



Counselor Education Student Handbook

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Introduction

Welcome to the Capital University Counselor Education Program. We are very excited that you have chosen us for your pathway to a career in professional counseling. This handbook will help orient you to the graduate program and the university at large. In addition, it will inform you of the requirements for your master's degree and in creating your academic program of study.

About Capital University

With a focus on liberal arts education and student success, Capital is the oldest university in Central Ohio with almost 200 years of academic excellence. Designed as an accessible higher education experience, Capital is a private four-year undergraduate institution and graduate school located in Columbus, Ohio.

Since its founding by the Lutheran Church in 1830 and charter as a university in 1850, Capital has created a community of students, faculty, staff, and alumni who are committed to making a positive impact in their communities and chosen industries.

Capital offers 60 majors and more than 50 minors. Dedicated faculty work with students through high-impact learning activities in the classroom, academic advising sessions, and research opportunities. Alumni can be found across the globe leading the way to a bright future.

Mission & Program Description

The mission of the Capital University Counselor Education program is to provide students a broad, holistic experience in which professional, ethical, and effective counselors are created. The 64-credit hour CACREP accredited Master of Arts in Clinical Mental Health Counseling and the Master of Arts in Education in School Counseling programs prepare students with the requisite knowledge and skills to work in settings including K-12 schools, hospitals, community agencies, college counseling centers, and private practice among others. Counselors receive training in eight core areas: human growth and development, social and cultural diversity, counseling and helping relationships, group counseling and group work, career development, assessment and testing, research and program evaluation, and professional counseling orientation and ethical practice. The programs are experiential and didactic with a 100-hour practicum and 600-hour internship.

Goals & Objectives

In order to accomplish our mission, the Capital University Counselor Education program has set the following goals:

- Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.
- Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.
- Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.
- Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in school and counseling settings.
- Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the Counselor Education program dispositions around working with a pluralistic society.

Accreditation

Capital University and the Counselor Education program are fully accredited at both the institution level and the program level. As of August 2023, the Counselor Education program is CACREP accredited receiving an 8-year accreditation. The program is also accredited by the Ohio Department of Higher Education, The Ohio Department of Education and the Higher Learning Commission.

Graduates of Capital University's Counselor Education Program are fully eligible to site for state licensure exams in either Clinical Mental Health or School Counseling.

Full-time Faculty

The Counselor Education Program employs four full-time core faculty. They are:

Michael Lewis – Program Coordinator

Dr. Lewis is a Licensed Professional Clinical Counselor with over 20 years of experience. He graduated with a master's and a doctorate in Counselor Education from The Ohio State University in 2003 and 2016, respectively. He has experience working with adolescents and

adults through various settings such as addictions, college counseling, and private practice. He has been a clinical supervisor helping to train new professionals for over 12 years. He has served as part of the Ohio Counseling Association for the past six years currently serving as the President-Elect and liaison to the Ohio Counselor, Social Worker, and Marriage and Family Board of Ohio and is a past president of the Ohio College Counseling Association. He has presented both regionally and nationally on topics such as process addictions, clinical diagnosis and treatment specific to the use of dialectical behavioral therapy, supervision techniques, and ethical decision making. His research areas include counselor development, counselor supervision, addictions, and wellness.

Sean Gorby – *Clinical Mental Health Placement Coordinator*

Dr. Gorby is a clinical mental health counselor in the state of Ohio where, for the past 7 years, he has worked in in both college counseling centers and private practices. He graduated with his undergraduate degrees in psychology, bible, and theology from Malone University, his master's degree in Clinical Mental Health Counseling from Ohio University, and his Doctorate degree in Counselor Education from The Ohio State University. He is involved in leadership with the Ohio Counseling Association (OCA) where he has served as the chairperson for the OCA's Government Relations Committee. Dr. Gorby also serves as the treasurer for the Ohio Association for Counselor Education and Supervision. He has presented locally, nationally, and internationally on topics such as Culturally Responsive Pedagogy in Counselor Education, cognitive complexity and heart rate variability, policy and legislative advocacy, wellness, and counseling older adults. Sean's research agenda explores the following: cognitive complexity and heart rate variability; legislative advocacy, policy, and counseling licensure laws; wellness; and counseling older adults.

Robyn Walsh – *School Counseling Placement Coordinator*

Dr. Walsh hails from Richmond, Virginia where she was a high school counselor and a high school counseling director for 9 years in a large district of over 60,000 students. She graduated from Virginia Commonwealth with her Ph.D. in 2018. She is passionate about preparing school counselors for the current needs of students as well as educating them on the trends in education. Her research interests include Adverse Childhood Experience (ACEs), school counseling leadership, current issues in school counseling, and comprehensive school counseling programs.

Felice Kassoy

Dr. Kassoy is a Licensed School Counselor and a Licensed Professional Counselor who has been in the field of education since 1978. She has spent the last 43 years in both public and independent schools. As a classroom teacher, school counselor, and coach, Dr. Kassoy has focused on her students' social and emotional development and the strength of their families, along with the well-being of her colleagues. After receiving her Ph.D. in Counselor Education from The Ohio State University in 2013, she returned to her alma mater as an

adjunct professor before joining Capital. Doing this important work through a lens of social justice, Dr. Kassoy is a fierce advocate for creating equitable and inclusive schools for all.

Counselor Education Student Expectations

Academic and Professional Orientation

Students must acquire a minimum of 64 credit hours to complete either the Master of Arts in Clinical Mental Health Counseling or the Master of Arts in Education in School Counseling degrees.

The following expectations adhere to the (CACREP) eight core competencies for counselors, which are: professional orientations and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. The curriculum also meets the requirements for the Ohio Department of Higher Education and the National Board for Certified Counseling (NBCC) allowing graduates the opportunity to take relevant licensure and certification tests required to practice professionally.

Graduates of the Counselor Education program will:

- Understand the history and significant periods of development in the field of professional counseling.
- Understand and be able to utilize the basic theories and concepts of counseling practice.
- Demonstrate skills relevant to a counselor, such as basic listening techniques, questioning, and communication of empathy.
- Develop an understanding of counseling practices within school and professional settings.
- Learn and gain an understanding of the professional school counselor's role within the school and/or professional licensed counselor role in professional settings.
- Employ leadership skills and develop tools to help enhance the profession.
- Have a working knowledge of mental and emotional disorders and for clinical mental health students, be able to diagnose and treat mental and emotional disorders.
- Be able to work in a pluralistic society and work with a diverse set of students and families.
- Understand the nature and value of the therapeutic counselor-client relationship.
- Understand group counseling principles and dynamics.
- Be grounded in counseling laws and ethics applicable to the profession of counseling.
- Be able to work in conjunction with community resources and other helping professionals.

- Know how to read and interpret research in counseling and be prepared to contribute to the body of knowledge in the field.
- Be familiar with testing and assessment materials used in psychological evaluation.
- Be able to assess and test for the presence of mental and emotional disorders.
- Understand lifestyle and career development as it relates to their chosen specialty.
- Be able use a variety of counseling interventions and techniques focused on theories of change, development, and therapy for the client.
- Have been involved in experiential courses designed to promote growth.
- Have a strong professional identity, advocate for the profession, and consider leadership opportunities within the field of counseling.
- Gain knowledge of emerging trends in their respective specialties.
- Be eligible for counselor licensure in the State of Ohio.

Professional Dispositions

Professional counseling is a process that requires high levels of ethical behavior, professionalism, integrity, and self-knowledge in addition to skills and academic knowledge. Capital University Counselor Education has adopted a set of dispositional expectations to be demonstrated by students and faculty. This is captured through the acronym SCOPPE. Students will be evaluated on these dispositions by faculty at the end of every semester. They are defined as:

Self-Aware –the willingness to reflect upon one’s own values, strengths, and limitations. Introspection on one’s place in this profession and a humility to serve others.

Collaborative – to be approachable and work well with the many people involved in effective counseling. To advocate for clients and the profession at all levels.

Open-Minded – to be accepting of diversity in all its forms. To allow oneself to be flexible in thinking, understanding of oneself and others, and to evolve, grow, and learn through the process of becoming a counselor.

Passionate – to demonstrate an excitement and enthusiasm to the field. To take pride in the work with purpose and a desire to always be successful.

Professional – to approach counseling work conscientiously and to display reliability. To be authentic and integrous with clients, supervisors, and peers.

Empathetic – to be able to understand other’s points of view, their feelings, and their beliefs without judgement or condition. To be present with others in a caring and compassionate manner.

Faculty members will complete the Counselor Competencies Scale—Revised (CCS-R) on all students at the conclusion of every semester. In addition, faculty members who have

concerns about a student who exhibits the kinds of potential problems identified on this rating scale, may complete this scale at any other time during the program. The originating faculty member will review the scale with the student, and the original document will be placed in the student's academic file. Although placement supervisors are not formally required to complete the disposition assessment for their trainees, if there are any concerns regarding trainee disposition, we encourage supervisors to reach out to Capital's placement coordinator (Dr. Roby Walsh – School Counseling Placement Coordinator; Dr. Sean Gorby – Clinical Mental Health Placement Coordinator).

The Counselor Competencies Scale—Revised (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

Exceeds Expectations / Demonstrates Competencies (5) = the counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Meets Expectations / Demonstrates Competencies (4) = the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the "Demonstrates Competencies" level at the conclusion of his or her practicum and/or internship.

Near Expectations / Developing towards Competencies (3) = the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Below Expectations / Insufficient / Unacceptable (2) = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Harmful (1) = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies	Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for all counseling site and course policies & procedures	Demonstrates consistent adherence to all counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.

Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	Completes all required record keeping, documentation and assigned tasks in a through, timely, & comprehensive fashion.	Completes all required record keeping, documentation, and tasks in a competent & timely fashion.	Completes all required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.
Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.

Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does not implement suggested changes.	Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients’ diverse changing needs, such as being rigid in work with clients.
Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

_____: Total Score (out of a possible 55 points)

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Key Performance Indicators

The Counselor Education faculty developed a set of 15 key performance indicators (KPI’s) to assess current students’ knowledge and skills in areas determined by the faculty to be critical. Each KPI is aligned with one or more of the program’s program objectives. KPI’s are assessed via course assignments and each KPI is assessed at two time points during a student’s enrollment.

Students **MUST** achieve an “acceptable” rating during each measurement at least one time in order to graduate. “Acceptable” ratings include the following:

- A score of 80% or better on an assignment measuring the KPI standard
- An average rating (if measured more than once, i.e., internship) or 4 or higher on a six-point scale:
 1. Unsatisfactory (50), 2. Novice/Beginning (60), 3. Progressing (70), 4. Competent (80), 5. Proficient (90), 6. Exceptional (100)

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	WHEN ASSESSED
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KPI #1: The role and process of the professional counselor advocating on behalf of the profession	<ul style="list-style-type: none"> • Intro (Current Trends Paper) • Diverse Populations (Legislative Advocacy Day Attendance, Plan, & Reflection) • Internship Evaluation
KPI # 2: Demonstrate awareness of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	<ul style="list-style-type: none"> • Intro (Current Trends Paper) • Ethics (Final Examination Questions)
<i>SOCIAL CULTURAL DIVERSITY</i>	
KPI # 3: Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<ul style="list-style-type: none"> • Diverse Populations (Cultural Autobiography) • Career (Multicultural Career Counseling Center Project)
KPI # 4: Help-seeking behaviors of diverse clients	<ul style="list-style-type: none"> • Diverse Populations (Legislative Advocacy Day Plan) • Theories (Examination Questions)
<i>HUMAN GROWTH & DEVELOPMENT</i>	
KPI # 5: A general framework for understanding differing abilities and strategies for differentiated interventions	<ul style="list-style-type: none"> • Lifespan (Case Conceptualization: All Parts) • Internship Evaluation
KPI # 6: Theories and etiology of addictions and addictive behaviors	<ul style="list-style-type: none"> • Addictions (Examination Questions) • Diagnosis (Examination Questions)
<i>CAREER DEVELOPMENT</i>	
KPI # 7: Approaches for assessing the conditions of the work environment on clients' life experiences	<ul style="list-style-type: none"> • Career (Portfolio: All Parts) • Internship Evaluation
<i>COUNSELING AND HELPING RELATIONSHIPS</i>	
KPI #8: Essential interviewing, counseling, and case conceptualization skills	<ul style="list-style-type: none"> • Theories (Recording Assessments) • Internship (School - Case Analysis) • Internship (Clinical – Case Conceptualization)

KPI # 9: Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	<ul style="list-style-type: none"> • Diagnosis (Roleplay Analysis) • Theories (Final Examination Question) • Trauma (Final Paper)
GROUP COUNSELING & GROUP WORK	
KPI # 10: Approaches to group formation, including recruiting, screening, and selecting members	<ul style="list-style-type: none"> • Group (Examination Questions) • Advanced Theories (Pop Quiz) • Internship (Group Plans)
KPI # 11: Types of groups and other considerations that affect conducting groups in varied settings	<ul style="list-style-type: none"> • Group (Examination Questions) • Advanced Theories (Pop Quiz) • Internship (Group Plans)
ASSESSMENT AND TESTING	
KPI # 12: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	<ul style="list-style-type: none"> • Theories (Role-play Practice) • Assessment (Final Examination) • Internship Evaluation
RESEARCH/PROGRAM EVALUATION	
KPI # 13: Development of outcome measures for counseling programs	<ul style="list-style-type: none"> • Career (Multicultural Career Counseling Center Project) • Internship Evaluation
SCHOOL COUNSELING SPECIALTY AREA	
KPI #14: School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	<ul style="list-style-type: none"> • Intro (Interview Paper) • Consultation and Collaboration (Parent Workshop)
MENTAL HEALTH COUNSELING SPECIALTY AREA	
KPI # 15: Strategies to advocate for persons with mental health issues	<ul style="list-style-type: none"> • Intro (Parent Workshop) • Diversity (Legislative Advocacy Day Attendance, Plan, & Reflection)

State of Ohio Licensure

In order to become licensed as a professional school counselor or licensed professional counselor (LPC) in Ohio, students must meet specified education, experience, and exam requirements. These include satisfactory completion of program coursework, a cumulative GPA of at least 3.0, 600 hours at an internship site relative to your area of study, and the recommendation of the program faculty.

The Ohio Department of Education (ODE) grants the Professional Pupil Services license specialized in school counseling. Students should review the ODE website for licensure for the most current information. A passing score on the Ohio Assessment for Educators (#040) is required. An OHID accounts with ODE needs to be created to apply for the license online.

The Counselor, Social Worker, and Marriage and Family Therapist Board of Ohio oversees counselor licensure. Please consult their website for the most recent information at cswmft.ohio.gov. Students will need to apply for their LPC in their final semester and register to take the National Counselor Examination (NCE)

Professional Organizations

As part of a student's professional development, learning and engagement happens outside the classroom. The Counselor Education program expects students to join and follow their respective professional organizations nationally and/or regionally as well as other organizations of interest. This will allow students to begin to develop their professional identity but also offers them ethical standards and professional liability insurance for practicum and internship placements. The following are links for recommendations:

[American Counseling Association](#)

[American School Counseling Association](#)

[Ohio Counseling Association](#)

[Ohio School Counseling Association](#)

Graduate Program Academic Policies and Procedures

The following policies and procedures adhere to Capital University's School of Education. Information in the following sections was taken directly from the School of Education and more detailed information can be found in the school's handbook.

Academic Advising

An academic advisor from the program will be assigned to each student.

The student will be responsible for:

- Their academic decisions and actions.
- Planning their academic program of study, including scheduling and progress toward the degree.
- Their academic standing.
- Being knowledgeable about the Graduate Handbook, Graduate Bulletin, WebAdvisor, and policies and procedures concerning university or program regulations and degree requirements.
- Maintaining personal records of academic progress, work and achievements.
- Being prepared for academic advising sessions with all necessary materials.
- Consulting with their advisor in a timely manner.

The Academic Advisor will be responsible for:

- Assisting in the planning of the academic program of study.
- Assisting in providing information concerning academic regulations, course requirements, prerequisites, and graduation requirements.
- Acting as a mentor.

Academic and Professional Integrity

Graduate students are expected to be honest, ethical, and professional in all coursework, practicum and internship, and professional endeavors. Students are expected to submit their own work for academic evaluation. Students may be dismissed for a breach of academic or professional integrity, including but not limited to cheating, plagiarism, falsification of data, commission of acts that jeopardize the welfare of clients and behavior inconsistent with professional or ethical standards. Plagiarism is defined as meeting any academic requirements in part or in full by presenting intentionally or unintentionally the work, ideas, or writing of another as one's own.

For students enrolled in the School of Education, allegations of academic misconduct are heard by the Student Assessment Monitoring Committee. This body may decide to take no action, impose warning, probation or suspension, or

recommend dismissal to the full faculty of the School of Education. Appeals of decisions (related to warning, probation, and suspension) may be made to the Provost. Appeals of dismissal decisions can be made to the Provost/VPAA only on the basis of new information.

Academic Probation and Dismissal

It is expected that students will receive a grade of “B” or higher in all academic classes. A grade below a “B-” may require the student to retake the course and/or undergo remediation as recommended and written by their faculty. A cumulative GPA of 3.0 or better is required for a student to remain in good academic standing. The first time a student’s cumulative grade falls below 3.0, the student will be placed on academic probation. If a student has a second consecutive semester in which the cumulative GPA falls below 3.0, the student may be dismissed. Program faculty will review the student’s file with the advisor and make a recommendation to the School of Education Dean. See section on Remediation for further details on probation process.

Adding / Dropping Courses

To add or drop a course, you must complete the “Change of Registration” form, available from the Adult and Graduate Education office or the School of Education Program Coordinator in Ruff Learning Center 227. The form must be signed by you, your advisor, and the Dean of the School of Education. If the semester has begun, the signature of the professor of the course you are dropping, as well as the last date you attended class are also needed. When the form is completed, please return it to the Adult and Graduate Education office in the Ruff Learning Center as soon as possible.

When a course is dropped, the amount of tuition due to the University is determined by the date of the last class attended. Any payment or credits that exceed the number of charges and tuition due are refunded by the University within 30 days of the student’s written request to the Finance Office. Otherwise, the student’s account is credited toward the next semester’s tuition fees.

Courses may be added through the end of the first week of class. Additions after the first week of classes require signatures of the Professor, your Advisor, and the Dean of the School Education on the add/drop slip.

Courses dropped after the 1st week of a full term and the 1st week of a modular term appear as a withdrawal on the academic transcript and do not affect a student’s GPA. Please consult the Adult and Graduate Education office for assistance by calling 614-236-6996 or via email adult-grad@capital.edu. All financial questions about tuition and fees should be directed to the Director of Student Accounts in the Finance Office in Yochum Hall (614-236-6631).

Dismissal

The School of Education reserves the right to dismiss any student at any time with good cause. Notification of dismissal is sent in writing from the Dean of the School of Education. Capital's Counselor Education program has a student review, remediation, and retention plan. Please see and review the student retention plan found within this manual.

Equal Opportunity Policy

Capital University admits qualified students regardless of race, sexual orientation, class, religion, gender, age, disability, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, sexual orientation, class, religion, gender, age, disability, or national or ethnic origin in admission, employment, programs, services or activities.

Persons having inquiries regarding compliance with Title VI, Title IX, or Section 504 may contact University Counsel at 614/236-6425 or the U.S. Department of Education.

Graduation Requirements

Formal graduation ceremonies are scheduled once a year, at the end of the spring semester. To qualify for graduation, candidates must have a cumulative GPA of at least 3.00 after completing the requisite 64-credit hours. All candidates must complete an application for graduation, available online from the Registrar's Office during the semester **BEFORE** the one in which they plan to complete their course work.

The application for graduation will prompt a program evaluation regarding eligibility for graduation. Details regarding the commencement exercises are sent to students in the early Spring. Diplomas are awarded at the end of each semester, however, formal graduation ceremonies are held only at the end of spring semester.

PLEASE NOTE: ONLY THOSE STUDENTS WHO HAVE **COMPLETED** ALL REQUIRED COURSE WORK MAY PARTICIPATE IN THE GRADUATION CEREMONY.

Incompletes

A grade of "Incomplete" indicates that work has not been completed by the end of the semester or module due to circumstances beyond the student's control. An "Incomplete" is student initiated. If the Professor thinks the situation warrants an

incomplete, an incomplete form will be filed with the Registrar's Office. To remove the "I" grade, the student must satisfy conditions set-up by the Professor within the specified time table and a new grade must be submitted to the Registrar no later than eight weeks after the last day of the semester or the Professor's discretion in which the student enrolled in a full term course (15 weeks) or three weeks after the conclusion of a modular course (7 weeks). If an Incomplete grade is not removed on or before these dates, the student will receive an "F" (Failing Grade) for the course.

Leave of Absence

A student may find that it is not possible to participate in graduate course work for a period of time. In such cases, a Leave Status form must be filed through the Adult and Graduate Education Office for each term of leave including summer. A student can be on leave for two consecutive terms without penalty only if the appropriate forms have been completed and submitted to your advisor. By filing this leave form, the student continues to receive communications. This leave of absence does not apply to students with non-degree status.

If a student remains on leave for a third consecutive term, or if no "leave status" form is filed, the student must be readmitted to the University and the School of Education. The student readmitted to the University and School of Education will reenter under the current policies and procedures, which may differ from the original policies and procedures. Course work that is completed four or more years previous to readmission must be evaluated by the faculty at the time of readmission.

Readmission to the Program

Candidates, who officially withdraw from the program, have been on official leave for more than two consecutive terms and subsequently wish to return, or who fail to submit a leave form, must seek readmission through normal admission procedures. If a candidate does not register for any classes for three consecutive semesters, that candidate will be regarded as having withdrawn from the program, unless good cause can be shown. Readmission, after withdrawal, requires completion of a new application form, payment of the application fee and a current review as to whether the re-applicant meets current admissions standards. Thus, application for readmission does not guarantee acceptance.

Student Organizations

Capital's Counselor Education offers an honors program (Chi Alpha Psi) for students in the program. To be eligible, students must:

- Be actively enrolled
- Have completed one semester's worth of coursework (14 credit hours)
- Have a cumulative GPA of 3.5 or higher

- Be in good standing with the university and program

Students are welcome to join other student organizations on campus. Please visit the Student Activities office to explore what options are available.

Program of Study

Capital Counselor Education students are required to design a program of study indicating program concentration and course load. Students are asked to complete their program of study within the first semester of starting the program and submit a copy to their advisor for approval.

The student should keep a copy for their records to aid in tracking program progress. Students are expected to follow the registration guidelines provided by the School of Education.

Registration

Students are expected to maintain a copy of their curriculum plan and are to maintain their own curriculum audit sheets to monitor their progress. These audits are available through WebAdvisor and the Program Coordinator's office.

Students will register for classes on-line through WebAdvisor after consulting with their academic advisor. Students may discuss registration with their advisor face-to-face, virtually, or through email, after their initial meeting.

Repeating Courses

A student who receives a grade lower than a "B-" may be required to repeat the course. Only one course in which a grade is less than "B-" can be repeated. If a student is not able to meet course requirements, withdrawal should be initiated early in the semester or module.

Counselor Education Curriculum

Program curriculum can be completed both full-time and part-time over two and three years respectively. It is encouraged to begin full-time if possible and drop to part-time if needed. Courses are only offered the semester indicated. Students may choose to complete both programs, if desired, by finishing one program and then completing the remaining courses from the other (excluding practicum but including internship).

Clinical Mental Health Curriculum

- Counseling Foundations (18 semester hours)
 - EDUC 503 Introduction to the Profession (2 cr.)
 - EDUC 523 Theories and Techniques of Individual Counseling (4 cr.)
 - EDUC 533 Theories and Techniques of Group Counseling (4 cr.)
 - EDUC 553 Counseling Diverse Populations (4 cr.)
 - EDUC 564 Ethical and Legal Issues in Counseling (4 cr.)

- Human Development (4 semester hours)
 - EDUC 513 Personality and Human Development (2 cr.)
 - EDUC 634 Counseling through the Lifespan (2 cr.)

- Professional Counseling (10 semester hours)
 - EDUC 584 Diagnosis of Mental and Emotional Disorders (4 cr.)
 - EDUC 644 Clinical Assessment and Evaluation (2 cr.)
 - EDUC 684 Theories of Counseling Supervision (2 cr.)
 - EDUC 694 Trauma and Crisis Counseling (2 cr.)

- Counseling Populations (8 semester hours)
 - EDUC 543 Counseling Children and Adolescents (2 cr.)
 - EDUC 544 Substance Abuse and Addictions Counseling (2 cr.)
 - EDUC 573 Career Counseling (2 cr.)
 - EDUC 554 Family Systems and Couple Counseling (2 cr.)

- Advanced Counseling (12 semester hours)
 - EDUC 517 Research Statistics and Methodology (4 cr.)
 - EDUC 574 Advanced Techniques in Individual/Group Counseling (2 cr.)
 - EDUC 527 Comprehensive Professional Research (2 cr.)
 - EDUC 654 Wellness and Prevention Counseling (2 cr.)
 - EDUC 664 Advanced Assessment (2 cr.)

- Clinical Field Experience (12 semester hours)
 - EDUC 594 Clinical Mental Health Counseling Practicum (4 cr.)
 - EDUC 604 Clinical Mental Health Counseling Internship (8 cr.)

* Or Thesis Option

School Counseling Curriculum

- Counseling Foundations (18 semester hours)
 - EDUC 503 Introduction to the Profession (2 cr.)
 - EDUC 523 Theories and Techniques of Individual Counseling (4 cr.)
 - EDUC 533 Theories and Techniques of Group Counseling (4 cr.)
 - EDUC 553 Counseling Diverse Populations (4 cr.)
 - EDUC 564 Ethical and Legal Issues in Counseling (4 cr.)

- Human Development (4 semester hours)
 - EDUC 513 Personality and Human Development (2 cr.)
 - EDUC 634 Counseling through the Lifespan (2 cr.)

- Professional Counseling (12 semester hours)
 - EDUC 584 Diagnosis of Mental and Emotional Disorders (4 cr.)
 - EDUC 644 Clinical Assessment and Evaluation (2 cr.)
 - EDUC 623 Working in a School System (4 cr.)
 - Elective (2 cr.)

- Counseling Populations (8 semester hours)
 - EDUC 543 Counseling Children and Adolescents (2 cr.)
 - EDUC 573 Career Counseling (2 cr.)
 - EDUC 554 Family Systems and Couple Counseling (2 cr.)
 - EDUC 663 Counseling Students with Exceptionalities (2 cr.)

- Advanced Counseling (10 semester hours)
 - EDUC 517 Research Statistics and Methodology (4 cr.)
 - EDUC 527 Scholarly Action Research Project* (2 cr.)
 - EDUC 563 Consultation and Collaboration (4 cr.)

- Clinical Field Experience (12 semester hours)
 - EDUC 603 School Counseling Practicum (4 cr.)
 - EDUC 613 School Counseling Internship (8 cr.)

* Or Thesis Option

Sample Sequence - Clinical Mental Health Counseling (Full-time / 2 Years)

Fall Year 1 (14 credits)

- EDUC 503: Introduction to the Profession (2 cr.)
- EDUC 523: Theories and Techniques of Individual Counseling (4 cr.)
- EDUC 553: Counseling Diverse Populations (4 cr.)
- EDUC 584: Diagnosis of Mental and Emotional Disorders (4 cr.)

Spring Year 1 (16 credits)

- EDUC 513: Personality and Human Development (2 cr.)
- EDUC 533: Theories and Techniques of Group Counseling (4 cr.)
- EDUC 564: Ethical and Legal Issues in Counseling (4 cr.)
- EDUC 594: Clinical Mental Health Counseling Practicum (4 cr.)
- EDUC 634: Counseling through the Lifespan (2 cr.)

Summer Year 1 (8 credits)

- EDUC 517: Research Statistics and Methodology (4 cr.)
- EDUC 544: Substance Abuse and Addictions Counseling (2 cr.)
- EDUC 654: Wellness and Prevention Counseling (2 cr.)

Fall Year 2 (14 credits)

- EDUC 543: Counseling Children and Adolescents (2 cr.)
- EDUC 573: Career Counseling (2 cr.)
- EDUC 604: Clinical Mental Health Counseling Internship (4 cr.)
- EDUC 644: Clinical Assessment and Evaluation (2 cr.)
- EDUC 664: Advanced Assessment (2 cr.)
- EDUC 694: Trauma and Crisis Counseling (2 cr.)

Spring Year 2 (12 credits)

- EDUC 527: Comprehensive Professional Research (2 cr.)
- EDUC 554: Family Systems and Couple Counseling (2 cr.)
- EDUC 574: Advanced Techniques in Individual/Group Counseling (2 cr.)
- EDUC 604: Clinical Mental Health Counseling Internship (4 cr.)
- EDUC 684: Theories of Counseling Supervision (2 cr.)

Sample Sequence - Clinical Mental Health Counseling (Part-time / 3 Years)

Fall Year 1 (10 credits)

- EDUC 503: Introduction to the Profession (2 cr.)
- EDUC 523: Theories and Techniques of Individual Counseling (4 cr.)
- EDUC 553: Counseling Diverse Populations (4 cr.)

Spring Year 1 (8 credits)

- EDUC 533: Theories and Techniques of Group Counseling (4 cr.)
- EDUC 564: Ethical and Legal Issues in Counseling (4 cr.)

Summer Year 1 (4 credits)

- EDUC 517: Research Statistics and Methodology (4 cr.)

Fall Year 2 (8 credits)

- EDUC 584: Diagnosis of Mental and Emotional Disorders (4 cr.)
- EDUC 644: Clinical Assessment and Evaluation (2 cr.)
- EDUC 664: Advanced Assessment (2 cr.)

Spring Year 2 (10 credits)

- EDUC 513: Personality and Human Development (2 cr.)
- EDUC 554: Family Systems and Couple Counseling (2 cr.)
- EDUC 594: Clinical Mental Health Counseling Practicum (4 cr.)
- EDUC 634: Counseling through the Lifespan (2 cr.)

Summer Year 2 (4 credits)

- EDUC 544: Substance Abuse and Addictions Counseling (2 cr.)
- EDUC 654: Wellness and Prevention Counseling (2 cr.)

Fall Year 3 (10 credits)

- EDUC 543: Counseling Children and Adolescents (2 cr.)
- EDUC 573: Career Counseling (2 cr.)
- EDUC 604: Clinical Mental Health Counseling Internship (4 cr.)
- EDUC 694: Trauma and Crisis Counseling (2 cr.)

Spring Year 3 (10 credits)

- EDUC 527: Comprehensive Professional Research (2 cr.)
- EDUC 574: Advanced Techniques in Individual/Group Counseling (2 cr.)
- EDUC 604: Clinical Mental Health Counseling Internship (4 cr.)
- EDUC 684: Theories of Counseling Supervision (2 cr.)

Sample Sequence - School Counseling (Full-time / 2 Years)

Fall Year 1 (14 credits)

- EDUC 503: Introduction to the Profession (2 cr.)
- EDUC 523: Theories and Techniques of Individual Counseling (4 cr.)
- EDUC 553: Counseling Diverse Populations (4 cr.)
- EDUC 623: Working in a School System (4 cr.)

Spring Year 1 (16 credits)

- EDUC 513: Personality and Human Development (2 cr.)
- EDUC 533: Theories and Techniques of Group Counseling (4 cr.)
- EDUC 564: Ethical and Legal Issues in Counseling (4 cr.)
- EDUC 603: School Counseling Practicum (4 cr.)
- EDUC 634: Counseling through the Lifespan (2 cr.)

Summer Year 1 (6 credits)

- EDUC 517: Research Statistics and Methodology (4 cr.)
- EDUC 544/654: Elective (2 cr.)

Fall Year 2 (14 credits)

- EDUC 543: Counseling Children and Adolescents (2 cr.)
- EDUC 573: Career Counseling (2 cr.)
- EDUC 613: School Counseling Internship (4 cr.)
- EDUC 584: Diagnosis of Mental and Emotional Disorders (4 cr.)
- EDUC 644: Clinical Assessment and Evaluation (2 cr.)

Spring Year 2 (14 credits)

- EDUC 527: Comprehensive Professional Research (2 cr.)
- EDUC 554: Family Systems and Couple Counseling (2 cr.)
- EDUC 563: Consultation and Collaboration (4 cr.)
- EDUC 613: School Counseling Internship (4 cr.)
- EDUC 663: Counseling Students with Exceptionalities (2 cr.)

Sample Sequence - School Counseling (Part-time / 3 Years)

Fall Year 1 (10 credits)

- EDUC 503: Introduction to the Profession (2 cr.)
- EDUC 523: Theories and Techniques of Individual Counseling (4 cr.)
- EDUC 553: Counseling Diverse Populations (4 cr.)

Spring Year 1 (8 credits)

- EDUC 533: Theories and Techniques of Group Counseling (4 cr.)
- EDUC 564: Ethical and Legal Issues in Counseling (4 cr.)

Summer Year 1 (4 credits)

- EDUC 517: Research Statistics and Methodology (4 cr.)

Fall Year 2 (10 credits)

- EDUC 543: Counseling Children and Adolescents (2 cr.)
- EDUC 584: Diagnosis of Mental and Emotional Disorders (4 cr.)
- EDUC 623: Working in a School System (4 cr.)

Spring Year 2 (12 credits)

- EDUC 513: Personality and Human Development (2 cr.)
- EDUC 563: Consultation and Collaboration (4 cr.)
- EDUC 603: School Counseling Practicum (4 cr.)
- EDUC 634: Counseling through the Lifespan (2 cr.)

Summer Year 2 (6 credits)

- EDUC 544/654: Elective (2 cr.)

Fall Year 3 (8 credits)

- EDUC 573: Career Counseling (2 cr.)
- EDUC 613: School Counseling Internship (4 cr.)
- EDUC 644: Clinical Assessment and Evaluation (2 cr.)

Spring Year 2 (10 credits)

- EDUC 527: Comprehensive Professional Research (2 cr.)
- EDUC 554: Family Systems and Couple Counseling (2 cr.)
- EDUC 613: School Counseling Internship (4 cr.)
- EDUC 663: Counseling Students with Exceptionalities (2 cr.)

Practicum and Internship

Overview

Students in the Capital Counselor Education program are required to complete both a practicum and internship. If a student wishes to seek both a school counseling and a clinical mental health counseling license, an internship is required for both programs.

Applying

Students who have completed the prerequisite courses for practicum and internship are required to complete the practicum and internship application. The application is located in the Practicum and Internship Manual. This form should be completed by the 6th week of semester prior to the semester the student wishes to start practicum/internship. Failure to complete applications by the deadline may result in a delay in starting practicum/internship.

See the Practicum and Internship Manual for full details.

Placement

The student will work with their advisor and their respective Placement Coordinator to find the appropriate school/clinical site placement. Prospective practicum/internship students should not contact individual schools/clinical sites unless instructed to do so. The Placement Coordinators and Program Administrator will aide in placement. All school counseling students must be a member of the Ohio School Counselor Association (OSCA) and the American School Counseling Association (ASCA), and all clinical mental health counseling students must be a member of the Ohio Counseling Association (OCA) or the American Counseling Association (ACA) and apply for liability insurance through these respective associations.

Assessment, Review, Remediation, Retention, and Dismissal Policies and Procedures

Assessment is a critical component of the Counselor Education process. Per the 2014 ACA Code of Ethics, the faculty act as gatekeepers to the profession, with the goal to help train professional, ethical, and effective clinical mental health and school counselors. Students in the Capital University Counselor Education program will be continually reviewed and assessed to determine if adequate progress is being met. The faculty engage in several forms of review of all student's progress including a

dispositions assessment, academic progress reports, and completing key performance indicators that are outlined above. Information will be gathered from all faculty, supervisors, and other stakeholders to determine if a student is meeting program standards and requirements. Faculty will adhere to the remediation and dismissal procedures set by the School of Education and outlined below if concerns are identified.

Assessment

Formative assessment is ongoing throughout the program and includes empirical data and observational assessment. The Competencies Scale—Revised (CCS-R) is used to evaluate counseling skills and dispositions that include items on essential active listening skills, record keeping, multicultural competencies, ethics, and ability to received feedback. The CCS-R is administered at the conclusion of each semester by the program faculty.

Regular academic program is also used to evaluate student progress. Students must maintain a cumulative grade point average (GPA) at or above 3.0. If a student falls below a 3.0 GPA, they will be placed on academic probation for one semester and subject to a remediation plan. If their GPA remains under 3.0 at the end of their probationary semester, they will be dismissed from the graduate program. Additionally, if a student receives below a “B-“ in a course, they will be directed to meet with their advisor to create a remediation plan.

Students in practicum and internship are assessed by their course instructor and their site supervisor twice a semester using the “Practicum and Internship Evaluation of Student” form. The assessment measures adherence to responsibilities and roles, development of requisite skills, professionalism, cultural awareness, and dispositions. Items are scored on a Likert scale 1-5 (1- Absent, 2- Developing 3- Emerging, 4- Skilled, 5-Accomplished). If scores across two consecutive assessments identify as substandard (below 2.5), the student’s advisor will meet with the student to make a remediation plan to address the area(s) of concern.

Lastly, there may be situations wherein faculty observe or become aware of concerning behaviors or actions. These will be reviewed on a case-by-case basis with consultation among faculty members and if needed other third parties.

Review

Student review is the procedure through which all information is considered by the program faculty. The faculty meet at the conclusion of fall and spring semesters to review student progress through curriculum progress (GPA), placement evaluations, and the CCS-R is scored at this time. Faculty consult with one another about any concerns and develop a course of action if one is needed.

In addition to regular student reviews, the faculty may initiate a review at any time, when there is an identified or suspected concern. This is done in consult with the Program Coordinator and the student's advisor.

Remediation

Students who fail to demonstrate requisite knowledge, skills, ethics, dispositions, may be asked to remediate. If inadequate progress is being made, a student will meet with their advisor to formulate a plan to remediate the behavior or academic progress.

Inadequate progress is defined in several ways:

- Below a grade of B- in any class
- Cumulative GPA under 3.0
- A collective score of under 70% on the Counselor Competencies Scale— Revised (CCS-R) as rated by the full-time faculty at the conclusion of any semester
- Substandard evaluations from site supervisors during the practicum/internship process or marked concern about behaviors, skill level, ethics, or progress as noted by site supervisors
- Additional situations judged on a case-by-case basis, such as unethical behavior, academic dishonesty, or difficulties either psychologically or interpersonally that interfere with performing as a counselor in training

Remediation is an individual process formulated to help the student be successful. Assuming the student is not at risk for immediate dismissal based on the seriousness of the concern, a student will meet with their advisor within five (5) business days of being notified of the concern to discuss remediation goals. All discussions, an outline of the goals, and markers for success will be documented using the Remediation Form in the student handbook.

A student's remediation plan is designed to address the specific area(s) of concern. Consultation from the student's program advisor, faculty members, site supervisors, and other stakeholders will be sought. The information, specific concerns, and expected outcomes will be communicated to the student. Upon completion of the discussion, goals will be outlined, and the form will be signed by the faculty advisor and student.

Remediation plans can take many forms based on the presented concerns. Some examples may include:

- Academic Remediation
 - Retaking a course
 - Seeking a tutor
 - Stud skills training

- Writing lab engagement
- Presentation skills training
- Additional interventions as assigned by faculty

- Professional Skill Remediation
 - Taking a specific skills course or equivalent (continuing education credits) (e.g., ethics, theories, treatment planning)
 - A course by contract with a faculty member with a syllabus and readings/assignments for the student to complete
 - Removal or reassignment from a field placement site
 - Assigned activities at the placement site
 - Increased supervision
 - Additional interventions as assigned by faculty

- Personal Remediation
 - Personal counseling
 - Sensitivity training
 - Stress and/or emotional regulation training
 - Personal reflection or journaling
 - Increased supervision
 - Additional interventions as assigned by faculty

The remediation plan will include:

- Specific goals to be accomplished
- How accomplishments will be measured
- A schedule of meetings between the student and responsible faculty member
- Timeframe
- Contact information for all parties involved and when/how communication will occur
- Additional germane information to the case

Copies of the plan will be placed in the student's file and given to the program coordinator, the student's advisor, and the student.

Retention

With evidence of satisfactory completion of the remediation goals, the advisor, student, and other interested parties will meet to discuss the termination of the plan. If there is still concern that the student hasn't fully met the remediation goals, or if new concerns arise, additional remediation may be considered.

Dismissal

If a student fails to improve as outlined and agreed upon by their advisor, they will then be referred for dismissal from the program. The dismissal process includes:

- Collecting all documentation related to the case including outcomes
- Consultation with the Dean of the School of Education and, if needed, additional administration
- Informing the student of the decision
- Informing the student of due process
- Provide the contact information for the person to whom an appeal could be made

Due Process

Decisions about a student’s progress and work are assessed with purpose and equitably across all students. Specific evaluative markers are outlined above. There is an appropriate process in place wherein students are notified of progress concerns, that they have an opportunity to hear and respond to those concerns in a timely manner and have an opportunity to appeal decisions made about their status as a student.

Due process guidelines include:

- Giving students relevant expectations for success at orientation to the program and listed in the program manual
- Outlining the procedure for evaluation and when/how assessments will occur
- Outlining policies and procedures for addressing problematic behaviors or poor academic progress
- Communicating to students concerns in a timely manner
- Enacting the remediation process when a concern is identified
- Allowing students adequate time to respond to faculty concerns
- Gathering all available information from sources to make sound choices
- Documenting the process and all actions taken

Academic/Non-Academic Grievance Policy

Student Academic Grievance Procedure

The Student Code of Conduct printed in the online student handbook and reiterated here outlines the rights and responsibilities of undergraduate and graduate students attending the university. The objective of the procedures delineated in the following section is to encourage prompt and informal resolution of complaints and to provide recourse, when necessary to formal and orderly procedures for the satisfactory adjustment of academic and non-academic grievances. Where procedural provisions in the following are inconsistent with provisions in the faculty, administrative and staff handbooks governing the conduct of university employees, the provisions of those handbooks shall be controlling.

What is an Academic Grievance?

A student academic grievance exists when a student alleges that they have suffered a capricious or unfair application of University academic policies and regulations or has been unfairly or capriciously evaluated with respect to academic performance.

What is a Non-Academic Grievance?

A student non-academic grievance exists when a student alleges that they experienced unfair treatment by university staff or faculty that constitutes an abuse of power and/or authority, unjust or unfair treatment relevant to other students and/or other academic programs or being asked for tasks not relevant to academic plan of study.

Student Academic Grievance Resolution

Level I: Student/Faculty or Staff Discussion Level - The student should begin at this level by contacting the faculty member in question to develop an informal discussion and reconciliation. A student grievance should be worked out at the first level for better understanding of all those concerned. If a solution cannot be obtained at this level, the student has the right to proceed to Level II.

Level II: Student/Mediator/Faculty Discussion Level - The student must send a letter to the Dean of Engagement and Success informing them of the nature of the grievance within three (3) business days after the completion of the discussion at the student/faculty level (Level I) and the student's intention to proceed to Level II. A copy of this letter is to be forwarded to the Provost/Vice President of Learning. The Dean of Engagement and Success will appoint a mediator (faculty or staff) satisfactory to both the student and the faculty member to attempt to resolve the matter. If the grievance cannot be resolved through mediation, the student must contact the Dean of Engagement and Success to discuss whether to proceed to Level III. If the faculty member is unable to participate, the appropriate Department Chair will serve or appoint a faculty member to serve in their place.

Level III: Committee Level - A letter must be submitted by the student to the Provost/Vice President of Learning within five (5) business days requesting the formation of a grievance committee. This letter should state the grievance and inform the Provost/Vice President of Learning that no resolution has been reached prior to this point and a grievance committee is requested. The Provost may reject the request, or if the Provost believes that there is potential merit to the student's case, a committee will be appointed to hear the case. The Provost will appoint a committee consisting of three (3) faculty members from the school of the student and two (2) students. The Provost contacts the committee regarding the student's intent and calls the committee into session within a reasonable time of the receipt of the

student's letter requesting the committee hearing. Both sides present their arguments, and a decision is reached. The student and the faculty member have the right to be present throughout, and the hearing is not open to the public. If the committee believes, as a result of this review, that there is merit to the student's appeal, the committee may suggest to the faculty that some other action be taken. 37 It is the faculty member who makes the final decision as to the grade awarded. The decision of the committee will be reported in writing to the student, the faculty member, the faculty member's Chair or Dean, and the Provost/Vice President of Learning. APPEAL PROCESS The committee's decision may be appealed to the Provost/Vice President of Learning by either the student or the faculty member. The request for a new hearing must be made in writing by the student or faculty member to the Provost within five (5) business days of the receipt of the original committee's decision. The Provost/Vice President of Learning may affirm the committee's decision or determine that the hearing may have procedural errors or a misapplication or misinterpretation of university policies or procedures. The Provost may, after hearing the student's or faculty member's allegations and reviewing all factors involved, determine that the hearing at Level III involved unfair or capricious proceedings and request the Chair of the College Faculty convene a new committee to evaluate the original grievance. The final decision of the new committee will be reported in writing to the student, the faculty member, the College Dean, and the Provost.

Academic and Campus Resources

Directory of Offices

The post office address of the university is:

Capital University
1 College and Main Street
Columbus, Ohio 43209-2394.

The switchboard number is: 614/236-6011.

- Adult and Graduate Education Admissions are managed through the Adult and Graduate Education office; application requests, program and degree information, registration, course withdrawal or leave of absence – 614-236-6996
- Accessibility Services – 614-236-6611
- Bookstore – 614-236-6116
- Career Development – 614-236-6606
- Center for Excellence in Learning and Teaching (CELT) – 614-236-6327
- Center for Health & Wellness – 614-236-6114
- Diversity & Inclusion – 614-236-6181
- Finance Office – student financial accounts, payment plans and general financial information, 614-236-6123

- Financial Aid – financial assistance, including scholarships, grants, loans and part-time employment. 614-236-6511
- International Education – program information about study abroad and admission information for overseas students, 614-236-7102
- Law School – program, admissions, degree information, catalog requests. 614-236-6500
- Media Relations and Communication – 614-236-6945
- President – general interest of the university, 614-236-6908
- Publications and Marketing – 614-236-6196.
- Registrar – student academic records, transcripts, graduation requirements and veterans’ affairs, 614-236-6150
- School of Education General Questions – 614-236-6392
- School of Education Graduate Programs – 614-236-6264
- Sports Information – athletic event publicity and publications 614-236-6174
- Student Activities – 614-236-6901
- Student Affairs – student services 614-236-6611
- Vice President for Academic Affairs/Provost – general academic matters, 614-236-6108

Adult and Graduate Education

The Adult and Graduate Education office serves as a one-stop shop for all adult and graduate student services. Contact information: 614-236-6996 or adult-grad@capital.edu

Academic Success

Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through

TracCloud (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

Accessibility Services

Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

Bookstore

The University bookstore, located on the first floor of the Campus Center, sells all required textbooks and most academic supplies, personal care products, greeting cards, souvenir T-shirts and other gift items. Visa and MasterCard are honored.

The bookstore is closed on weekends and holidays. Hours vary during vacation and at the beginning of each semester. Call 614-236-6116 to confirm hours if you want to use the bookstore outside of regular hours. There are also additional hours at the beginning of each semester.

Library and Information Technology

The Blackmore Library, named for Capital's 12th president, Josiah H. Blackmore, supports classroom activities and independent learning by Capital University students.

The staff of the Blackmore Library is committed to the academic success of all Capital students. The library demonstrates this commitment with a wide range of services and resources. Library instruction is provided in various formats, including in-class sessions, personalized appointments and streaming video tutorials available on the library web page. Professional librarians staff the Reference Desk and questions may be submitted via email to refdesk@capital.edu, by telephone 614-236-6351 and in person.

The library website is the gateway to a robust collection of online resources available 24/7. These include hundreds of research databases that are accessible on campus and off campus. Library resources include e-books, e-journals, DVDs, and CDs as well as traditional library materials.

The Blackmore Library is an information commons style library. Students can locate books, articles, and then write their papers on the library computers. Food and drink is permitted in all areas of the library, and there are vending machines in the 24-hour study area for snacks and beverages.

The Library is open Monday through Thursday, 7:30 a.m. to midnight; Friday, 7:30 a.m. to 6:00 p.m.; Saturday, 1:00 p.m. to 5:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. Please check the website for holiday or special hours.

The Office of Information Technology, located on the first floor of Blackmore Library, provides services involving telecommunications, computer labs, service desk, instructional technology and academic support, ID services, website management/development, classroom/multimedia support, network/user account administration, and security and incident response. All computer, telephone questions or requests should be directed to the I.T. Service Desk by phone: 614/236-6508 or by e-mail at servicedesk@capital.edu.

Capital University has three I.T.-run computer labs on campus located in the lower level of Blackmore Library, the Campus Center and Battelle Hall. In addition, there are satellite labs located in each of the four residence halls, which are open 24 hours a day. The computer equipment located in the computer labs is networked and uses integrated software. This allows students direct access to e-mail, the Internet, and various software applications, such as word processing, spreadsheets, and presentation software.

E-mail accounts are available for all students. Students needing an e-mail account may request one from the I.T. Help Desk at 614/236-6508. Web accounts are automatically created when an e-mail account is assigned. Therefore, students have the opportunity to create their own Web page using the Capital University Web server.

Writing Assistance

Graduate students who require help with writing or assistance to successfully achieve the writing competency should contact Bruce Epps, Academic Services Coordinator, Academic Success, at 614/236-6461.

Student Life and Services

Campus Center

The Harry C. Moores Campus Center is a multipurpose university facility for members of the campus community and their guests. The center is the focal point of many campus activities. The main dining room, snack bar, mezzanine dining room,

campus mail room, student mailboxes, bookstore, recreation center, information desk, commuter lounge, Schneider Lounge, satellite computer lab, design center, meeting rooms and offices of several student organizations are located in this building. It also houses several administrative offices including Career Services, Community Development, Residence Life, Student Activities and Student Services. The regular hours of the Campus Center are 7 a.m. – 11 p.m., seven days a week. The director of Student Activities (614/236-6901) serves as the building manager.

Campus News

The campus newspaper, The Chimes, is published once a week. The new edition is available throughout campus each Thursday. The Chimes will keep you informed about campus-wide events and activities. Pick up a copy – it's free!

Capital Center

A state-of-the-art facility with a 2,200-seat performance arena, an indoor track, multipurpose forum, a fitness center, and classrooms. The adjacent Bernlohr Stadium has seating capacity for 3,400 people. The Capital Center hosts athletic events, commencement activities, convocations, rallies, concerts and other gatherings of the Cap Family and the Bexley community.

The Capital Center provides opportunities for intramural activities and athletics including a track and field program for men and women.

Center for Health and Wellness

The Center for Health and Wellness offers students a full range of medical and mental health services, year-round.

- Appointments can be arranged by contacting the Center for Health and Wellness at 614/236-6114 or chw@capital.edu. Once established with an OSUWMC provider, patients will have access to MyChart, an online portal to manage their health care and communicate with their provider. All OSUWMC records are protected by HIPAA.
- For an after-hour crisis (5 p.m. to 8:30 a.m.), please contact the Center for Health and Wellness at 614/236-6114 and you will be connected with an on-call counselor.
- If you are on campus and need immediate medical or behavioral health treatment, please call Public Safety at 614/236-6666.

Religious Life

As an institution of the Evangelical Lutheran Church in America, Capital University believes that the religious, social, racial, and ethnic diversity of the campus

community is an ideal environment in which to celebrate with the implications of the Gospel of Jesus Christ.

While the tradition and heritage of the university is distinctively Lutheran, all religious programming is governed by the principle that different groups of believers will do everything together that they can, and respectfully do separately those things that their doctrines and traditions do not encourage them to do together.

In this spirit, Capital offers Sunday worship, Wednesday chapel, Thursday evening worship, Biblical and life education opportunities, service opportunities and pastoral counseling in a cooperative, ecumenical way. There are also regular opportunities for distinctive experiences (Lutheran Eucharist, Catholic mass, etc.). Capital is committed to the development of the whole person and a whole community.

Finances

Payment Procedures

Capital University has two payment options available to graduate students. The first option is full payment of all tuition charges by the billing due date, which is the first day of each term. The second option is the deferred payment plan. With this plan, one-third of the tuition balance plus a \$25.00 deferral fee is due by the billing due date. The remaining two-thirds are due approximately thirty (30) days and sixty (60) days after the initial payment. To enroll in the plan, complete the “deferred payment form” which accompanies each term’s bill. Any student who fails to meet a specified payment due date will be subject to a \$75.00 late payment fee.

Pre-Authorized Third-Party Payment

Students who have received pre-authorization for full tuition reimbursement or a percentage of tuition reimbursement for a specific course or courses from the military, Bureau of Vocational Rehabilitation, or a particular employer tuition plan, must submit all forms and instructions to the Finance Office prior to the billing due date. Please note, however, that in all cases the student is ultimately responsible for the payment of his or her charges.

Financial Aid

Financial Aid Office hours are as follows: M-F 8:30 a.m. – 5:00 p.m. (Fall and Spring Semesters); M-F 8:00 a.m. – 4:30 p.m. (Summer Semester). The office is closed on weekends and holidays. Hours may vary during vacations. 614/236-6511. You can find the office online at <http://www.capital.edu/graduate-students>

Graduate students enrolled in the Capital University Master's Programs are eligible to participate in the Federal Stafford Loan Program. Students should anticipate 6-10 weeks for loan processing and must be enrolled when eligibility is determined.

Eligibility for Financial Aid

- United States citizen or permanent resident
- File the Free Application for Federal Student Aid (FAFSA)
- Not be in default on prior educational loans
- Maintain 3 or more hours per semester in the program
- Be registered with Selective Service if you are a male born after December 31, 1959)
- Please visit the Financial Aid website at: <http://www.capital.edu/graduate-students>

Federal Stafford Loan Program

The Federal Stafford Loan Program is available to students who are either a U.S. citizen or an eligible non-citizen. Students must be registered for at least six (6) credit hours in order to apply for a Stafford Loan. Application for the Stafford Loan must be made through the institution from which you are receiving your degree and should be completed 6-10 weeks prior to the payment due date. Those students who have not returned their loan application to the Financial Aid office in Yochum Hall prior to the due date must join the deferred payment plan and pay 1/3 of their tuition charges before being permitted to start classes. If loan proceeds will not be released by the payment due date, written notification of the current loan status must be sent to the Finance Office. See Appendix for more information regarding application.

Your Financial Aid Award letter will indicate the maximum loan amount available to you. If you are a continuing student at Capital and have a Master Promissory Note on file, and Great Lakes Higher Education Corp. (GLHEC) is your guarantee agency, you will automatically receive a disclosure statement from GLHEC indicating exact loan amount(s) and scheduled disbursement dates.

Application Process

The Free Application for Federal Student Aid (FAFSA) is required from all applicants applying for a Federal Stafford Loan(s). This form is available in the Financial Aid Office, or online at www.fafsa.ed.gov. This application process is free; you are not required to pay a fee to have your data processed. Once the FAFSA is received and processed by the federal government, you will receive a Student Aid Report (SAR) usually within 3-4 weeks. Please review the SAR, being sure Capital University is indicated in "Step Six" on this form and be sure all data is correct. We will receive this data electronically, and if Verification is not required (see section on Quality

Assurance/Verification), we will send a Financial Aid Award to your home advising you of your loan eligibility.

If you are a new student borrower at Capital, visit Capital's web site at <http://www.capital.edu/financial-aid-entrance/> for on line completion of a Master Promissory Note.

Visit Capital web site for more information about loans at: <http://www.capital.edu/graduate-aid/>

Alternative Student Loans

Additional loan assistance may be available for students who need extra financing. Terms are often similar to the Federal Loans; but because they aren't guaranteed by the government, interest, and guarantee fees may be higher. Review the Alternative Student Loan Page at <http://www.capital.edu/alternative-loans/> for more information about these loans.

Feel free to contact the Financial Aid Office should you have any questions regarding Financial Aid programs, procedures, or processes.

Expense Periods

An expense period represents the academic period a student wishes to have covered by the loan application. The most common period is April-April, as most graduate students are enrolled throughout the year.

Loan Disbursements

Federal Stafford funds are electronically transmitted GLHEC to Capital University. The Capital University Finance Office will notify you when a disbursement has been received. In the few instances of disbursement by check, the Finance Office will contact you for appropriate procedures.

Capital will attempt to deliver all loan proceeds as soon as possible; however, students should not assume these funds will be available before the second week of classes. All students should have sufficient personal funds to cover non-billed costs such as books and living expenses each term until excess loan funds can be made available.

All students who are receiving funds in excess of institution charges must request receipt of these funds by completing a Refund Request Form (available through the Finance Office). Forms are available the first official day of each term.

Quality Assurance/Verification

Capital University is responsible for assuring accuracy of data reported by you and /or your family. If selected, you will need to provide additional information.

If selected for Verification, you must complete this process prior to receiving any notification of aid eligibility. If a term has started and Verification has not been completed, enrollment should not be attempted unless adequate resources are available from your own personal funds to pay for that term's tuition, fees, and books.

*Welcome to the Capital
Counselor Education Family*

