COUNSELOR EDUCATION

Clinical Mental Health Counseling

Master of Arts
Student Handbook

Revised Summer 2018
The Ohio State University Counselor Education Program

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

OUR FOUNDATIONAL BELIEFS
- We believe that regardless of setting or specialty, we are all counselors, with a shared set of core values and identity that unite us in a professional community
- We believe that counseling needs to be informed by compassion and humanistic understanding of the human condition.
- We believe that all clients, colleagues, and students need to be appreciated for their inherent dignity and worth and their unique diversity constellation.
- We believe that all individuals should be empowered to speak up for what they need and that counselors and counseling students should be social justice leaders who advocate on behalf of underserved populations as well as on behalf of the counseling profession.
- We believe that our program is more than courses – it is an intentionally designed community of students, faculty, alumni, and supervisors who care about each others’ wellbeing.

OUR 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 who exemplify compassion, social justice, and empathy for the human condition. We draw from a pool of international applicants and prepare graduates for careers in schools, agencies, universities, and community and clinical placements using evidence-based best practices, quality pedagogy, and intensive cohort-based classroom and supervised field-based experiences.

OUR EXPECTATIONS
Every student, faculty member and field supervisor is expected to exhibit these values at all times for the purpose of promoting success in the lives of our clients:
- The development of a Professional Identity as a Counselor that is built on the highest academic and professional standards
- An ongoing Advocacy and Social Justice Approach infused with ethical and social responsibility
- The use of a Practitioner-Scientist Model that uses Evidence-Based Best Practices in counseling
- A commitment to a Wellness and Strength-Based Approach with an emphasis on lifelong personal and professional growth
- An understanding of the importance working toward systemic change through Leadership, Collaboration and Service within the Community
- A Respect for Diversity and the importance of culture, family, and values in the counseling process
- An Intellectual Curiosity that drives the development and dissemination of new knowledge and best practices in professional counseling and counselor education
- A commitment to helping each member of the OSU Counselor Education family Flourish in the Field of Counseling through a discovery of each individual’s passion that lies at the intersection of research, teaching, service, and practice for the betterment of the people we serve, the counseling profession, and our own lifelong journeys as professional counselors.
PROGRAM DESCRIPTION

The OSU Counselor Education Program is ranked in the top ten in the nation by US News and World Reports Guide to Best Graduate Schools. The Counselor Education Program is CACREP Approved (M.A. Program and Ph.D. Programs were all approved in 2016 for the maximum time limit, 8 years). The master’s program has two tracks: school counseling and clinical mental health counseling.

Students are admitted into only one track. Those wishing to complete both tracks must first successfully complete either the school or clinical mental health counseling track, and then apply to complete the second. These requests are considered on a case-by-case basis and are not guaranteed. Requests to transfer tracks also are considered on a case-by-case basis and are not guaranteed.

The school counseling track consists of 62-63 semester credit hours, including a 100-hour practicum (for 10 weeks) and 600-hour internship (for 2 semesters) in urban school settings. The school counseling program is a national leader in the Transforming School Counseling Initiative, sponsored by The Education Trust. It prepares school counselors to be leaders and change agents that positively affect student achievement and career aspirations. In addition, the program fulfills the course requirements for the Ohio Department of Education's school counseling license.

The clinical mental health counseling track consists of 63 semester credit hours, including a 100-hour practicum (for 10 weeks) and 600-hour internship (for 2 semesters) in a clinic, hospital, community agency or private practice setting. Students in the clinical counseling program are trained to assess, diagnose, and treat mental and emotional disorders. Students also learn to incorporate wellness and prevention into their practice. The clinical counseling program fulfills the course requirements for the State of Ohio Licensed Professional Clinical Counselor (LPCC) credential.

The doctoral program is based on a scientist-practitioner model with an emphasis on theory, practice, leadership, supervision, and research. It prepares individuals for roles as counselor educators, professional counselors, supervisors, and directors of counseling in public schools, universities, and agencies. The program also provides a unique emphasis on interprofessional collaboration as well as opportunities for doctoral students to work alongside OSU counselor educators and other counseling leaders in the profession.

CONTEXT OF THE PROGRAM WITHIN THE SCHOOL AND COLLEGE

Within The Ohio State University College of Education & Human Ecology, there are three distinct departments. The Counselor Education Program is housed in the Department of Educational Studies. The Counselor Education program is a specialization within the Master of Arts Program in the Department of Educational Studies.
Clinical Counseling Program

The master's degree in Clinical Counseling is available to those persons whose goal is to work in a community-based agency or private-practice setting. It is for persons whose interest is in counseling as it relates to areas such as diagnosis and treatment of mental and emotional disorders within an individual, wellness and prevention counseling, marital and familial counseling, career/vocational counseling, gerontological counseling, mental-health administration and leadership, substance-abuse counseling, and correctional counseling (juvenile and adult probation).

OBJECTIVES OF THE CLINICAL COUNSELING PROGRAM

The professional counselor works from an integrated understanding that combines theory and practice. The objectives of the program are therefore presented in these two categories. The knowledge objectives are formulated in reference to eight common-core areas: human growth and development, social and cultural foundation, helping relationships, group work, lifestyle and career development, appraisal, research and evaluation and professional orientation. The counseling objectives reflect the CACREP (Council for Accreditation of Counseling and Related Educational Programs) criteria as well as the conviction of this faculty that a program that aims to prepare effective counseling professional must have a strong clinical orientation.

1. Knowledge-based objectives

   a. to orient students to the nature of professional counseling by
      1) introducing them to the history, goals, professional roles, ethical and legal standards, preparation standards, professional organizations, and credentialing processes of the field; and
      2) helping them to measure their own strengths and limitations against the demands of the profession;

   b. to help students to see the individual within a developmental context by introducing them to the basic theories, concepts, and principles that comprise the body of knowledge about normal and abnormal human development;

   c. to acquaint students with the nature of social and cultural change within a pluralistic society and to prepare them to deal with the ramifications of on-going change in their work as professional counselors;

   d. to introduce students to the major theories of counseling/psychotherapy, to help them to develop a working understanding of the relation between theory and practice in their work as counselors, and to guide them as they formulate their own personal theory of counseling -- an initial formulation that will be revised, modified, and reformulated as they grow and develop professionally;
e. to help students to understand the role of the counselor in terms of the counselor-client relationship, the stages of counseling as defined by representative counseling models, and the counseling strategies and interventions that help to facilitate change in the client;

f. to introduce students to the principles of group dynamic, theories of group counseling, alternative leadership styles, and ethical considerations that comprise the body of knowledge about group counseling;

g. to help students to understand the processes and counseling implications of lifestyle and career development by introducing them to the theories, informational systems, planning models, assessment instruments, and placement and evaluation strategies that characterize this area;

h. to acquaint students with the principles, theories, and methodologies of educational and psychological appraisal (including psychometric statistics and computer-assisted approaches) that are appropriate to their work as professional counselors;

i. to introduce students to a theoretical framework for meeting the counseling needs of target populations in a programmatic fashion by focusing on the processes of population identification, need assessment, goal formulation, intervention design, and program evaluation.

j. to help students to understand social scientific research as a means of problem solving within the counseling field and require them to demonstrate their knowledge by reviewing, designing, and conceptualizing a relevant research project.

2. Counseling proficiency objectives

a. involve students in the application of learning to practical situations by requiring within all didactic courses a range of self-assessment assignments, group process activities, case studies, and individual projects;

b. to help students to acquire, through supervised laboratory practice, the verbal and non-verbal interaction skills that are basic to the helping process, including appropriate physical orientation to the client; careful listening; communication of empathy through reflection of feeling and paraphrases; effective use of open and indirect questions, probing statements, summarization, and self-disclosure; and appropriate use of a range of challenging techniques;

c. to involve students in a range of group counseling activities by means of supervised counseling sessions in which they function as both group members and group leaders;
d. to require students to complete a minimum of 100 hours of closely supervised practicum experiences in appropriate settings, in which they engage in on-going counseling activities with both individuals and groups, using a range of counseling models, interpretive frameworks, and intervention strategies;

e. to require students to complete, under both university and site supervision, a 600 hour post-practicum internship in which they demonstrate their readiness for the professional counseling role by performing all of the activities that a counselor employed in that setting would be required to perform.

CURRICULUM OF THE CLINICAL COUNSELING PROGRAM

A list of the courses in the approved program of study is in Appendix A. You will discuss the scheduling of these courses during orientation, in your required Foundations of Professional Counseling course, and with your advisor, as you progress through the master’s program. In general, the objectives of the curricular experiences are as follows:

► Students will have a curricular experience and demonstrated knowledge in the 11 core areas, as identified by the State of Ohio Counselor, Social Worker, and Marriage & Family Therapist Board: (Ohio Law: 4757-13-01). These are:
  1) counseling theory
  2) counseling techniques
  3) human growth and development
  4) social and cultural foundations
  5) group dynamics
  6) lifestyle and career development
  7) appraisal of the individual
  8) research and evaluation
  9) professional, legal, and ethical issues
  10) field experience: practicum
  11) field experience: internship

► Students will have a curricular experience and demonstrated knowledge in the five clinical areas, as identified by the State of Ohio Counselor, Social Workers, and Marriage & Family Therapist Board (Ohio Law 4757-130-01). These are:
  1) clinical psychopathology, personality, and abnormal behavior
  2) evaluation of mental and emotional disorders
  3) diagnosis of mental and emotional disorders
  4) methods of intervention and prevention
  5) treatment of mental and emotional disorders

► In all courses in the counselor education program (including those that are graded as S/U), students will receive the equivalent of a B- or higher.

► Students will obtain supervised counseling experiences that include diagnosis and treatment of mental and emotional disorders.
► Students will gain curricular experiences and demonstrate knowledge and skills in the foundations of community and clinical counseling. These include:
   1) history and philosophy of clinical counseling;
   2) role, function, and professional identity of clinical counselors;
   3) policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to clinical counseling;
   4) issues of diversity in community counseling; and
   5) ethical and legal considerations specifically related to clinical counseling.

► Students will gain curricular experiences in the contextual dimensions of community: These include:
   1) the relationships between counselors and other professionals in various practice settings;
   2) organizational, fiscal, and legal dimensions of various settings in which clinical counselors practice;
   3) strategies for community needs assessment to design, implement, and evaluate clinical counseling interventions, programs, and systems; and
   4) general principles of community intervention, consultation, education, and outreach, and characteristics of human services programs and networks.

► Students will gain curricular experiences in the knowledge and skill requirements for clinical counselors: These include:
   1) characteristics of clients served by clinical counselors;
   2) models and methods of program development;
   3) strategies for client advocacy including the promotion of client understanding of and access to community resources;
   4) principles and models of client assessment, diagnosis, and case conceptualization;
   5) knowledge of the principles of diagnosis and the use of current diagnostic tools;
   6) effective strategies for client advocacy in public policy and other matters of equity and accessibility; and
   7) application of appropriate client treatment planning modalities as conceptualized and implemented by clinical counselors.

STATE OF OHIO COUNSELOR PROFESSIONAL COUNSELOR LICENSURE

The State of Ohio has strict laws that regulate the profession of counseling. The implementation of these laws rests with the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist (CSW&MFT) Board. The Ohio State University Counselor Education program and faculty comply with all of the laws and rules that regulate the profession, and the clinical counseling program is approved by the CSW&MFT Board.
In Ohio, professional counseling is defined as:

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

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

Licensure as a clinical counselor in Ohio has two tiers: Licensed Professional Counselor (LPC or PC) and Licensed Professional Clinical Counselor (LPCC or PCC).

Per the Ohio Law, to be licensed as an LPC or LPCC in Ohio, students must complete a master's degree in a board-recognized counselor education program. Graduate degrees from other human services areas (e.g., psychology, social work, marriage and family therapy, rehabilitation services) are not considered degrees in counseling (Ohio Law 4757-13-01). More information about the licensure law is available at: http://cswmft.ohio.gov/

FIELD EXPERIENCES

Students in the clinical counseling program are expected to spend 700 hours, on-site, in their field experiences (100 hours in practicum; 600 hours in internship) before graduation. Practicum and internship must be spread out over a minimum of three semesters (one semester for practicum and two semesters for internship). A practicum and internship manual is available to provide more information on field experiences.

Practicum and internship are designed to provide students hands-on experience in the counseling field. We believe that the counseling practicum and internship experiences are an integral and indispensable part of the total program of counselor education. Ideally, practicum and internship should provide an opportunity for the student to develop his/her own unique style of counseling, while working within the theoretical and therapeutic framework of the practicum site.

We strongly recommend that each student work to develop a practicum placement in the semester prior to the beginning the practicum course. Students can explore options by speaking to their advisors or to the clinical counseling field coordinator, as well as through learning available community resources to meet their needs. Prior to the beginning of practicum, a practicum placement application form must be completed and filed with the clinical counseling field experience coordinator, and the site must be approved by the OSU faculty member in charge of practicum. Readiness to conduct in counseling services is
determined by the faculty member in charge of practicum or internship. For practicum, final decision rests with the faculty member teaching practicum or internship.

The Clinical Counseling program uses both on-site (clinical) and doctoral student supervisors to assist with counselor trainee growth and development. The goals of supervision include helping with intervention skill building, such as conceptualizing cases, defining priorities, developing change strategies, and assisting students in clarifying their interpersonal style and defining assets and limitations. Doctoral student supervisors are licensed counselors who have received advanced education and training in supervision. On-site supervisors must be approved by the Clinical Counseling Field Experiences Coordinator. The Counselor Education program faculty deeply appreciates the willingness of practicing mental health professionals to provide supervision and assistance in training of masters level counselors. All supervisors are professionals who have client welfare as their top priority and are committed to the professional development of the students they supervise.

The State of Ohio requires applicants for the LPC or LPCC to be “of good moral character.” (State Law 4757-13-02). Persons with histories of felonies are warned that background checks are frequently required in practicum and/or internship settings, for the purposes of obtaining liability insurance (a requirement for practicum and internship), or for application for licensure.

PHILOSOPHY OF THE FIELD EXPERIENCES

Throughout the Counselor Education program, students are encouraged to become reflective practitioners – that is, practitioners who use reflective thinking and sound decision-making skills that are well-founded in established research regarding the effective, efficient practice of counseling. Effective counselors must be more than mere technicians. Rather, they must be professionals who are grounded in a strong theoretical base, have vast personal knowledge of their own beliefs, values, knowledge, and skills, and be able to integrate all aspects into their practice. The counseling practicum is a time to begin to synthesize self-knowledge, classroom information, research, and practice through supervised application.

During the first semester of graduate work, students function primarily in the student role. During practicum and internship, however, students are expected to function as counselor trainees. This involves many things, including following the rules and regulations governing the practicum site, engaging in professional dress, demeanor, and behaviors, and putting the ACA Code of Ethics into practice in every interaction. It also involves engaging in the process of becoming a reflective practitioner.

We use a team approach to teaching practicum and internship. We see these field experiences as collaborative ones between the student, the on-site supervisor, the doctoral student supervisor, and the practicum or internship faculty member. As such, the student, both supervisors (on-site and doctoral), and the faculty member will all be part of the evaluation process.
Program Expectations

PROFESSIONAL AFFILIATION

Faculty and students in The Ohio State University Counselor Education program identify themselves as counselors. Faculty members have a strong sense of professional identity, and we work hard to instill that professional identity in students. There are many professional organizations and associations to assist with the development of professional identity. The largest of these is the American Counseling Association.

**American Counseling Association**

It is strongly recommended that Counselor Education students join the American Counseling Association (ACA), the nationally recognized professional organization for those in counseling and human resource development. ACA is the largest professional organization for counselors, with nearly 60,000 members in over 50 countries. Student membership is recognized as vital to the health of ACA and to your own development as a professional counselor. Joining ACA has many benefits, and there are national divisions to meet your specific interests. ACA offers students a special membership rate. Additionally, ACA members are eligible to purchase ACA liability insurance at a low rate. (www.counseling.org)

**Ohio Counseling Association**

The mission of the Ohio Counseling Association, the state branch of ACA, is “to promote and advance the discipline of counseling throughout Ohio and to adhere to professionalism and ethical standards provided by the American Counseling Association.” Students are encouraged to join the Ohio Counseling Association and to attend the state conference offered every autumn. (www.ohiocounselingassoc.com)

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 of student 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 (Change of Advisor form available through the Department of Educational Studies Office of Student Services).

WRITTEN COMMUNICATION

The standard for written communication within the counseling profession is described within the *Publication Manual of the American Psychological Association (APA)*, (2009). Unless otherwise indicated on course syllabi, all student papers are expected to conform to APA standards. Students are strongly encouraged to purchase and use the most current APA manual in their counseling coursework.
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. Students will meet with their advisor during the semester prior to the examination to receive study questions and information regarding examination content and format.

COUNSELOR EDUCATION HONORARY

Chi Sigma Iota (CSI) is the International Honor Society for counseling students and professionals. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, 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.

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 (and to manage your account), go to:
http://go.osu.edu/COUNSED

The Department 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.

ANTICIPATED TIMELINE

The Clinical Counseling Program has been developed so most students can complete their degrees within two academic years. All students begin their course of studies in the autumn semester. Typically, no counselor education courses are available during the summer term, and students should plan accordingly. A sample two-year plan is available on the Counselor Education website. Students wishing to develop a three or four year plan may do so in consultation with their advisor. Students should take no more than four years to complete their graduate degree in Clinical Counseling. According to the Graduate Studies Handbook, “Courses taken more than four years earlier are subject to review and may no longer be acceptable to advisers and advisory committees” (Graduate Studies Handbook, p. 23).
Two year outline. In addition to required coursework, here are some tasks associated with each semester of study:

- Prior to first semester of study:
  - Orientation
- First year – autumn semester:
  - Meet with advisor, determine program of study
  - Determine practicum placement (see practicum & internship manual).
- First year – spring semester:
  - Eligible students invited to join the Counseling Honor Society, Chi Sigma Iota
  - Determine internship placement (see practicum & internship manual for procedure)
- Second year – autumn semester:
  - If interested, become mentor for first-year student
  - Meet with advisor regarding comprehensive exams
- Second year – spring semester
  - Fill out graduation paperwork and comprehensive examination paperwork
  - Take comprehensive exams
- GRADUATION!

MATRICULATION FROM THE GRADUATE PROGRAM IS BASED ON:
1. Successful completion of all required courses
2. Successful completion of all evaluation and assessment requirements for each decision point
3. Successful completion of a thesis (plan A) or comprehensive exam (plan B)
4. Achieving "good standing" through the Graduate School. To be in good standing in the Graduate School, a student must maintain a graduate cumulative point-hour ratio (CPHR) of 3.0 or better in all graduate credit courses and must maintain reasonable progress toward Graduate School or graduate program requirements

An Equitable and Safe Learning Environment

The Counselor Education program, the College of Education, 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 Counselor Education Program prohibits discrimination against any member of the program’s 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 AACD (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 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/

Department of Education Studies Graduate Studies Handbook
http://ehe.osu.edu/educational-studies/students/

Counselor Education Program website
http://go.osu.edu/counseloreducation
Information and Resources for You

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.

Technology. 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 now in its second year of operation. 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.

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.

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, (614) 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/

ResNet (computer connections in residence halls)
Support Center, (614) 292-4357 (292-HELP); email, resnet@osu.edu
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/
Help desk, (614) 688-HELP (4357)
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, (614) 292-0748
studentconduct.osu.edu
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.osu.edu/handbook

**OSU Counselor Education Graduate Studies Handbook**
go.osu.edu/counseloreducation (see: Info for Current Students)

**Computer use**, Information Technology, (614) 292-1302 or 688-HELP. Policies on responsible use of web, email, and other resources.

**Nondiscrimination, sexual harassment and other personnel policies**
Office of Human Resources, (614) 292-2800

**Alcohol and Other Drugs**, Wellness Center, (614) 292-4527
swc.osu.edu

**Smoking**, Human Resources, (614) 292-1050
Smoking is not permitted inside university buildings.

**Privacy/directory information/FERPA**
University Registrar, (614) 292-8500
https://registrar.osu.edu/policies/FERPA.asp
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 in one of your required first semester courses (Foundations of Professional Counseling) and is found in Appendix B.

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 Department’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 Department’s director or to the appropriate office in human resources.

STUDENT EVALUATION POLICY

Consistent with the ethical guidelines of the American Counseling Association, the counseling faculty has developed the student evaluation procedures (the full progressive remediation, retention, and dismissal policy can be found in Appendix F). The Counselor Education program faculty follows the American Counseling Association (ACA) Code of Ethics and Standards of Practice (2007). 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 oral feedback concerning their progress. All written feedback is placed in the student’s file in the Department’s 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 Department, 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. Brett Zyromski
   Dr. Ana Berrios
   Dr. Felice Kassoy
   Dr. Julie Nelson Slagle
Appendices

Appendix A  Clinical Counseling Program of Study

Appendix B  Graduate Student Code of Research and Scholarly Conduct

Appendix C  Graduate School's Grievance Policy and the Grade Grievance Policy

Appendix D  Academic Misconduct Definitions Academic Misconduct Procedures & Rules (7 pages)

Appendix E  Ten Suggestions for Preserving Academic Integrity

Appendix F  OSU Counselor Education Progressive Remediation, Retention, and Dismissal Policy
COUNSELOR EDUCATION: Clinical Counseling Student Handbook: Appendix A

Master of Arts: CLINICAL MENTAL HEALTH COUNSELING
Counselor Education Program

I. FOUNDATIONS (9 semester credits)
   A. Human Growth & Development (2 hours)
      EHE ES(CE) 6735: Counseling Across the Lifespan (2 hours)
   B. Social, Cultural, and Educational Foundations (4 hours)
      EHE ES(CE) 7741: Multicultural Issues in Counseling (4 hours)
   C. Research (3 hours)
      EHE ES(QREM) 6625 or 6641 (lecture & lab)

II. PROFESSIONAL COUNSELING (34 semester credits)
   A. Professional Orientation (3 hours)
      EHE ES(CE) 6731: Foundations of Professional Counseling (3 hours)
   B. Assessment of Behavior (3 hours)
      EHE ES(CE) 6734: Assessment in Counseling (3 hours)
   C. Lifestyle and Career Development (2 hours)
      EHE ES(CE) 6736: Lifespan Career Development & Counseling (2 hours)
   D. Counseling Theory and Techniques (9 hours)
      EHE ES(CE) 6732: Theories of Professional Counseling (3 hours)
      EHE ES(CE) 6733: Techniques of Individual Counseling (1.5 hour) (taken with 6732)
      EHE ES(CE) 6737: Group Counseling (3 hours)
      EHE ES(CE) 6738: Techniques of Group Counseling (1.5 hour) (taken with 6737)
   E. Supervised Field Experience (14 hours)
      EHE ES(CE) 6189.02: Practicum in Clinical Mental Health Counseling (4 hours)
      EHE ES(CE) 7191.02: Internship in Clinical Mental Health Counseling (10 hours)
   F. Legal and Ethical Issues (1.5 hours)
      EHE ES(CE) 6739: Ethical and Legal Issues in Counseling (1.5 hours)
   G. Theories of Counseling Supervision (1.5 hours)
      EHE ES(CE) 7934: Theories of Counseling Supervision (1.5 hours)

III. CLINICAL STUDIES (20 semester credits)
   A. Clinical Psychopathology, Personality, Abnormal Behavior (3 semester credits)
      EHE ES(CE) 7932: Psychopathology, Trauma, & Crisis Counseling (3 hours)
   B. Evaluation of Mental and Emotional Status (4 hours)
      EHE ES(CE) 7935: Advanced Assessment: Personality Testing (4 hours)
   C. Diagnosis of Mental and Emotional Disorders (3 semester credits)
      EHE ES(CE) 6931: Diagnosis of Mental & Emotional Disorders (3 hours)
   D. Methods of Intervention and Prevention (4.5 semester credits)
      EHE ES(CE) 7933: Wellness and Prevention Counseling (3 hours)
      EHE ES(CE) 7745: Theories of Consultation in Counseling (1.5 hours)
   E. Treatment of Mental and Emotional Disorders (5.5 semester credits)
      EHE ES(CE) 6740: Techniques for Counseling Children & Adolescents (1.5 hours)
      EHE ES(CE) 7742: Addictions Counseling (2 hours)
      EHE ES(CE) 7743: Family & Couples Counseling (2 hours)

IV. PROGRAM ALSO Requires: Plan A (Thesis) or Plan B (Comprehensive Exam)

MASTER OF ARTS DEGREE IN CLINICAL MENTAL HEALTH COUNSELING = 63 SEMESTER CREDIT HOURS

Updated 2/2018
Research Standards and Misconduct

Graduate Student Code of Research and Scholarly Misconduct

Section C.1

Approved by the Council on Research and Graduate Studies, May 2004

Graduate students and Graduate Faculty aspire to professional behavior that is consistent with the highest ethical and moral standards. The Graduate School at The Ohio State University expects that graduate students will demonstrate responsibility and integrity in pursuing their creative and scholarly interests. The academic enterprise is dependent upon such behavior. Graduate students are responsible for learning about appropriate standards for ethical research and scholarly conduct and for following all university policies related to ethical research and scholarly conduct.

When graduate students join the Ohio State community, they become members of disciplinary, scholarly, and professional communities that extend beyond the university. Graduate students are expected to learn, respect, and abide by the professional codes of ethics and responsibilities that are commonly accepted in their field of study or area of research. These codes include but are not limited to the following: a responsibility to contribute an original body of work to one’s chosen discipline and the recognition that one’s work is based on the work of others which must be respected and properly acknowledged. Graduate students also have the responsibility to treat university faculty, staff, and other students respectfully and professionally.

Graduate Faculty, advisors, and graduate programs should actively encourage their students to participate as members of their chosen disciplinary, scholarly, and professional communities. Graduate students should be encouraged to seek and share knowledge wherever and whenever possible. Academic advisors and other faculty members should educate graduate students through example and discussion, addressing such issues as academic honesty, research, publication, recruitment, and hiring practices, and applicable fellowship and graduate associateship responsibilities. Disciplinary codes of ethics and norms should be discussed among graduate students and faculty. Such communication is a means of setting high standards of behavior in graduate study and beyond.

Investigation of Allegations of Research Misconduct by a Graduate Student

Section C.2

This process is used by the Graduate School when allegations of research misconduct by a graduate student have been forwarded by the Committee of Inquiry as detailed in the document “University Policy and Procedures Concerning Research Misconduct.”
When a Committee of Inquiry determines that an allegation of research misconduct by a graduate student has substance so as to warrant further investigation, such investigation shall be handled by the Graduate School.

Upon receipt of the final report by the Committee of Inquiry, the dean of the Graduate School shall appoint an Investigation Committee. The committee shall be composed of at least five members: two members of the Graduate Council (one of whom shall chair the committee), one member of the graduate faculty from the college in which the student is enrolled, one member of the graduate faculty with academic expertise relevant to the field of study of the student alleged to have committed research misconduct, and one graduate student selected in consultation with the president of the Council of Graduate Students. If the dean of the Graduate School determines that the complexity of the case requires that the committee be larger than five members, additional members may be added at the discretion of the dean of the Graduate School.

Upon receipt of a referral from the dean of the Graduate School, the Investigation Committee shall review any documentary evidence submitted by the Committee of Inquiry and shall meet with the graduate student alleged to have committed research misconduct. At its discretion, the committee shall interview individuals having information relevant to the allegation(s). The student shall be given copies of any documentary evidence submitted by the Committee of Inquiry. However, the student shall not have the right to be present when witnesses are interviewed or to question such witnesses. When the student is interviewed, the student may be accompanied by legal counsel or other advisor, but the role of such person in the process shall be limited to advising the student. The student may submit any relevant evidence for consideration by the Investigation Committee and may request that witnesses with information directly relevant to the allegation of research misconduct be interviewed by the committee.

Findings of the committee shall be based on greater weight of the evidence and the decision is reached by simple majority vote of the Investigation Committee. At the conclusion of its investigation, the committee shall report its findings to the dean of the Graduate School, including a conclusion concerning the merits of the complaint.

The Investigation Committee shall make every effort to conduct its investigation and submit its report to the dean of the Graduate School within 45 days. If the Investigation Committee finds that the greater weight of evidence indicates research misconduct, the dean shall forward the committee's report to the coordinator of the Committee on Academic Misconduct. The coordinator shall schedule a hearing of the Committee on Academic Misconduct for the determination of sanctions. This hearing shall be held within a reasonable time, not to exceed 30 days. The rules of the Committee on Academic Misconduct will serve to inform this hearing and any appeal which may be filed.
Graduate Student Grievance Review Guidelines

Overview
Appendix D.1
The Graduate School is specifically authorized by the graduate faculty and Graduate Council to review grievances related to graduate examinations and graduate associate appointments. 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 locally has access to a review by a knowledgeable group of neutral faculty and graduate students who are not associated with the student's graduate program or appointing unit or who in any other way have a conflict of interest.

Many graduate programs have local procedures for resolving grievances, such as discussions with an advisor, supervisor, Graduate Studies Committee chair, department chair, or college dean. Graduate associates should also consult their appointment documents.

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.

Procedures
Appendix D.2
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 review the petition and determine if the matter should be referred to the chair of the Graduate School Grievance Committee.

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:

- Three graduate faculty members of Graduate Council (voting)
- Two graduate student members of Graduate Council (voting)

- An associate dean of the Graduate School (nonvoting), who will serve as chair of the Grievance Committee. In the event of a tie vote, the chair casts 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 dean of the Graduate School.

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.

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

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: a) the student, and b) the members of the examination committee, including the graduate faculty representative (doctoral-level examinations only)

2. Graduate Associate Grievance: a) the student, and b) the student's GA supervisor and/or head of the GA appointing unit

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

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.

**Conduct of Hearing**

**Section D.3**

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 the student.

- Witnesses, if called by either party, may attend only the portion of the hearing directly related to their testimony.

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

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

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.

**Hearing and Committee Decision**

**Section D.4**

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

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

- The Grievance Committee shall decide whether the master’s examination, candidacy examination, or final oral examination was conducted in conformity with Graduate School rules and those of the local graduate program.

- 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. As stipulated in 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 designation 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 question 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 inference 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.

Committee on Academic Misconduct, Procedures and Rules
(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.

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

(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 the allegations of academic misconduct occurred 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

*If 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 the transcript once the conditions of the suspension are met. This request must be submitted to COAM.

*If 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>
<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>
<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>
Ten Suggestions for Preserving Academic Integrity

Provided by the OSU Committee on Academic Integrity
(http://oaa.osu.edu/coam/home.html)

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 is 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!
COUNSELOR EDUCATION: Clinical Counseling Student Handbook: Appendix F

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] (2014); Association for Counselor Education and Supervision [ACES], 2003). Specifically, we affirm our role to develop clear policies regarding field placement (ACA, 2014, F.7.i.), 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.a.). To accomplish these goals, we follow F.9.a. of the Code of Ethics (ACA, 2014) 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 (e.g., skills courses, ethics, content courses)
   b. Removal from placement site
   c. Reassignment of placement site
   d. Specific assigned activities in placement site
   e. Writing reflection papers
   f. Additional supervision meetings
   g. Other professional skills interventions, as deemed necessary and appropriate by the program faculty

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, and
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


