Capital University’s Teacher Education Logo

WHAT DOES IT REPRESENT?

The logo represents the department mission, which is to prepare competent, caring, committed professionals to teach, lead and serve diverse communities of learners. The qualities of competence, caring and commitment are represented by the three faces of one triangular element of the logo. The actions of teaching, leading and serving are embedded in the three faces of the other triangular element.

Multidimensional aspects of the reflected triangles suggest diverse communities of learners. Change in the teaching profession is illustrated by the flowing river-like aspect of the letters “t” and “e” that represent continual change in teacher education.

The logo is dynamic and, like the unit mission and conceptual framework, it has emerged and deepened over time in collaboration with teacher education faculty, P-12 practitioners, the Teacher Education Advisory Committee, candidates and alumni.
Welcome to the Education Master’s Program at Capital University

It is with great excitement that the Education Department at Capital University welcomes you to the Master of Arts in Education. By choosing to begin your master’s program at Capital University, you are joining a community of competent, caring, and committed professionals.

This handbook will serve as an overview of the Master of Arts in Education at Capital University. It contains the program’s mission, goals, available resources, and the policies and requirements you will need throughout the program. Specific course information can be located in the Graduate Bulletin of the Education Department.

Everyone associated with Capital is here to help you have a successful experience, and achieve your full potential. Please ask for assistance whenever you need it. Our commitment to you does not end at the completion of your program. We look forward to serving you throughout your career.

Sincerely,

Jim Wightman, Ph.D.
Director of Graduate Studies
Education Department

For further information, you may contact:

Holly Porter
Program Coordinator
614-236-6302
hporter@capital.edu

Anne Mikan
Assistant Director, Adult and Graduate Education Recruitment
614-236-6199
http://amikan@capital.edu

CAPITAL UNIVERSITY
1 College and Main
Columbus, Ohio 43209-2394

www.capital.edu/education
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Section I

INTRODUCTION

PURPOSE OF THE HANDBOOK

The information in the Handbook applies to the 2016-2017 academic year. The Capital University Education Department Graduate Bulletin provides course information relative to each of the Graduate Programs within the department. Separate publications are provided for the undergraduate education programs. Capital University reserves the right to make changes in offerings, requirements, and regulations subsequent to the publication of the bulletin.

ABOUT CAPITAL UNIVERSITY

With a foundation based in a history of academic excellence in the tradition of Lutheran higher education, Capital University's undergraduate and graduate programs are preparing students for lifelong learning and professional goals in the global environment of the 21st century. Founded in 1830 as a Lutheran seminary, and chartered as a university in 1850, Capital has been at the forefront of preparing students personally and professionally to achieve their vocational calling. Undergraduate students of all backgrounds and religious perspectives study a curriculum that focuses on a liberal arts foundation, strong major and professional programs, and the development of both a personal and societal ethos.

Capital University includes The College and Law School. The university offers four undergraduate degrees with more than 70 majors, as well as 11 graduate degrees to its approximately 3,700 students. Graduate offerings provide opportunities for degrees in law and graduate tax programs, the Master of Business Administration, the Master of Science in Nursing, the Master of Music in Music Education and the Master of Arts in Education.

Academic opportunities are enhanced at Capital with the many opportunities for student involvement in co-curricular activities including student government, athletics, music, theatre, and cultural, political and social organizations. Since Capital is in a metropolitan setting in the Columbus suburb of Bexley, students enjoy academic, cultural, recreational and social activities. Theatres, galleries, museums, shops, restaurants and sporting events are just minutes away from campus.

IDENTITY

Knowing ourselves

Capital University is a comprehensive, independent university, grounded in the Lutheran tradition. It offers diverse undergraduate and graduate programs in the arts, sciences, and professions. It emphasizes excellence in teaching in a personalized, student-centered environment of robust academic challenge. It is committed to using multiple approaches to intellectual development in order to serve the lifelong learning of a heterogeneous population. It seeks to prepare individuals to live holistic lives of leadership and service.

MISSION

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Provides for personal growth by encouraging, enabling, and celebrating learning;
- Prepares individuals to be knowledgeable, independent, critical thinkers—educated for lives of leadership and service in an increasingly diverse society;
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.
UNIVERSITY LEARNING GOALS

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- thinking critically
- reasoning logically and
- communicating clearly.

Students also will be encouraged to:

- develop their leadership and service potentials
- become independent, lifelong learners
- develop a sense of values that guides personal decision making and
- develop intercultural competencies and the ability to work in diverse groups.

AFFILIATION

Capital University is one of the oldest institutions of higher education of the Evangelical Lutheran Church in America. Capital University is organized into five operating divisions: Academic Affairs, Planning and Strategy, Resource Management, Student Affairs, and University Advancement.

THE COLLEGE

The University’s Academic Affairs division has two primary divisions, the College, under which all academic programs on the Bexley campus are organized, and the Law School, which provides legal and related studies on a separate campus located in downtown Columbus. Five schools comprise the College, they include:

- School of Social Sciences and Education
- School of Natural Sciences, Nursing and Health
- School of Management and Leadership
- Conservatory of Music and School of Communication
- School of Humanities.

The Adult and Graduate Education Program is dedicated to serving Capital University’s Adult learners. Information on Adult and Continuing Education is available in the Capital University Bulletin. The following adult learner and graduate programs comprise the Center for Adult and Graduate Education:

- Master of Arts in Education
- Undergraduate Degree Completion (general)
- Nursing Accelerated Program (CNAP)
- Master of Business Administration (M.B.A.)
- Master of Music in Music Education (M.M.M.E.)
- Master of Science in Nursing (M.S.N.)
- Post-Degree Education Licensure
INTRODUCTION AND HISTORY

The Teacher Education Program at Capital University has been in existence since the early 20th century and accredited by NCATE for more than 50 years. Over the years, the program has changed to meet the needs of the profession and the public; however, one thing has remained consistent: Capital's determination to provide excellence in teacher education along with individualized attention that all Capital student have come to expect as the hallmark of the Capital experience.

ACCREDITATIONS

The teacher education program at Capital University is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Ohio Department of Education issues educator licenses. The university is accredited by the Higher Learning Commission. The School Administrator program follows the guidelines and standards established by the Educational Leadership Constituent Council of the National Policy Board for Educational Administration, and the Ohio Standards for Principals established by the Ohio Department of Education. The School Counselor program follows the guidelines and standards established by the Council for Accreditation of Counseling and Related Educational Programs.

TEACHER EDUCATION DEPARTMENT MISSION

Teacher education candidates must be competent in subject-matter and pedagogical knowledge and theory. They must integrate and use their theoretical knowledge and pedagogical skills in caring ways to facilitate the learning of all students. They must demonstrate commitment to reflecting on and analyzing their work in advancing student learning. The Department’s mission is to prepare competent, caring, committed professionals to teach, lead, and serve diverse communities of learners.

The five Capital University Education Department (Unit) Goals

Students will...

- Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- Demonstrate and Implement Knowledge of Curriculum and General Pedagogy to Impact Student Learning
- Communicate/Collaborate with Key Stakeholders & Create an Inclusive/Engaging Educational Environment
- Evidence the Professional Dispositions, Ethics, & Responsibilities of an Educator

FACULTY

Dr. Kathryn Bell – Associate Professor
Dr. Hoyun Cho – Assistant Professor
Dr. Bradley Conrad – Assistant Professor
Dr. Tim Conrad – Adjunct Professor
Dr. Sally Creasap – Associate Professor
Dr. Cheryl DoBroka – Associate Professor
Dr. Jennifer Faison Hodge – Professor
Dr. Kevin Laffin - Instructor
Dr. Jamie Lusher – Adjunct Professor
Dr. Kathy McFarland – Adjunct Professor
Dr. Martha Michael – Professor
Ms. Kathy Rowe – Instructor
Dr. Kevin Sayers – Professor
Dr. Jamie Schiff – Assistant Professor
Dr. Paige Shalter-Bruening – Associate Professor
Dr. Olga Shonia – Associate Professor
Dr. Mandy McCormick Smith – Assistant Professor
Dr. Jim Wightman – Associate Professor
Department Chair and Director of Graduate Studies
Section III
COMMUNICATION

FACULTY MAILBOXES
Each faculty member on campus has a mailbox. Faculty mailboxes for the Education Department are found in the copier room (Learning Center 206). The mailboxes for other faculty on campus are located in the buildings where their offices are located.

GRADUATE EDUCATION BULLETIN BOARD
A graduate programs bulletin board is located in the hallway outside Learning Center 206. Announcements about courses, scholarships, job opportunities, social events, and opportunities to serve will be posted on this bulletin board.

EMAIL
Faculty and students have active e-mail accounts. In order to use iLearn in any course, students must have a Capital e-mail address. To obtain an active account, call Information Technology at 236-6508 or stop at Information Technology on the first floor of the Library to register for an email account. It is free for all students who are enrolled or on leave. Students are strongly encouraged to check their Capital e-mail accounts on a regular and frequent schedule. All e-mails related to course work and university business will be sent only to university e-mail addresses.

VOICE MAIL
All faculty have office voice-mail, which they can access, on site or remotely. If you leave a message, please speak slowly and leave a number where you can be reached (including area code).
Section IV
GRADUATE ACADEMIC POLICIES AND PROCEDURES

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 PROBATION AND DISMISSAL

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 semester grade falls below 3.0, the student will be placed on academic probation. If a student has a second semester in which the cumulative GPA falls below 3.0, the student may be dismissed. The Student Assessment Monitoring Committee will review the student’s file with the advisor and make a recommendation to the Education Department Chair, Director of Graduate Studies and the Education Department Faculty.

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 Education Department Program Coordinator, LC 227. The form must be signed by you, your advisor, and the Chair or Director of Graduate Studies. 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 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. Note: The refund schedule for, which changes every term, is posted on the Graduate Programs Bulletin Board and online.

Any payment or credits that exceed the amount 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 Chair of the Education Department or the Director of Graduate Studies 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 see Stacey Jones in the Adult and Graduate Education office for assistance.

All questions about adding/dropping courses should be directed to the Adult and Graduate Education office 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).
ADMISSION

Admission to any of the graduate education programs is open to candidates who give evidence of intellectual application, appropriate academic and/or teaching experiences and personal suitability for pursuing graduate studies. Such suitability includes a combination of ability, maturity, motivation, character and commitment. Qualified students are admitted regardless of race, color, religion, sex and gender, age, disability, national and ethnic origin, sexual orientation, veteran status, or any other characteristic protected by law.

The minimum criteria for admission to the Capital University Master of Arts in Education program are:

- Bachelors degree or recognized equivalent from an accredited institution;
- Satisfactory scholastic average, usually a minimum grade-point average (GPA) of 3.0 (B);
- Evidence of having taken the Ohio Assessment for Educators or comparable state mandated initial teaching license assessment (for Master of Arts in Teaching Only);
- Evidence of having a minimum of two years successful teaching experience when applying for a license (for Master of Arts in School Administration Only);
- Evidence of compatibility of professional goals with Capital University's Masters in Education program, as addressed in submitted writing sample and personal interview;
- Evidence of ability to successfully complete program as collectively indicated in all materials submitted in the application process;
- Signed Statement of Assurance of Good Moral Character (Appendix D)

APPLICATION PROCEDURE

The admission process requires an applicant to complete and/or submit the following:

- Application for Admissions
- Resume
- Official transcript(s) from all colleges or universities attended, one of which must show a bachelor's degree from an accredited college or university
- $25.00 non-refundable application fee which is waived if applying online
- Three letters of references (must include at least one from a school administrator if applicant has teaching experience)
- Personal interview process
- Official copy of Ohio Assessment for Educators or comparable assessment score (for MA in Teaching Only)
- Official documentation of teaching experience (for MA in School Administration only)

Final determination of admission rests with the Student Assessment Monitoring Committee of the Master of Arts in Education Program. The Committee will review all applications in a timely manner and render decisions based on the criteria stated above, and may request a meeting with the applicant.

A student may enter the master’s degree program fall, spring or the summer terms. Applications may be submitted at any time during the year. Inquiries regarding admissions procedures should be directed to the Assistant Director of Adult and Graduate Education Recruitment.

BREACH OF ACADEMIC INTEGRITY

Graduate students are expected to be honest in their academic endeavors and 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 which jeopardize the welfare of clients and behavior inconsistent with professional standards. Plagiarism is defined as meeting any academic requirements in part or in full by presenting the work, ideas, or writing of another as one's own. For students enrolled in the Education Department, 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 Education Department. (See Appendix: University Policy on Academic Integrity)

CLASS ATTENDANCE

Professors keep class attendance records. The attendance policy for classes is determined by each Professor. Validation of attendance is requested from various sponsoring agents such as the U.S. Armed Forces. Those who register, stop attending, but do not drop the class will be charged full tuition.
COURSE LOAD

Students may enroll full or part-time.

DISMISSAL

The Education Department reserves the right to dismiss any student at any time for good cause. Notification of dismissal is sent in writing from the Office of the Department Chair.

GRADUATION REQUIREMENTS

A candidate has five years to complete her/his program from the time coursework begins.

Formal graduation ceremonies are scheduled once a year, at the end of spring semester. To qualify for graduation, candidates must have a cumulative GPA of at least 3.00. 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 record review 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 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. 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 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 Education Department. The student readmitted to the University and Education Department will reenter under the current policies and procedures which may differ from the original policies and procedures. Course work that is completed seven or more years previous to readmission must be evaluated by the faculty at the time of readmission.

NON-DISCRIMINATION POLICY

Capital University does not discriminate on the basis of race, color, national and ethnic origin, sexual orientation, religion, sex and gender, age, disability, or veteran status, or any other characteristic protected by law, in administration of its programs and activities or employment. The following person has been designated to handle inquiries regarding the non-discrimination policy: University Counsel, 210 Yochum Hall, 614-236-6408. For further information on the notice of non-discrimination visit http://wdcrlobolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the regional U.S. Department of Education, Office of Civil Rights, that serves your area, or call 1-800-421-3481.

PRIVACY ACT


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.

REGISTRATION

Students are encouraged to meet with advisors early in their program to design a curriculum plan. A guide for curriculum planning is included in Appendix: Program Planner. 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.

Complete directions for registration can be found in Appendix: Registration Instructions. Students will register for classes on-line through WebAdvisor after consulting with their academic advisor. Students may discuss registration with their advisor via the telephone or through email; however it is recommended that face-to-face discussion between the student and advisor take place.

REPEATING COURSES

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.

STUDENT ACADEMIC GRIEVANCE RESOLUTION

Students have the right to appeal grades, involuntary withdrawal action or other academic issue by filing a written request within one semester of the occurrence. The written appeal must include supporting data and go first to the course Professor, the Director of Graduate Studies, the Education Department Chair and then, if the student wishes, to the Vice President of Academic Affairs/Provost of Capital University. Graduate students will follow the same appeal process as undergraduates.
STUDENT RIGHTS AND POLICY STATEMENTS

Capital University has developed a number of statements and policies protecting the rights and well-being of its students, staff, and faculty. These include policies on the Family Educational Rights and Privacy Act, Drug Free Schools and Communities Act, Human Dignity Policy, Non-Discrimination Policy, Privacy Policy for Internal Users of ICT Resources, and Sexual Misconduct Policy. These and other important policies are located at: http://www.capital.edu/Policies-and-Handbooks/

TIME LIMIT FOR COMPLETING DEGREE

A candidate has five (5) years from the date of entry into the program to complete the degree program. In the event that a student requires more time, the student must petition the Student Assessment Monitoring Committee in writing. With the request for an extension, the student, in consultation with the advisor, should submit a proposed schedule for degree completion.

TRANSCRIPTS

Following graduation, students may request one free transcript from each program in which a degree was completed. Each additional transcript costs $5.00. Transcript requests are made to the University Registrar in Yochum Hall at least one week before the document is needed. All accounts must be paid before a transcript will be issued.

TRANSFER OF CREDIT

Students must apply for transfer of credit from another institution and provide a bulletin course description from the year in which the course was taken as well as a copy of the course syllabus. The Application for Transfer Credit Form is available from the Adult and Graduate Education Office. The Director of Graduate Studies must approve the transfer of credit. Candidates who follow the procedure outlined below maybe granted a total of up to nine semester hours of transfer credit.

Students may receive full or partial credit for a transfer course. If partial credit is granted, students are asked to take the components of the course lacking in the transferred course. This is usually arranged as an independent study.

Accepted transfer credits in quarter hour units are converted to Capital University's semester credit hour system. Thus, three quarter hour credits become two semester hour credits. The ratio for converting quarter hours to semester hours is three to two.

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<tr>
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<td>0.67 hours</td>
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In addition to faculty evaluation and approval, the following standards apply to transfer credit: For a graduate course to be transferred, the grade must be a B or better.

TRANSFERS OUT OF THE UNIVERSITY

If you transfer from Capital University while you are enrolled in one or more courses, the Director of Graduate Studies, your Advisor and the course Professor must be notified immediately in writing. Depending on the degree of completion of course work and the accumulated credit hours in the program, arrangements may be made for you to complete the course requirements by the end of the term even though you are away from campus.

TRANSIENT CREDIT

A student who is enrolled or on official leave may take a course at another university to meet a Capital requirement. The student must obtain prior approval by completing the Transient Credit Form, available through the Adult and Graduate Education Office. Signatures are required from the advisor and the Director of Graduate Studies.

WITHDRAWAL FROM THE UNIVERSITY

To withdraw, students must file two signed forms: a change of registration card and a withdrawal form. Both forms are obtained from the Adult and Graduate Education Office. The date of withdrawal will be the date the forms are returned to the Program office. The student is requested to discuss withdrawal with their academic advisor prior to taking this action. If withdrawal is requested, the student should complete an Exit Interview with the director of Graduate Studies.
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 – admission, application requests, program and degree information, registration, course withdrawal or leave of absence – 614-236-6996
- Bookstore – 614-236-6116
- Career Development – 614-236-6606
- Center for Excellence in Learning and Teaching (CELT) – 614-236-6327
- Diversity and Inclusion – 614-236-6181
- Education Department General Questions – 614-236-6392
- Education Department Graduate Programs – 614-236-6264
- 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, admission, 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
- 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

Located on the first floor of the Ruff Learning Center, 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 valuable support services and resources for students as they study and work to meet their academic goals. Regular drop-in and appointment hours are available for the Math, Science, Writing, and Advising Centers. Students can schedule an appointment ahead of time by calling Academic Success at 236-6327, e-mailing AcademicSuccess@capital.edu, or stopping by the Academic Success location on the second floor of Blackmore Library.

A wide range of subject area tutoring is also available; consult the Tutor Yellow Pages (available in the Academic Success office and on the Academic Success website at http://www.capital.edu/academic-success/) to find a tutor for a particular course. In addition, online eTutoring (www.etutoring.org) is available in accounting, anatomy/physiology, biology, chemistry, math, physics, statistics, and writing. In addition to tutoring, students can contact Academic Success to schedule individualized study strategies consultations. Peer Academic Advisors are also available to assist students with developing strategies for succeeding in their majors, goal setting, registration system navigation, reading degree audits, and more. For additional information about Academic Success programs and services, contact Director Bruce Epps at bepps@capital.edu or 236-6461.
STUDENTS WITH DISABILITIES

Capital University welcomes students with disabilities to be an integral part of the educational community. Our mission is to coordinate support services and accommodations for students with disabilities to ensure equal educational opportunities and equal access to university life. The Office of Disability Services seeks to make reasonable accommodations for students with disabilities through appropriate modification of educational procedures and methods used to assess student performance. Students with disabilities who wish to receive assistance from the Office of Disability Services are responsible for disclosing their disability to the Office of Disability Services. Students should use the following steps as a guideline for requesting services: (a) complete the Student Request for Accommodations form; (b) submit a Certificate of Professional Authority completed by a qualified evaluator; and (c) arrange an appointment with the coordinator for Disability Services.

The forms can be located in the Office of Disability Services or online at www.capital.edu/disability-students. Questions may be directed to Jennifer Speakman, Ph.D., coordinator of Disability Services, at 614-236-6114 or jspeakma@capital.edu.

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.

Regular hours are:
Monday – Friday (fall, winter, spring) 8:30 a.m. – 5:00 p.m.
Monday – Friday (summer) 8:00 a.m. – 4:00 p.m.

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.

Textbook return policy: Contact the Bookstore for information.

LIBRARY AND INFORMATION TECHNOLOGY

Blackmore Library

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. The Reference Desk is staffed by professional librarians and questions may be submitted via email to refdesk@capital.edu, by telephone 614-236-6351 and in person.

The library Web site 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 Web site for holiday or special hours.
Office of Information Technology

The Office of Information Technology is located in the first floor of Blackmore Library, provides services involving telecommunications, computer labs, service desk, instructional technology and academic support, ID services, web site 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 form 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 236-6461.
Section VI
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, Crusader Club 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. to 11 p.m., seven days a week. The director of Student Activities (236-6901) serves as the building manager.

CAMPUS NEWS
The campus newspaper, The Chimes, is published weekly from September to May. 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!

THE CAPITAL CENTER
The Capital Center is a state-of-the-art athletic and recreation 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.

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.
Section VII
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.

PREAUTHORIZED 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 (http://www.capital.edu/graduate-students)
Financial Aid Office hours are: M-F 8:30 a.m. – 5:00 p.m. (fall and spring semesters); and 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
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

What you must do
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 on line 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 also 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 online completion of a Master Promissory Note.

Visit Capital’s website for more information about loans at: http://www.capital.edu/graduate-aid/.

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.

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.
APPENDICES

FAMILY EDUCATIONAL RIGHTS PRIVACY ACT

Go to the University Family Educational Rights Policy Act Policy.

http://www.capital.edu/Student-Rights/

GRADUATE STUDENT REGISTRATION INSTRUCTIONS

• Go to https://webadvisor.capital.edu
  – Login using your Capital username and password
  – Click on the “Webadvisor” tab
  – Select the link title “Students”

• From the “Current Students – Webadvisor for Students Menu” page
  – Select “Search and Register for Sections”
    (Caution: there is a selection titled “Search for Sections” – do not select it)
  – This will take you to the “Statement of Financial Responsibility” page
    o Read and select the empty check box to agree; click submit

• From the “Search/Register for Sections” page
  – Select the desired term in the “Term” drop box
    o Example: 2016 Summer Semester
  – Select “Subject” and choose desired field to see all courses for that subject
  – Click Submit

• From the “Section Selection Results” page
  – Select the course for which you wish to register
  – Click Submit; repeat until all courses are chosen

• From the “Register and Drop Sections” page
  – Option 1: Select “RG Register” from top drop box to register for all courses listed below
  – Option 2: If you have individual actions for each course listed below, select desired action from each drop box listed to the left of each course (i.e. Register, Audit, Waitlist)
    o Make sure top drop box is blank
  – Click Submit

• From the “Registration Results” page
  – Wait until registration requests are processed
  – If successful, this screen will show what courses processed and you are currently registered for
  – If unsuccessful, scroll up to see your error message
    o Possible error messages: “No Registration Priority”
    o Recommended action: Contact the Adult and Graduate Education Office at 614-236-6996

Check out our video tutorial on YouTube for more instruction on how to register: https://youtu.be/AK2DBKqi-Nc

SECTION NUMBER INDEX

Use the section number index below when viewing main campus graduate classes.

Suffix letters following numbers:

‘M1’ or ‘M2’ - ex. (01M1, 01M2) These are module (mod) courses and meet half of the semester. Mod 1 (M1) courses meet the first half of the semester and Mod 2 (M2) courses meet the second half of the semester.
Student Academic Grievance Procedure

The Student Code of Conduct printed in the online student handbook outlines the rights and responsibilities of undergraduate and graduate students attending the university. The objective of the procedures delineated in the following 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 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 (Also see Non-Academic Grievance Policy.)

What is an Academic Grievance?

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

STUDENT ACADEMIC GRIEVANCE RESOLUTION

Level I Student/Faculty/Staff Discussion Level – A student grievance should be worked out at the first level for better understanding of all those concerned. The student should begin at this level by contacting the faculty member whom the grievance is against for information discussion and reconciliation. 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 – Normally, within three academic days after the completion of the discussion at the student/faculty level (Level I), the student must send a letter to the program director and department chair informing her/him of the nature of the grievance and the student’s intention to proceed with Level II. A copy of this letter is to be forwarded to the Provost/Vice President for Academic Affairs (VPAA).

The department chair 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 department chair to discuss whether to proceed to Level III.

Level III Committee Level – A letter must be submitted by the student to the Provost/VPAA normally within five academic days requesting the formation of a grievance committee. This letter should state the grievance and inform the Provost/VPAA that no resolution has been reached prior to this point and a grievance committee is needed. The Provost/VPAA may reject the appeal, or if the Provost/VPAA believes there is potentially merit in the student’s case, a committee will be appointed to hear the case. The Provost/VPAA will appoint a committee consisting of three faculty from the college of the student and two students. The Provost/VPAA contacts the committee regarding the student’s intent and calls the committee into session normally 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 in the student’s appeal, the committee may suggest to the instructor that some other action be taken. It is the instructor who makes the final decision as to the grade awarded. The decision of the committee will be reported in writing to the student, the instructor, the instructor’s academic chair, and the Provost/VPAA. (The students and faculty members will receive the committee’s decision in writing.)

APPEAL – Any grievance involving unfair or capricious proceedings by the committee shall be handled by the Provost/VPAA who may, after hearing the student’s allegations and reviewing all the factors involved, determine that the hearing at Level III is null and void and request the chairperson of the College Faculty convene a new committee to re hear the original grievance. The student must make the request for a new hearing in writing to the Provost/VPAA within five academic days of the receipt of the original committee's decision.

The committee’s decision may be appealed to the Provost/VPAA by either the student or the faculty member. The Provost/VPAA may affirm or reverse the committee’s decision, or order a new hearing. Any appeal should be requested in writing within five academic days after the decision is mailed to the person appealing.
What is academic integrity?
Academic integrity refers to the fact that all Capital students are expected to be honest in their academic endeavors, and that the work one submits for academic evaluation must be his/her own, unless an instructor expressly permits certain types of collaboration. **Instructors are expected to make their class policy in this regard known, preferably in their syllabus, at the beginning of a course.**

A non-exhaustive list of behaviors, which constitute academic misconduct and subject one to sanction(s), includes (in part adapted from The University of Delaware and The University of North Dakota).

**Cheating** – Deceiving/misrepresenting information submitted on a paper/project such as:

- copying from another’s test or allowing another to copy your work.
- using materials/notes not permitted by the instructor during an examination.
- collaborating on a test/project when not authorized to do so by the instructor.
- receiving, giving or stealing parts of, or an entire test, which has not yet been administered.
- substitution of one student for another during an examination.

**Collusion** – Unauthorized collaboration with another person in preparing any academic work offered for credit.

**Fabrication/Falsification** – Using invented information or falsifying research, data, or other findings with the intent to deceive such as:

- citing information not taken from the source indicated; misleading documentation of secondary source materials.
- listing sources in a bibliography not directly used in the academic exercise.
- submitted lab reports or clinical data which contain fictitious/falsified information; concealing/distorting the true nature, origin, function of such data.

**Plagiarism** – Submitting work that is not ones own such as quoting verbatim another person’s words (published or unpublished) without acknowledgment of the source.

- paraphrasing another person’s idea(s), opinion(s), or theory (ies) without giving reference .
- including facts, statistics, or other illustrative materials that are not common knowledge, without acknowledgment of the source. Students are expected to clarify with their instructor appropriate criteria for a common knowledge.
- submitting another’s term paper, essay test answers, computer program, project as one’s own.

**Citing Sources** – The citing of sources has several justifications. They are:

- **honesty**: to acknowledge that the words or ideas are not originally yours as well as to give credit where it is due;
- **guidance**: to enable the interested reader to locate the information in question.
- **evidence**: to provide support from other sources for your thoughts; and
- **critical thinking**: to encourage students to recognize the sources of their opinions.

**One commits plagiarism when one neglects to cite.** By so doing, the person makes it seem that someone else’s words or ideas are one’s own (a type of fraud) and at the same time prevents readers from gaining access to the original sources. Many people either misunderstand or do not care to exercise the effort necessary to cite in their writing all quotations, paraphrases, informational claims and concepts. While common knowledge does not have to be cited, one must be very careful about labeling something a common knowledge.

The requirement to cite each instance of each idea or informational claim entails that, if one uses a source with ideas or information on various pages (particularly if the information is not all in one continuous passage in the source), then she/he must include as many citations as there are passages referred to. Sources may include books, articles, pamphlets, films, television, radio programs, email messages, conversations, or Internet. Conversations and information from lectures and textbooks must be cited as well. Papers or other work prepared for previous courses are in fact sources and students should check with instructors about the use of such materials.

Citations can be footnotes (appearing at the bottom on the page where the citation occurs), endnotes (all together at the end of the paper), or in parenthetical format (such as the Modern Language Association and American Psychological Association styles). Students should check with their instructors to determine which style is required or preferred.
What are the consequences of academic misconduct?
Students as well as faculty, have a role in upholding academic integrity. Any student who believes that the academic integrity of a class is being violated by another student’s actions should bring this to the attention of the faculty member in charge of the class. The faculty member will then investigate the allegation. A report will not be filed with the academic chair unless the investigation leads to a penalty being imposed.

FIRST OFFENSE
If an instructor believes that a student is responsible for academic misconduct, s/he may assess any penalty up to and including an “FI” (irrevocable F) in the course. If this grade is assigned, the student may repeat the course for a grade, but the “FI” will remain on the student’s transcript and permanently remain in the calculation of the student’s GPA. In the transcript key, “FI” is defined as a violation of academic integrity standards. If a student is penalized by an instructor for academic misconduct, s/he may request that her/his graduate director and academic chair review the facts. If the graduate director and academic chair believe, as a result of this review, that there is merit in the student’s appeal, s/he may suggest to the instructor that some other action be taken. It is the instructor, however, who makes the final decision as to the penalty imposed. In any case, the instructor must report the incident to the academic chair and program director and indicate what action was taken. The academic chair will forward a copy of this decision to the dean of student’s office.

SECOND AND SUBSEQUENT OFFENSES
When the academic chair receives a second report of a student’s academic misconduct, that student becomes subject to sanctions up to and including dismissal from the university.
The Ohio Department of Education is committed to ensuring that all students receive instruction from educators who can provide a safe, supportive, and healthy school environment. By Ohio statute, those persons who have demonstrated “unbecoming conduct” may not be licensed to teach in Ohio’s schools. The Office of Professional Conduct at the Ohio Department of Education is responsible for raising awareness among pre-service educators for what unbecoming conduct is for educators and has provided teacher educators with the following list of offenses that may keep a prospective teacher from gaining licensure.

1. **DRUG ABUSE**
   - corrupting another with drugs
   - trafficking in drugs
   - illegal manufacture of drugs or cultivation of marijuana
   - illegal assembly or possession of chemicals for the manufacture of drugs
   - funding of drug or marijuana trafficking
   - illegal administration or distribution of anabolic steroids
   - permitting drug abuse
   - deception to obtain a dangerous drug
   - illegal possession of drug documents
   - tampering with drugs
   - trafficking in harmful intoxicants; improperly dispensing or distributing nitrous oxide
   - illegal dispensing of drug samples
   - possession of counterfeited controlled substances

2. **VIOLENCE**
   - aggravated murder/murder
   - voluntary/involuntary manslaughter
   - reckless homicide
   - felonious assault/aggravated assault
   - permitting child abuse
   - kidnapping/abduction
   - criminal child enticement
   - extortion
   - aggravated arson
   - aggravated robbery/robbery/aggravated burglary
   - inciting to violence
   - aggravated riot/riot
   - inducing panic
   - intimidation/intimidation of attorney, victim or witness in criminal case
   - escape
   - improper discharge firearm at or into habitation; school-related offenses
   - illegal conveyance or possession of deadly weapon or dangerous ordnance or illegal possession of an object indistinguishable from a firearm in school safety zone/courthouse
   - improperly furnishing firearms to minor
   - unlawful possession of dangerous ordnance; illegally manufacturing or processing explosives
   - endangering children
   - soliciting or providing support for act of terrorism/making terroristic threat/terrorism
   - unlawful possession or use of a hoax weapon of mass destruction
   - contaminating substance for human consumption or use; contamination with hazardous chemical, biological, or radioactive substance; spreading false report/placing harmful objects in food/confection.
   - retaliation
   - unlawful abortion/performing or inducing unlawful abortion upon minor-abortion manslaughter
   - interference of custody/child stealing
3. SEXUALLY-ORIENTED
   • rape
   • sexual battery
   • unlawful sexual conduct with a minor
   • gross sexual imposition/sexual imposition
   • importuning
   • compelling prostitution/promoting prostitution
   • procuring
   • soliciting/loitering to engage in solicitation/prostitution; after positive HIV test
   • disseminating matter harmful to juveniles
   • displaying harmful to juveniles
   • pandering obscenity; involving a minor
   • pandering sexually oriented matter involving a minor
   • deception to obtain matter harmful to juveniles
   • compelling acceptance of objectionable materials
   • illegal use of a minor in nudity-oriented material or performance
   • felonious sexual penetration

4. THEFT
   • burglary
   • personating an officer
   • theft in office
   • perjury
   • bribery

If you have pleaded guilty to or been convicted of any of the above, it is important that you contact the Administrator of Investigations, Office of Professional Conduct, Ohio Department of Education (614/466-5638) on your own or through an attorney in order to determine if you are ineligible for an Ohio teacher license prior to continuing to pursue a teaching license through Capital University. Please note that pleading “no contest” is equivalent to pleading “guilty” and that the Ohio Department of Education may investigate court records that have been sealed or expunged.

Prior to gaining licensure in Ohio, you will be subject to a Bureau of Criminal Investigation (BCI) and a Federal Bureau of Investigation (FBI) review. When you complete your application for licensure, you will be required to provide documentation for any felony or misdemeanor other than a traffic offense. A form called “Certification/Licensure Explanation to Section F,” available from the Capital University Education Department, will help you provide the necessary information for your licensure application if you answer “Yes” to any of the questions concerning professional conduct.

Effective July 1, 1987, The Ohio Department of Education requires that all students admitted to Teacher Licensure Programs in Ohio must be deemed to be of Good Moral Character as defined below (Rule 3301-21-01 of the Administrative Code):

“A person shall be deemed to be of good moral character provided that said individual has not pleaded guilty to or been convicted of any felony, any violation, or any offense that is not a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation or of another state. An individual who has pleaded guilty to or has been convicted of any such offense may have an application for certification considered by the State Board of Education, provided said individual meets the conditions specified in Rule 3301-23-23 of the Administrative Code.”

Capital University is, therefore, obligated to require that all students pursuing programs at both the undergraduate and graduate levels leading to Ohio teacher licensure sign the following statement indicating that they are of good moral character, as defined by the above Rule.

I, _______________________________, assure the Education Department of Capital University that I have been made aware of, read, understand, and meet the good moral character standard of the State of Ohio Revised Code as defined above.

Printed Name ____________________________________________
Signature: _______________________________________ Date: ________________

If you have questions about this information, please contact Dr. James Wightman, chair, Education Department, at 614-236-6264 or jwightman@capital.edu.
In the Standards for Principals, five standards are delineated. These standards fall under three larger organizers, as shown below, and include:

**GOALS AND ACHIEVEMENT**

**STANDARD 1**
Continuous Improvement
Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

**STANDARD 2**
Instruction
Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

**CONDITIONS**

**STANDARD 3**
School Operations, Resources and Learning Environment
Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

**COLLABORATION AND COMMUNICATION**

**STANDARD 4**
Collaboration
Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.

**STANDARD 5**
Parents and Community Engagement
Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.
ETHICAL STANDARDS FOR SCHOOL COUNSELORS

Adopted by the American School Counselor Association

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;

- Provide self-appraisal and peer evaluations regarding school counselors’ responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. RESPONSIBILITIES TO STUDENTS

Professional school counselors:

a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.

c. Respect students’ values, beliefs and cultural background and do not impose the school counselor’s personal values on students or their families.

d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.

f. Consider the involvement of support networks valued by the individual students.

g. Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.

h. Consider the potential for harm before entering into a relation-ship with former students or one of their family members.

A.2. CONFIDENTIALITY

Professional school counselors:

a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students’ behalf.

b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.

c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students’ developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians’ legal and inherent rights to be the guiding voice in their children’s lives, especially in value-laden issues. Understand the need to balance students’ ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.

e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.

f. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- Student identifies partner or the partner is highly identifiable
- School counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- School counselor informs the student of the intent to notify the partner
- School counselor seeks legal consultation from the school district’s legal representative in writing as to the legalities of informing the partner

g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

h. Protect the confidentiality of students’ records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students’ identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.

A.3. ACADEMIC, CAREER/COLLEGE/POST-SECONDARY ACCESS AND PERSONAL/SOCIAL COUNSELING PLANS

Professional school counselors:

a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.

b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.
c. Provide and advocate for individual students' career awareness, exploration and post-secondary plans supporting the students' right to choose from the wide array of options when they leave secondary education.

A.4. DUAL RELATIONSHIPS

Professional school counselors:

a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Maintain appropriate professional distance with students at all times.

c. Avoid dual relationships with students through communication mediums such as social networking sites.

d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

A.5. APPROPRIATE REFERRALS

Professional school counselors:

a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

b. Help educate about and prevent personal and social concerns for all students within the school counselor's scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor's education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.

d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student's needs.

A.6. GROUP WORK

Professional school counselors:

a. Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.

c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Provide necessary follow up with group members, and document proceedings as appropriate.

e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.

f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. DANGER TO SELF OR OTHERS

Professional school counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.

b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.
c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. STUDENT RECORDS

Professional school counselors:

a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keep sole-possession records or individual student case notes separate from students’ educational records in keeping with state laws.

c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.

d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student’s records and allows parents to have a voice in what and how information is shared with others regarding their child’s educational records.

A.9. EVALUATION, ASSESSMENT AND INTERPRETATION

Professional school counselors:

a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.

b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.

d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.

e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.

f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assess the effectiveness of their program in having an impact on students’ academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. TECHNOLOGY

Professional school counselors:

a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students’ individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.

b. Advocate for equal access to technology for all students, especially those historically underserved.

c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.

d. Understand the intent of FERPA and its impact on sharing electronic student records.

e. Consider the extent to which cyberbullying is interfering with students’ educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.
A.11. STUDENT PEER SUPPORT PROGRAM

Professional school counselors:

a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. PARENT RIGHTS AND RESPONSIBILITIES

Professional school counselors:

a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students’ maximum development.

b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student’s effectiveness and welfare.

c. Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children’s welfare by virtue of their role and according to law.

d. Inform parents of the nature of counseling services provided in the school setting.

e. Adhere to the FERPA act regarding disclosure of student information.

f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2. PARENTS/GUARDIANS AND CONFIDENTIALITY

Professional school counselors:

a. Inform parents/guardians of the school counselor’s role to include the confidential nature of the counseling relationship between the counselor and student.

b. Recognize that working with minors in a school setting requires school counselors to collaborate with students’ parents/guardians to the extent possible.

c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.

d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. PROFESSIONAL RELATIONSHIPS

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treat colleagues with professional respect, courtesy and fairness.

c. Recognize that teachers, staff and administrators who are high-functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.

d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.
C.2. SHARING INFORMATION WITH OTHER PROFESSIONALS

Professional school counselors:

a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.

d. Understand about the “release of information” process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.

e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.

f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. COLLABORATING AND EDUCATING AROUND THE ROLE OF THE SCHOOL COUNSELOR

The school counselor, school counseling program supervisor/director and school counselor educator:

a. Share the role of the school counseling program in ensuring data-driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.

b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. RESPONSIBILITIES TO THE SCHOOL

Professional school counselors:

a. Support and protect students’ best interest against any infringement of their educational program.

b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and the school counselor.

c. Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission.

d. Delineate and promote the school counselor’s role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.

g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students’ developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.
D.2. Responsibility to the Community

Professional school counselors:

a. Collaborate with community agencies, organizations and individuals in students’ best interest and without regard to personal reward or remuneration.

b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

c. Promote equity for all students through community resources.

d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. PROFESSIONAL COMPETENCE

Professional school counselors:

a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.

b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.

c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members. Professional and personal growth are ongoing throughout the counselor’s career.

d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.

e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading Professional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.

f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.

g. Maintain current membership in professional associations to ensure ethical and best practices.

E.2. MULTICULTURAL AND SOCIAL JUSTICE ADVOCACY AND LEADERSHIP

Professional school counselors:

a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.

b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religionism and sexism, affect self, students and all stakeholders.

c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.
e. Use inclusive and culturally responsible language in all forms of communication.

f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.

g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F1. PROFESSIONALISM

Professional school counselors:

a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.

c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students’ identities when using data for research or program planning.

d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.

e. Adhere to ethical standards of the profession, other official policy statements, such as ASCAs position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.

f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.

g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F2. CONTRIBUTION TO THE PROFESSION

Professional school counselors:

a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.

b. Provide support, consultation and mentoring to novice professionals.

c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F3 SUPERVISION OF SCHOOL COUNSELOR CANDIDATES PURSUING PRACTICUM AND INTERNSHIP EXPERIENCES

Professional school counselors:

a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.

b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.

c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.

d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.

e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.
.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. MAINTENANCE OF STANDARDS

Professional school counselors are expected to maintain ethical behavior at all times.

G.1. WHEN THERE EXISTS SERIOUS DOUBT AS TO THE ETHICAL BEHAVIOR OF A COLLEAGUE(S) THE FOLLOWING PROCEDURE MAY SERVE AS A GUIDE:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. The school counselor should keep documentation of all the steps taken.

4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.

5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - State school counselor association
   - American School Counselor Association

6. The ASCA Ethics Committee is responsible for:
   - Educating and consulting with the membership regarding ethical standards
   - Periodically reviewing and recommending changes in code
   - Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair.
   - Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. WHEN SCHOOL COUNSELORS ARE FORCED TO WORK IN SITUATIONS OR ABIDE BY POLICIES THAT DO NOT REFLECT THE ETHICS OF THE PROFESSION, THE SCHOOL COUNSELOR WORKS RESPONSIBLY THROUGH THE CORRECT CHANNELS TO TRY AND REMEDY THE CONDITION.

G.3. WHEN FACED WITH ANY ETHICAL DILEMMA SCHOOL COUNSELORS, SCHOOL COUNSELING PROGRAM DIRECTORS/SUPERVISORS AND SCHOOL COUNSELOR EDUCATORS USE AN ETHICAL DECISION-MAKING MODEL SUCH AS SOLUTIONS TO ETHICAL PROBLEMS IN SCHOOLS (STEPS) (STONE, 2001):

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider the students’ chronological and developmental levels
4. Consider the setting, parental rights and minors’ rights
5. Apply the moral principles
6. Determine Your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action
1 Teachers understand student learning and development and respect the diversity of the students they teach.
   • Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
   • Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
   • Teachers expect that all students will achieve to their full potential.
   • Teachers model respect for students' diverse cultures, language skills and experiences.
   • Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

2 Teachers know and understand the content area for which they have instructional responsibility.
   • Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
   • Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
   • Teachers understand school and district curriculum priorities and the Ohio academic content standards.
   • Teachers understand the relationship of knowledge within the discipline to other content areas.
   • Teachers connect content to relevant life experiences and career opportunities.

3 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
   • Teachers are knowledgeable about assessment types, their purposes and the data they generate.
   • Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
   • Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
   • Teachers collaborate and communicate student progress with students, parents and colleagues.
   • Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4 Teachers plan and deliver effective instruction that advances the learning of each individual student.
   • Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
   • Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
   • Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
   • Teachers apply knowledge of how students think and learn to instructional design and delivery.
   • Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
   • Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
   • Teachers use resources effectively, including technology, to enhance student learning.

5 Teachers create learning environments that promote high levels of learning and achievement for all students.
   • Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
   • Teachers create an environment that is physically and emotionally safe.
   • Teachers motivate students to work productively and assume responsibility for their own learning.
   • Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
   • Teachers maintain an environment that is conducive to learning for all students.

6 Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
   • Teachers communicate clearly and effectively.
   • Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
   • Teachers collaborate effectively with other teachers, administrators and school and district staff.
   • Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.
## 5 Year Academic Calendar 2015-2020

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Classes Begin</th>
<th>Aug 24 (Mon)</th>
<th>Aug 22 (Mon)</th>
<th>Aug 21 (Mon)</th>
<th>Aug 20 (Mon)</th>
<th>Aug 19 (Mon)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day (no classes)</td>
<td>Sept 7 (Mon)</td>
<td>Sept 5 (Mon)</td>
<td>Sept 4 (Mon)</td>
<td>Sept 3 (Mon)</td>
<td>Sept 2 (Mon)</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Oct 19 (Mon)</td>
<td>Oct 17 (Mon)</td>
<td>Oct 16 (Mon)</td>
<td>Oct 15 (Mon)</td>
<td>Oct 14 (Mon)</td>
</tr>
<tr>
<td>Mod II Begins</td>
<td>Oct 19 (Mon)</td>
<td>Oct 17 (Mon)</td>
<td>Oct 16 (Mon)</td>
<td>Oct 15 (Mon)</td>
<td>Oct 14 (Mon)</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Nov 24 (Tue)</td>
<td>Nov 22 (Tue)</td>
<td>Nov 21 (Tue)</td>
<td>Nov 20 (Tue)</td>
<td>Nov 26 (Tue)</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Nov 26 (Thur)</td>
<td>Nov 24 (Thur)</td>
<td>Nov 23 (Thur)</td>
<td>Nov 22 (Thur)</td>
<td>Nov 28 (Thur)</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Nov 30 (Mon)</td>
<td>Nov 28 (Mon)</td>
<td>Nov 27 (Mon)</td>
<td>Nov 26 (Mon)</td>
<td>Dec 2 (Mon)</td>
</tr>
<tr>
<td>Classes End</td>
<td>Dec 4 (Fri)</td>
<td>Dec 2 (Fri)</td>
<td>Dec 1 (Fri)</td>
<td>Nov 30 (Fri)</td>
<td>See above blocks</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Dec 7-10 (M-Th)</td>
<td>Dec 5-8 (M-Th)</td>
<td>Dec 4-7 (M-Th)</td>
<td>Dec 3-6 (M-Th)</td>
<td>Dec 2-5 (M-Th)</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>Dec 10 (Thur)</td>
<td>Dec 8 (Thur)</td>
<td>Dec 7 (Thur)</td>
<td>Dec 6 (Thur)</td>
<td>Dec 5 (Thur)</td>
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### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Classes Begin</th>
<th>Jan 11 (Mon)</th>
<th>Jan 9 (Mon)</th>
<th>Jan 8 (Mon)</th>
<th>Jan 7 (Mon)</th>
<th>Jan 6 (Mon)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King Jr. Day of Learning (classes suspended 8 am-4 pm)</td>
<td>Jan 18 (Mon)</td>
<td>Jan 16 (Mon)</td>
<td>Jan 15 (Mon)</td>
<td>Jan 21 (Mon)</td>
<td>Jan 20 (Mon)</td>
</tr>
<tr>
<td>Midterm Break (begins after last class on Sat)</td>
<td>Feb 26 (Fri)</td>
<td>Feb 24 (Fri)</td>
<td>Feb 23 (Fri)</td>
<td>Feb 22 (Fri)</td>
<td>Feb 21 (Fri)</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Mar 7 (Mon)</td>
<td>Mar 6 (Mon)</td>
<td>Mar 5 (Mon)</td>
<td>Mar 4 (Mon)</td>
<td>Mar 2 (Mon)</td>
</tr>
<tr>
<td>Mod II Begins</td>
<td>Mar 7 (Mon)</td>
<td>Mar 6 (Mon)</td>
<td>Mar 5 (Mon)</td>
<td>Mar 4 (Mon)</td>
<td>Mar 2 (Mon)</td>
</tr>
<tr>
<td>Easter Break (begins after last class) (MBA classes meet during Easter Break)</td>
<td>Mar 23 (Wed)</td>
<td>Apr 12 (Wed)</td>
<td>Mar 28 (Wed)</td>
<td>Apr 17 (Wed)</td>
<td>Apr 8 (Wed)</td>
</tr>
<tr>
<td>Easter</td>
<td>Mar 27 (Sun)</td>
<td>Apr 16 (Sun)</td>
<td>Apr 1 (Sun)</td>
<td>Apr 21 (Sun)</td>
<td>Apr 12 (Sun)</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Mar 28 (Mon)</td>
<td>Apr 17 (Mon)</td>
<td>Apr 2 (Mon)</td>
<td>Apr 22 (Mon)</td>
<td>Apr 13 (Mon)</td>
</tr>
<tr>
<td>Classes End</td>
<td>Apr 26 (Tue)</td>
<td>Apr 25 (Tue)</td>
<td>Apr 24 (Tue)</td>
<td>Apr 23 (Tue)</td>
<td>Apr 21 (Tue)</td>
</tr>
<tr>
<td>Reading Day (night class exams begin)</td>
<td>Apr 27 (Wed)</td>
<td>Apr 26 (Wed)</td>
<td>Apr 25 (Wed)</td>
<td>Apr 24 (Wed)</td>
<td>Apr 22 (Wed)</td>
</tr>
<tr>
<td>Final Exams (begin with Wed night classes)</td>
<td>Apr 27 (Wed)</td>
<td>Apr 26 (Wed)</td>
<td>Apr 25 (Wed)</td>
<td>Apr 24 (Wed)</td>
<td>Apr 22 (Wed)</td>
</tr>
<tr>
<td>Final Exams continue</td>
<td>May 2-3 (M-T)</td>
<td>May 1-2 (M-T)</td>
<td>Apr 30-May 1 (M-T)</td>
<td>Apr 29-30 (M-T)</td>
<td>Apr 27-28 (M-T)</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 7 (Sat)</td>
<td>May 6 (Sat)</td>
<td>May 5 (Sat)</td>
<td>May 4 (Sat)</td>
<td>May 2 (Sat)</td>
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</tbody>
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### SUMMER TERM

<table>
<thead>
<tr>
<th>Classes Begin</th>
<th>May 9-Aug 20</th>
<th>May 8-Aug 19</th>
<th>May 7-Aug 18</th>
<th>May 6-Aug 17</th>
<th>May 4-Aug 15</th>
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<tbody>
<tr>
<td>Details tba</td>
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Updated by Registrar's Office 07/24/15