconduct in professional colleges having a published honor code.

¹ Graduate students and members of the graduate faculty should recognize that the University Rules regarding academic misconduct apply to all scholarly activities associated with graduate education. Since the nature and scope of these scholarly activities can vary among the graduate programs on campus, graduate students must understand the specific requirements of academic integrity for the Graduate School and their individual graduate programs.
These colleges shall follow their own codes and procedures, which can be obtained in their respective central offices. The Coordinator or Committee may refer complaints to the Office of Student Judicial Affairs if it is determined that the academic misconduct allegation is incidental to some other misconduct.

(E) All complaints of academic misconduct shall be reported to the Coordinator of the Committee. Students have an obligation to report suspected misconduct. The committee consists of:

1. Eighteen (18) regular faculty members selected by the Faculty Council for three-year terms, beginning with the autumn quarter. The selection is to be held annually so that six (6) members will retire each year. No University faculty member shall serve more than two (2) consecutive terms;

2. Seven (7) graduate student members appointed by the end of the summer quarter by the President of the Council of Graduate Students, with the approval of the Council of Graduate Students and Committee's Coordinator, for a one-year term beginning with the autumn quarter;

3. Seven (7) undergraduate student members appointed by the end of the summer quarter by the Vice President of the Undergraduate Student Government, with the approval of the Undergraduate Student Government, the Undergraduate Student Senate, and the Committee's Coordinator, for a one-year term beginning with the autumn quarter;

4. A Coordinator, appointed by the Executive Vice President and Provost, ex-officio
   a. Without vote

5. A quorum for a hearing shall be no less than four (4) voting members of the panel
   a. Which shall include no less than one (1) student member and two (2) faculty members.

3. Suspected Academic Misconduct

A. When a student is suspected of academic misconduct, the instructor should make every effort to inform the student of the allegation. The presence of a colleague with the instructor at any subsequent meeting with the student is recommended.

B. The instructor shall prepare a typed written report on department letterhead on the alleged academic misconduct. The report should be as complete as possible and should have all relevant evidence attached. The report should identify the student's name and identification number, and the call number of the course in which the alleged misconduct occurred. Whenever possible, original documents, such as the alleged plagiarized paper, examination, printouts, etc., should be submitted. Sources of plagiarized material should be provided with passages that are alleged to be plagiarized marked clearly. A copy of the course syllabus should be included. The instructor of record for the course, if different from the person observing the alleged misconduct, must provide a letter acknowledging that charges are being brought forward. The Coordinator may request additional information to clarify the charges.

C. Students suspected of academic misconduct, whether acknowledging involvement or not, should be allowed to continue in the course without prejudice, pending action by the Committee. If the course ends before the Committee has acted, the instructor should assign the student the grade of "Incomplete" in accord with Rule 3335-7-21. The alternate grade for the Incomplete should be that which would be given if the student were not found in violation of the Code of Student Conduct.

D. The chairperson of the academic unit (and/or the chairperson of the graduate studies committee in the case of graduate students) should be informed of the allegations of academic misconduct. The report prepared by the instructor and a letter from the department's chairperson (or graduate studies committee's chairperson) should be sent to the Coordinator of the Committee on
E. The Coordinator, on behalf of the Committee, will notify the accused student(s) of the charge of Academic Misconduct and, whenever possible, provide the student with a copy of the materials that have been received regarding the case.

4. Notice of charges (3335-23-07)

Students shall be notified of University charges in writing, unless a more effective form of notification is deemed appropriate. Charges may be presented in person, by placement in a student’s residence hall mailbox, or by mail to the accused student’s local or permanent address on file in the office of the University Registrar. All students are required to maintain accurate and current local and permanent addresses with the University Registrar. Following notification of charges, students are encouraged to and shall be afforded the opportunity to meet with a University official for the purpose of explaining the University judicial process and discussion of the charges. Failure of the accused student to respond to the initiation of charges or schedule a preliminary meeting shall in no way prevent the University from scheduling and conducting a hearing in the absence of the accused student.

5. Administrative decision (3335-23-08)

In all cases, a student charged with one or more violations of the Code of Student Conduct has the right to a hearing. However, in a case where a charged student admits such violations in writing, the student may request in writing to have a decision as to appropriate action made administratively by a hearing officer rather than have the charges referred to a panel or commission for a hearing. In such situations, the student waives the right to a hearing and the related procedural guarantees provided by a panel or commission hearing. Following an administrative decision, the student retains the right to request an appeal of the original decision, but may do so only upon the ground that the sanction is grossly disproportionate to the offense committed.

6. Notice of Hearing (3335-23-09)

If a hearing is to be held, written notification will be provided. The notice may be hand delivered, placed into a student’s residence hall mailbox, or mailed to the last known address of the student, either by certified mail or first class mail, no fewer than ten (10) calendar days prior to the hearing. Unless already provided to the student, the notification will include the charge(s), date, time, and location of the hearing, the designated hearing officer or panel, a statement of the student’s rights, and information on the hearing procedures. The accused student may request a postponement for reasonable cause, or a hearing separate from other accused persons. A request for a postponement for reasonable cause must be made in writing, include supporting rationale, and be received by the person sending the hearing notification at least two (2) business days before the scheduled hearing.

7. Hearing procedures (See 3335-23-10)

Although the procedural requirements are not as formal as those existing in criminal or civil courts of law, to ensure fairness, the following procedures will apply and, unless already provided to the student, be included within the hearing notice:

(A) Attendance at hearings is limited to those directly involved or those requested by the Coordinator or panel to attend. The Coordinator or panel will take reasonable measures to assure an orderly hearing, including removal of persons who impede or disrupt the proceedings.

(B) The accused student may have an advisor throughout the hearing. The advisor may only counsel the student and may not actively participate in the hearing, unless clarification is needed as determined by the Coordinator or panel.
(C) The accused student may submit a written statement, may invite relevant witnesses to attend, may ask questions of witnesses called by others, and will be notified of potential witnesses to be called. The University may present witnesses as well as questions those presented by the accused.

(D) Written statements may be used if, for good reason, a witness cannot attend the hearing. Written statements must be notarized if other clear evidence of authenticity is lacking.

(E) In cases requiring special expertise, the Coordinator may appoint individuals with appropriate expertise to serve as consultants to the panel. The consultants may be present and provide information as called upon during the hearing but will not vote.

(F) Students are entitled to a presumption of innocence. Therefore, a student will not be found in violation unless a preponderance of the evidence supports the charge(s).

8. Attendance (3335-23-11)

Because the most accurate and fair review of the facts can best be accomplished when all parties are present, the accused is expected to attend and participate. If an individual does not choose to attend a hearing, the charges will be reviewed as scheduled on the basis of the information available, and a decision will be made. Although no inferences may be drawn against a student for failing to attend a hearing or remaining silent, the hearing will proceed, and the conclusion will be based on the evidence presented. No decision shall be based solely on the failure of the accused student to attend the hearing or answer the charges.

9. Record of proceedings (See 3335-23-12)

A single record consisting of written notes, tape recording, or other method selected by the Coordinator, will be made of all hearings. Such records will remain the property of the University but will be made available to the accused for review during the appeal period. A written notice of the decision and, if found in violation, information regarding appeal procedures will be provided to the accused student.

10. University Sanctions

General guidelines for sanctions (See 3335-23-17)

Sanctions should be commensurate with the violation(s) found to have occurred. In determining the sanction(s) to be imposed, the Coordinator or panel should take into account any mitigating circumstances and any aggravating factors including, but not limited to, any past misconduct by the student, any failure of the student to comply fully with previous sanctions, the actual or degree of intent and motivation of the student in committing the violation, and the severity and pervasiveness of the conduct that constituted the violation. One or more of the following courses of action may be taken when a student has been found to have violated the Code of Student Conduct.

(A) Informal admonition

An oral or written admonition issued by the Coordinator resulting from the student's misconduct. No formal charges, hearing, or other compliance with the Code of Student Conduct is required before the issuance of an informal admonition. However, following issuance of an informal admonition, the student shall be entitled to a hearing upon written request, under the procedures provided in the Code of Student Conduct. A written request for such a hearing must be filed with the University official who administered the informal admonition, within five (5) working days of the student's receipt of the informal admonition. An informal admonition shall not be considered a disciplinary sanction, but may be considered in any subsequent hearings.
(B) Disciplinary sanctions

(1) Formal reprimand: A written letter of reprimand resulting from a student’s misconduct.

(2) Conduct probation: This probationary condition is for a specified period of time (quarters of enrollment) but without loss of privileges. Further violation of University policies during the probationary period will be viewed not only as the act itself, but also as a violation of the probation, which could result in disciplinary probation, suspension or dismissal.

(3) Disciplinary probation: This probationary condition is in effect for a specified period of time (quarters of enrollment) and may involve the loss of specified privileges. Further violation of University policies during the probationary period will be viewed not only as a violation based upon the act itself, but also as a violation of the probation, which shall result in further action up to and including suspension or dismissal.

4) Suspension: Suspension is a sanction that terminates the student’s enrollment at the University for a specified period of time. Satisfactory completion of specified stipulations may be required for readmission at the end of the suspension period.²

(5) Dismissal: Dismissal is a sanction that permanently separates a student from the University without the opportunity to re-enroll in the future.³

(C) Conditions of suspension and dismissal

A student who has been dismissed or suspended from the University shall be denied all privileges afforded a student and shall be required to vacate campus at a time determined by the hearing officer or panel. In addition, after vacating campus property, a suspended or dismissed student may not enter upon campus and/or other University property at any time, for any purpose, in the absence of express written permission from the Vice President for Student Affairs or his/her designee. To seek such permission, a suspended or dismissed student must file a written petition to the Vice President for Student Affairs for entrance to the campus for a limited, specified purpose, or to have the terms of this condition modified or reduced.

(D) Failing or lowered grades

In cases of academic misconduct, the hearing officer or panel may authorize the instructor to award a failing or lowered grade in the course, a loss of credit on the assignment or examination, and impose any of the above-listed sanctions including suspension or dismissal from the University.

If a student drops a course after being notified by the course instructor or the Committee on Academic Misconduct of allegations of academic misconduct, and the student is found subsequently to be "in violation" of the Code of Student Conduct and the authorized grade sanction is a failing grade (E, U, or NP) in the course, the student will be re-enrolled in the course in which the academic misconduct occurred and given a failing grade. This policy does not apply if (1) a student drops a course before he/she is notified of the allegations of academic misconduct or (2) a student drops the course after being notified of allegations of academic misconduct and the grade sanction is anything other than a failing grade in the course.

(E) Other sanctions

²If a student is suspended, a "disciplinary suspension" notation is added to the student’s transcript. The student may request that this notation be removed from his/her transcript once the conditions of the suspension have been met. This request must be submitted to COAM.
³If a student is dismissed, a "disciplinary dismissal" notation is added to the student’s transcript. This notation is permanent.
Other appropriate sanctions may be imposed by a hearing officer or panel, singularly or in combination with any of the above-listed sanctions.

11. Appeal Process

Appellate process (See 3335-23-18)

(A) Right to appeal

A student found to have violated this Code has the right to appeal the original decision. An appeal of a decision must be submitted in writing and postmarked or hand delivered to the Executive Vice President and Provost or the Executive Vice President and Provost’s designee, within ten (10) calendar days after the date on which written notice of the decision is sent to the student. Each student shall be limited to one appeal. The decision of the appeal officer is final.

(B) Grounds for appeal

An appeal may be based only upon one or more of the following grounds:

1. Procedural error;
2. Misapplication or misinterpretation of the rule alleged to have been violated;
3. Findings of facts not supported by a preponderance of evidence;
4. Discovery of substantial new facts that were unavailable at the time of the hearing; and
5. That the disciplinary sanction imposed is grossly disproportionate to the violation committed.

(C) Appeal proceedings

1. The appeal officer shall dismiss the appeal if the appeal is not based upon one or more of the grounds set forth in Section (B) above.
2. The appeal officer may decide the appeal based upon a review of the record.
3. The appeal officer may request additional written information or an oral presentation from any relevant person(s) and then decide the appeal based upon the enhanced record.

(D) Possible dispositions by the appeal officer

The appeal officer may, after a review of the record, uphold the original sanction, dismiss the original sanction, or impose a lesser sanction. An appeal officer may also remand the case to the original hearing body or refer the case to a new hearing officer or panel to be reheard. If possible, the new hearing officer or panel should be different from the one that originally decided the case. If a case is reheard by a hearing officer or panel, the sanction imposed can be greater than that imposed at the original hearing.

(E) Minor deviations from procedure (3335-23-19)

A student and hearing officer may agree in advance to minor deviations from procedure. Such deviations are not then subject to appeal. Other minor deviations are acceptable as long as such deviations are not found upon appeal to be unreasonably harmful to the student.

12. Records of the Committee on Academic Misconduct

Records are considered confidential. Copies of sanction letters are sent only to those University officers with a valid need to know, such as the Office of Judicial Affairs, which retains notations of records of students found in violation of academic misconduct for a minimum of ten years.

If a student enrolled in the Graduate School is found “in violation” of the Code of Student Conduct, the Graduate School is notified of the nature of the violation and the sanction imposed.
If a student is suspended or dismissed from the University, the Office of the University Registrar is informed and an appropriate notation ("disciplinary suspension" or "disciplinary dismissal") is added to the student's transcript. Once the conditions of a disciplinary suspension have been fulfilled, a student may request that the "disciplinary suspension" notation be removed from his/her transcript. This request must be submitted through COAM's office. Since "dismissal" from the University is permanent, a "disciplinary dismissal" notation on a transcript is also permanent.

13. Confidentiality and Release of Records

The Federal and State governments have adopted legal requirements designed to protect the privacy of students' educational records maintained by various University offices and to provide for the students' right to access the educational records. Generally, any information from these records may not be released to individuals outside the University community by the custodian of the records without permission of the individual whose record it is, and any individual has the right to see his or her own educational records.

14. Regional Campus Hearings

Regional campus and Agricultural Technical Institute (ATI) students may request to have cases heard in Columbus or by an ad hoc panel at the regional campus/ATI. With a request to be heard on a regional campus or ATI, the student waives the right to have the case heard by a panel of the Committee on Academic Misconduct in Columbus. The decision of the ad hoc panel is final, subject to the regular appeal procedures. All rules and procedures outlined in this document are to be followed.

The composition of the ad hoc hearing panel for regional campus or ATI is as follows:

<table>
<thead>
<tr>
<th>Committee Membership</th>
<th>Source of Appointment to ad hoc Committee</th>
<th>Voting Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular COAM member (optional)</td>
<td>Coordinator of COAM</td>
<td>Voting</td>
</tr>
<tr>
<td>Faculty member on regional campus/ATI</td>
<td>Dean or Director with concurrence of COAM Coordinator and/or chair</td>
<td>Voting</td>
</tr>
<tr>
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<td>Voting</td>
</tr>
<tr>
<td>Faculty member or student on regional campus/ATI</td>
<td>Dean or Director with concurrence of COAM Coordinator and/or chair</td>
<td>Voting</td>
</tr>
<tr>
<td>Student on regional campus/ATI</td>
<td>Dean or Director with concurrence of COAM Coordinator and/or chair</td>
<td>Voting</td>
</tr>
<tr>
<td>Coordinator of COAM</td>
<td>Executive Vice President and Provost</td>
<td>Non-voting</td>
</tr>
</tbody>
</table>
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will help you preserve academic integrity by avoiding situations where you might be tempted to cheat or you might be perceived to be cheating.

1. **ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS:** If you use another person's thoughts, ideas, or words in your work, you must acknowledge this fact. This applies regardless of whose thoughts, ideas, or words you use as well as the source of the information. If you do not acknowledge the work of others, you are implying that another person's work is your own, and such actions constitute plagiarism. Plagiarism is the theft of another's intellectual property, and plagiarism is a serious form of academic misconduct. If you are ever in doubt about whether or not you should acknowledge a source, err on the side of caution and acknowledge it.

2. **AVOID SUSPICIOUS BEHAVIOR:** Do not put yourself in a position where an instructor might suspect that you are cheating or that you have cheated. Even if you have not cheated, the mere suspicion of dishonesty might undermine an instructor's confidence in your work. Avoiding some of the most common types of suspicious behavior is simple. Before an examination, check your surroundings carefully and make sure that all of your notes are put away and your books are closed. An errant page of notes on the floor or an open book could be construed as a "cheat sheet." Keep your eyes on your own work. Unconscious habits, such as looking around the room aimlessly or talking with a classmate, could be misinterpreted as cheating.

3. **DO NOT FABRICATE INFORMATION:** Never make-up data, literature citations, experimental results, or any other type of information that is used in an academic or scholarly assignment.

4. **DO NOT FALSIFY ANY TYPE OF RECORD:** Do not alter, misuse, produce, or reproduce any University form or document or other type of form or document. Do not sign another person's name to any form or record (University or otherwise), and do not sign your name to any form or record that contains inaccurate or fraudulent information. Once an assignment has been graded and returned to you, do not alter it and ask that it be graded again. Many instructors routinely photocopy assignments and/or tests before returning them to students, thus making it easy to identify an altered document.

5. **DO NOT GIVE IN TO PEER PRESSURE:** Friends can be a tremendous help to one another when studying for exams or completing course assignments. However, don't let your friendships with others jeopardize your college career. Before lending or giving any type of information to a friend or acquaintance, consider carefully what you are lending (giving), what your friend might do with it, and what the consequences might be if your friend misuses it. Even something
seemingly innocent, such as giving a friend an old term paper or last year's homework assignments, could result in an allegation of academic misconduct if the friend copies your work and turns it as his/her own.

6. **DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES:**
Instructors do not give grades in a course, rather students earn their grades. Thus, instructors expect that students will earn their grades by completing all course requirements (assignments) while they are actually enrolled in the course. If a student uses his/her work from one course to satisfy the requirements of a different course, that student is not only violating the spirit of the assignment, but he/she is also putting other students in the course at a disadvantage. Even though it might be your own work, you are not permitted to turn in the same work to meet the requirements of more than one course. You should note that this applies even if you have to take the same course twice, and you are given the same or similar assignments the second time you take the course; all assignments for the second taking of the course must be started from scratch.

7. **DO YOUR OWN WORK:** When you turn in an assignment with only your name on it, then the work on that assignment should be yours and yours alone. This means that you should not copy any work done by or work together with another student (or other person). For some assignments, you might be expected to "work in groups" for part of the assignment and then turn in some type of independent report. In such cases, make sure that you know and understand where authorized collaboration (working in a group) ends and collusion (working together in an unauthorized manner) begins.

8. **MANAGE YOUR TIME:** Do not put off your assignments until the last minute. If you do, you might put yourself in a position where your only options are to turn in an incomplete (or no) assignment or to cheat. Should you find yourself in this situation and turn in an incomplete (or no) assignment, you might get a failing grade (or even a zero) on the assignment. However, if you cheat, the consequences could be much worse, such as a disciplinary record, failure of the course, and/or dismissal from the University.

9. **PROTECT YOUR WORK AND THE WORK OF OTHERS:** The assignments that you complete as a student are your "intellectual property," and you should protect your intellectual property just as you would any of your other property. Never give another student access to your intellectual property unless you are certain why the student wants it and what he/she will do with it. Similarly, you should protect the work of other students by reporting any suspicious conduct to the course instructor.

10. **READ THE COURSE SYLLABUS AND ASK QUESTIONS:** Many instructors prepare and distribute (or make available on a web site) a course syllabus. Read the course syllabus for every course you take! Students often do not realize that different courses have different requirements and/or guidelines, and that what is permissible in one course might not be permissible in another. "I didn't read the course syllabus" is never an excuse for academic misconduct. If after reading the course syllabus you have questions about what is or is not permissible, ask questions!