



*M.S.Ed. in Counseling*

*Student Handbook*

**2021-2022**



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## **PROGRAM DESCRIPTIONS**

The master's degree (M.S. Ed.) in Counseling offers two concentrations: clinical mental health counseling and school counseling. Each concentration requires a total of 60 semester credit hours, which includes a 100 hour practicum and a 600 hour internship.

The two concentrations each include the same core curriculum in counseling, plus 4 to 5 specialty courses and an internship in the area of concentration. According to the concentration chosen, master's degree students are prepared for careers as counselors in colleges or universities, community agencies, private practices, and schools (pre-kindergarten through 12<sup>th</sup> grade).

If the counseling program changes the curriculum while students are completing the program, students may choose to follow their original curriculum contained in the handbook and graduate catalog from the year when the student started, or the student may change to follow the curriculum in the new handbook and graduate catalog. The curriculum may not be combined; a choice of handbook and catalog is required. All students are required to follow any non-curriculum policy changes implemented.

## **SCOPE OF THIS HANDBOOK**

This handbook contains policy statements and important forms you will need as you pursue your master's degree in counseling. Although most of the information you will need while at Old Dominion University is included in this handbook, you are required to also read relevant policies listed in the University Graduate Catalog (<http://catalog.odu.edu/graduate>). Please make sure that all forms are completed by the dates they are required. Note that there is also a separate handbook for practicum and internship (see tab on our website: <https://www.odu.edu/chs>) that govern your fieldwork experiences.

## **MISSION STATEMENT**

The mission of our master's degree (M.S. Ed.) Counseling Graduate Program is to equip our students with the skills, knowledge, and attitudes which will enable them to function ethically and well in the demanding and ever-changing world of the professional counselor. The program faculty's values have been shaped through program accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). We accept responsibility for providing high quality counselor preparation programs grounded in self-evaluation and improvement. We intend to remain responsive to the changing requirements of a dynamic, pluralistic society, to new and emerging client needs, and to the counseling profession, both regionally and nationally.

The Counseling Graduate Program serves diverse, qualified students from the Hampton Roads region, from across the United States, and from countries worldwide. A key aim of the program faculty is not only to prepare these diverse students with research-based knowledge and generic competencies, but also to help them develop those attitudes of understanding, curiosity, reflectiveness, commitment, perseverance, and compassion, which will serve them well in professional practice.

Unfolding from these mission statements are the Counseling Graduate Program objectives and the curriculum, as outlined below.

## **PROGRAM OBJECTIVES**

Counselors must have a critical body of knowledge and set of skills in order to help clients and students function effectively in their lives. To achieve this goal, the program offers a curriculum which includes the following core components: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, testing and assessment, and research and program evaluation. In addition, course work specific to the various concentrations areas is required. Finally, a variety of field placement activities (e.g., practicum, internship) are required to ensure that students are capable of applying the skills and knowledge they have learned. The Counseling Graduate Program is also designed to make sure that the counseling student possesses the personal characteristics necessary to be an effective helper.

This is accomplished through a multifaceted admissions process, the use of experiential learning approaches, and through the application of an ongoing screening of students' academic, behavioral/personal characteristics. The program is consistent with the guidelines which have been set by the national accrediting body, the Council for the Accreditation of Counseling and Related Programs (CACREP).

Goal: To prepare students to become professional counselors.

Objectives: Students will be able to:

1. Develop a professional counselor identity that includes understanding ethics, credentialing, accreditation, multicultural competence and social justice counseling competencies, and other standards in the field.
2. Identify and demonstrate an understanding of cultural and diversity aspects of self and of others.
3. Develop expertise in guiding clients to achieve growth and healing and understand systemic and environmental factors that impacts their development.
4. Develop an understanding, and be able to implement with clients, individual and group counseling theory, skills, and processes.
5. Be able to effectively administer, score, and interpret psychological, educational, and career assessment tools.
6. Effectively use case conceptualization in assessment, diagnosis, and evidenced-based treatment planning.
7. Learn how to effectively use research, needs assessment, and program evaluation to inform counseling practice.
8. Develop specialty skills in mental health counseling, or school counseling, to work effectively with clients, students, and stakeholders.
9. Demonstrate appropriate professional dispositions in the areas of professionalism, accountability/conscientiousness, self-regulation, and interpersonal skills.

## **UNIVERSITY ORGANIZATIONAL STRUCTURE**

The Counseling Graduate Program includes the following full-time faculty members and their terminal degree:

- Nina Brown, Ed.D., College of William & Mary

- Natalie Edirmanasinghe, Ph.D., University of Georgia
- Emily Goodman-Scott, Ph.D., Virginia Polytechnic Institute and State University (Va Tech)
- Tim Grothaus, Ph.D., College of William & Mary
- Gulsah Kemer, Ph.D., University of North Carolina at Greensboro
- Jeff Moe, Ph.D., University of Toledo
- Ed Neukrug, Ed.D., University of Cincinnati
- Amber Pope, Ph.D., University of North Carolina at Greensboro
- Alan Schwitzer, Ph.D., Virginia Commonwealth University

All faculty members in the Counseling Graduate Program are members of the Department of Counseling and Human Services. The Counseling Graduate Program is a part of that department and all faculty members in the program report to the Counseling and Human Services Chair. Department and Program positions include:

- Dr. Ed Neukrug: Department Chair
- Dr. Emily Goodman-Scott: Assistant Department Chair; M.S.Ed. and Ed.S. Graduate Counseling Program Director; School Counseling Area Coordinator
- Ms. Darrella Wilson: Department's Office Manager
- Mr. Ash Hickerson: Department's Fiscal Technician
- Dr. Gulsah Kemer: Graduate Program Director for the Ph.D. in Education (Counseling)
- Dr. Amber Pope: Coordinator of Clinical Instruction; Clinical Mental Health Counseling Area Coordinator

The Department of Counseling and Human Services is a department within the Darden College of Education and Professional Studies. The Interim-Dean of the College of Education was is Dr. Tammi Dice.

All programs that offer graduate degrees at ODU are coordinated by the Office of Academic Affairs. The Office of Academic Affairs sets university-wide policies and procedures for graduate programs in partnership with individual colleges. In the College of Education, Dr. Maggie Barber is the Associate Dean for Graduate Studies and Research and coordinates all graduate programs in the College of Education.

The College of Education is one of seven colleges at ODU. The chief academic officer of the university is the Provost and Vice President for Academic Affairs, Dr. Austin Agho. The Provost and Vice President of Academic Affairs reports to the President of the university, Dr. Brian Hemphill.

### **ACCREDITATION**

Accreditation of universities and university programs is voluntary. Universities and programs choose to seek accreditation to ensure that their academic programs meet the highest standards that have been set by academics, professionals, and professional associations throughout the United States.

The Old Dominion University master's degree programs in clinical mental health counseling and school counseling, and the Ph.D. degree program in counselor education and supervision, are

accredited by the Council on Accreditation for Counseling and Related Educational Programs (CACREP).

In addition to the general prestige of graduating from a program recognized as having met national standards, there are some very concrete advantages of graduating from a CACREP- accredited graduate program in counseling. These advantages include being able to take the National Counselor Examination (NCE) and apply for and become a National Certified Counselor (NCC) upon graduation from the ODU master's degree programs without having to complete two years of post-graduation supervised experience (as is required for those who graduate from master's degree programs that are not CACREP accredited). Many job announcements and doctoral programs list preferences for candidates who have graduated from CACREP accredited graduate programs, who are NCCs, and who are licensed as professional counselors. Finally, graduating from a CACREP program will assist students to become licensed as professional counselors in all 50 states. All of these preferences can be realized more easily by having graduated from a CACREP accredited program in counseling.

All educator preparation programs in the Darden College of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Programs (CAEP).

ODU is accredited by the Southern Association of Colleges and Schools (SACS), the regional accrediting agency of the national Commission on Colleges. All state counseling licensure boards and school counselor certification agencies require that students hold graduate degrees from universities that are regionally accredited. In addition, most jobs require that graduate degrees be granted from accredited universities.

### **COUNSELOR LICENSURE AND CERTIFICATION**

Mental health and school counseling students are encouraged to become credentialed as Licensed Professional Counselors in Virginia or the jurisdiction in which they plan to live and work. Students who plan to work as school counselors should become licensed as school counselors by the State Department of Education in Virginia or become certified or licensed as school counselors by the state department of education in the jurisdiction in which they plan to live and work. Students should discuss other credentials that might be uniquely important to them with their faculty advisor or with other members of the faculty who are familiar with available credentials.

Graduates of either concentration who wish to become Licensed Professional Counselors (LPCs) should secure a qualified clinical supervisor and register with the Virginia LPC board immediately upon graduation. Delays in registering with the LPC board will result in delays in earning the LPC credential. Please consult with the clinical coordinator for more information about this process.

The 60 credit master's degree program in clinical mental health counseling includes all of the course requirements for licensure as a professional counselor in Virginia. Students who will complete the 60 credit master's degree programs in school counseling have space for 3 electives; if they choose, they can take the following courses, toward licensure as a professional counselor in Virginia (1) COUN 691: Family Systems and Family Development, (2) COUN 647: Addictive Disorders, and (3) COUN 685: Diagnosis and Treatment Planning Mental Health Counseling. School counseling specialty students may also return to return to ODU (or another university) after

graduating to complete the courses required to become an LPC (listed above). **Be sure to create your Plan of Study with your faculty advisor within the first semester of the program to ensure your professional goals are being met.** (The LPC board updates their policy requirements periodically. This may include new coursework and internship requirements; please confirm all requirements with the LPC board.)

Completion of 60 graduate credits is required to become a LPC, including coursework in specified areas (see <http://www.dhp.virginia.gov/counseling/> for most updated information):

- 1) Professional counseling identity, function, & ethics
- 2) Theories of counseling & psychotherapy
- 3) Counseling & Psychotherapy techniques
- 4) Human growth & development
- 5) Group counseling and psychotherapy, theories & techniques
- 6) Career counseling and development
- 7) Appraisal, evaluation, and diagnostic procedures
- 8) Abnormal behavior and psychopathology
- 9) Multicultural counseling
- 10) Research
- 11) Diagnosis and treatment of addictive disorders
- 12) Marriage and family systems theory
- 13) Supervised Internship of 600 hours

The master's degree program with a school counseling concentration includes the courses and field experiences necessary to become licensed as a school counselor in Virginia. Master's degree students who complete the mental health counseling concentration and also desire to complete requirements for a school counseling license, must complete school counseling requirements necessary by the Department of Education during their program or may apply to return after graduation for additional coursework.

Students can take up to 12 credit hours, or 4 courses, before being formally admitted into a degree program (e.g., Non-degree seeking status). Students who have a master's degree in counseling, or a closely related field, and need 15 or more graduate credit hours for licensure or for other reasons (e.g., salary raises) should seek to enter the Ed.S. program. The Ed.S. program requires a minimum of 10 classes, or 30 graduate credit hours, and many students in the Ed.S. take more than the minimum required. Please see the Ed.S. handbook for more information.

For licensure as a school counselor in Virginia, school counseling students need to follow all of the steps outlined in the application packet for the "School Counseling Pupil Personnel License" available on the Teacher Education Services website. The packet is currently available at the bottom of the "Initial Virginia License Application and College Verification" page at <http://www.doe.virginia.gov/teaching/licensure/>.

When they have completed the Master's Program and all grades are posted and official transcripts are available, students can submit their packet to the Licensure and Placement Officer who will process the applications for them. However, the initial license in Virginia is non-renewable and valid for three years. A school counselor must be employed for two of the three years to obtain their continuing license. To ensure that students are eligible for this, work with the TES office to



you receive a statement of eligibility for school counseling licensure from the Virginia Department of Education. Once you have secured a job offer, the school district that hires you will likely help you process your actual license.

Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, child abuse and neglect recognition, dyslexia awareness, and the *use of automated external defibrillators*. The certification or training program shall be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training. As these requirements can change, please see the Virginia Department of Education and the Counseling Board websites, for the most current requirements.

The master's degree concentrations of clinical mental health counseling and school counseling include all of the course requirements for credentialing as a National Certified Counselor (NCC). Students may become certified upon graduation from the program if they register for and pass the National Counselor Examination (NCE).

Last note regarding licensure:

In compliance with federal disclosure regulations, The Old Dominion University Counseling master's program provides all prospective students with information in the online handbook regarding licensure. As licensure can vary state-to-state, prospective and current students must check with the Boards of Counseling and Department of Education for specific educational requirements in the respective state(s) in which they desire to practice.

For more information:

<https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>

<https://www2.ed.gov/about/contacts/state/index.html>

### **RECOMMENDING STUDENTS FOR CREDENTIALING AND EMPLOYMENT**

Program faculty will only recommend students for positions for which they are qualified as a result of their graduate degree and experiences. The program will assist students in obtaining, and recommend students for, a counseling-related credential (e.g., school counselor licensure, LPC, NCC) only if they are duly qualified for said credential.

### **MASTER'S PROGRAM COURSE REQUIREMENTS**

The course requirements for the concentrations offered in the program are listed within this handbook. A total of 60 credits are required for each of concentration. In addition, ODU has implemented a requirement that all graduate students complete a research ethics online training course (Responsible Conduct of Research – RCR) during their first year of enrollment in graduate school. Students are encouraged to complete this requirement in their first semester and notify the Counseling and Human Services office manager when they do so.

Access the following page on the ODU Darden College of Education website and follow the instructions for completing the on-line training course: <https://www.odu.edu/impact/responsible->

[conduct-of-training](#)

### **GROWTH GROUP EXPERIENCE REQUIREMENT**

Growth group is an opportunity for students to learn about themselves and thus increase their effectiveness as counselors through interacting with peers under the direction of a group leader. CACREP accreditation requires that students participate in a minimum of 10 hours of group as a part of their academic experience.

Master's degree students must complete the growth group requirement as a pre-requisite or co-requisite to enrolling in Group Counseling & Psychotherapy (COUN 644) and as a pre-requisite to enrolling in practicum (COUN 669). The group meetings are typically facilitated by adjunct faculty in the human services program to ensure confidentiality of information shared by participants in the group setting (with the usual ethical limitations to confidentiality of court ordered testimony or harm to self or others).

Growth groups are scheduled and students will be notified that they may sign up at the beginning of each semester, or the end of the preceding semester; please ask the front office for details regarding sign-ups. Typically, students should complete their growth group requirement during their second semester in the program.

### **EXPECTATION OF STUDENTS**

You are expected to abide by all policies in this handbook, including meeting at appropriate times with your advisor, completing all forms in a timely manner, adhering to all program and university policies, demonstrating appropriate professional demeanor within classes and at your field placement sites, embracing a counselor identity, upholding ethical and professional standards, being committed to scholarship and academic excellence, and adhering to all deadlines.

### **PERSONAL COUNSELING SERVICES**

Counseling graduate students are encouraged by the faculty to seek personal counseling services during the time they are enrolled in the counselor preparation program. In keeping with the philosophy of counseling that counseling services can be helpful to all persons, not just individuals who have emotional or mental disorders, graduate students are encouraged to learn about themselves from being a client in a counseling relationship. In addition to self-exploration, being a client provides counseling students with the opportunity to experience what they ask their clients to do, which helps counseling students empathize more fully with clients who seek counseling services. It also reduces countertransference and is one important self-care activity.

Although counseling graduate students may engage in conversations with counseling faculty members regarding personal matters in the course of their studies, it is inappropriate for counseling faculty members to become a counselor for a counseling graduate student. Faculty members and counseling graduate students should maintain their primary role as professor and student and all times. The American Counseling Association Code of Ethics discourages personal relationships between counselor educators/faculty and current students due to power discrepancies. This includes curriculum advisees, supervisees, students enrolled in a course, mentees, and research advisees.

ODU graduate students are entitled to free individual counseling sessions through ODU Counseling Services. Counseling students who seek services in the center should identify

themselves as counseling graduate students so they will be assigned to mental health professionals who are not students themselves in the ODU Counseling Graduate Program.

In addition to counseling services provided on the ODU campus, counseling graduate students may seek counseling through private practitioners in the community. Students who seek counseling in the community may be eligible for third party reimbursement for counseling if they have a personal health insurance plan that reimburses for such services.

### **MATRICULATION REQUIREMENTS**

After you have been admitted into the Counseling Program, you must attend a mandatory orientation where you will be provided with the name of your faculty advisor. **Within your first semester, you must meet with the advisor and complete a Degree Completion Plan based on whether you are specializing in school counseling or clinical mental health counseling.** This plan can be changed, in consultation with your advisor, at any point during your program. Course requirements and pre- and co-requisites, as noted in the handbook should be taken into account when completing your Degree Completion Plan. All required forms must be completed in a timely manner and all deadlines must be adhered to (e.g., applications for field placements). All other policies relative to your degree completion and matriculation as a graduate student must be abided by and can be found in this handbook.

### **COURSE REQUIREMENTS, PREREQUISITES, AND SEQUENCING**

The course prerequisites that follow must be adhered to. If a student wishes to take a course prior to completing a prerequisite, they must **discuss this with their advisor** and the **instructor of record**. Then, after receiving consensus from these faculty, final permission must be obtained from the **Graduate Program Director**. Students wishing to take a course elsewhere and transfer the course in must obtain permission from their **faculty advisor first**. Also shown are the semesters the courses are offered and the required courses for each concentration. Students must submit their degree completion plans, signed by their advisor (below chart) by the end of their first semester. Students will be assigned advisors in their specialty areas when at all possible. Students who do not turn in a Plan of Study by the end of their first semester will have a registration hold on their account until the plan is turned in to the office manager in the CHS office. These holds can be temporarily moved by their advisor or the office manager.

When courses have less than the minimum number enrolled, they will be cancelled. Also, courses fill up quickly once registration begins. As a result, it is important for students to register early in the registration process for courses they need.

Course Number	Course Title	Admission to M.S.Ed. Program or Graduate Program Director Approval	Required coursework A=all concentrations MH=mental health S=school	Semesters offered F=fall, SP=spring, SU=summer	Prerequisites and Notes
	Growth Group	X	A	F, SP, SU	
COUN 601	Principles of Professional Counseling and Ethics		A	F, SP, SU	
COUN 631	Counseling for Lifespan Development	X	A	F, SP, SU	
COUN 633	Counseling and Psychotherapy Techniques	X	A	F, SP, SU	Must be completed with a 'B' or higher to take COUN 634
COUN 634	Advanced Counseling and Psychotherapy Techniques	X	A	F, SP, SU	COUN 601, 633, & 650 This course must be completed with a 'B' or higher
FOUN 611	Introduction to Research	X	A	F, SP, SU	COUN 601
COUN 642	Structured Counseling Groups	X	S	F	COUN 601, 633, 650, & 678
COUN 644	Group Counseling and Psychotherapy	X	MH	F, SP, SU	COUN 601, 633, & 650 + growth group as a pre-req or co-req
COUN 645	Testing and Client Assessment	X	A	F, SP, SU	COUN 633
COUN 647	Addictive Disorders	X	MH	F, SP, SU	COUN 601, 633, & 650
COUN 648	Foundations of Career Development	X	A	F, SU	COUN 601, 645 & 650
COUN 650	Theories of Counseling and Psychotherapy		A	F, SP, SU	
COUN 655	Social and Cultural Issues in Counseling	X	A	F, SP, SU	COUN 601
COUN 667 (6 total credits required over two semesters)	Internship in Mental Health Counseling	X	MH	F, SP, SU	COUN 601, 633, 634, 644, 645, 648, 650, 669, 680, 685, + application
COUN 668 (6 total credits required over two semesters)	Internship in School Counseling	X	S	F, SP, (SU= Requires Teacher Education Services Authorization)	COUN 601, 633, 634, 642 or 644, 645, 648, 650, 669, 676, 677, 678, + application

COUN 669	Practicum in Counseling	X	A	F, SP, SU	COUN 601, passing 633 and 634 with a 'B' or higher, 642 or 644, 650, + application, growth group, & P&I orientation
COUN 670	Introduction to Counseling Supervision	X	MH	F, SP, SU	COUN 601, 669
COUN 676	Professional Issues in School Counseling K-12	X	S	SP	Twenty hours of observation in a school is required
COUN 677	School Culture, Learning, and Classroom Management	X	S	F	COUN 676 Ten hours of observation in a school is required
COUN 678	Counseling Children and Adolescents in School Settings	X	S	SP, SU	COUN 601, 633, 650
COUN 679	School Counseling Program Development K- 12	X	S	SU	COUN 601, 642, 648, 676
COUN 680	Mental Health Counseling	X	MH	SP, SU	
COUN 685	Diagnosis and Treatment Planning in Mental Health Counseling	X	MH	F, SP	COUN 601, 633, 645, & 650
COUN 691	Family Systems and Family Development	X	MH	F, SP, SU	COUN 601, 633, & 650
COUN Electives <b>Please note many of these are subject to change each summer</b>			MH=6 credits S=9 credits		
COUN 695	Topics in Counseling (Elective)	X		SU	
COUN 708	Constructivist Counseling and Positive Adult Development			SU	
COUN 742	Advanced Counseling Theory & Practice	X		SU	Instructor Permission
COUN 744	Advanced Group Counseling	X		SU	Instructor Permission
COUN 783	Complementary & Alternative Therapies in Mental Health Counseling			SU	
COUN 786	Spirituality in Counseling			SU	



## PLAN OF STUDY

**Directions:** To complete Plan of Study, consult the charts above which lists the Required Courses for your concentration, Course Prerequisites, and the Sequence of Course Offerings. Schedule an appointment with your faculty advisor to review and sign the form you have completed, then give it the office manager, (who scans these into your e-file), and keep your copy of the form. In the event you change your plans, complete a revised form, sign the form, obtain your faculty advisor's signature, turn in to the front office, and keep a copy. **Please complete and file this form in your first semester.**

**M.S.Ed. Plan of Study for the Counseling Graduate Program  
Clinical Mental Health Counseling Concentration**

**Name:**

**UIN:**

**Concentration:**

**Advisor:**

<b>For Office/Advisor Use</b>		
<b><u>Please initial and date when completed:</u></b>		
<u>Initial</u>	<u>Date</u>	
_____	_____	<i>Students' registration hold moved</i>
_____	_____	<i>Form scanned &amp; emailed to student &amp; advisor</i>
_____	_____	<i>Form saved to the K drive</i>

<b>Subject</b>	<b>Number</b>	<b>Name</b>	<b>Credits</b>	<b>Date Taken</b>
1. COUN	601	Principles of Professional Counseling and Ethics	3	
2. COUN	633	Counseling and Psychotherapy Techniques	3	
3. COUN	650	Theories of Counseling and Psychotherapy	3	
4. COUN	634	Advanced Counseling and Psychotherapy Techniques	3	
5. COUN	644	Group Counseling and Psychotherapy	3	
6. COUN	645	Testing and Client Assessment	3	
7. COUN	648	Foundations of Career Development	3	
8. COUN	631	Counseling for Lifespan Development	3	
9. COUN	655	Social and Cultural Issues in Counseling	3	
10. FOUN	611	Introduction to Research Methods in Education	3	
11. COUN	669	Practicum in Counseling	3	
12. COUN	680	Mental Health Counseling	3	
13. COUN	685	Diagnosis and Treatment Planning in Mental Health Counseling	3	
14. COUN	647	Addictive Disorders	3	
15. COUN	667	Internship in Mental Health Counseling	3	
16. COUN	667	Internship in Mental Health Counseling	3	
17. COUN	691	Family Systems and Family Development	3	
18. COUN	670	Introduction to Counseling Supervision	3	
19. COUN	Elective		3	
20. COUN	Elective		3	
21.		Growth Group		
22.		Background Check		
23.		Responsible Conduct of Research training		
24.		Practicum & Internship Orientation		
25.		Comprehensive Exam		

*Students: by signing my name, I'm agreeing that I have read and will abide by this handbook.*

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:



**M.S.Ed. Plan of Study for the Counseling Graduate Program  
School Counseling Concentration**

**Name:**

**UIN:**

**Concentration:**

**Advisor:**

<b>For Office/Advisor Use</b>	
<b>Please initial and date when completed:</b>	
<u>Initial</u>	<u>Date</u>
_____	_____
_____	_____
_____	_____

*Students' registration hold moved  
Form scanned & emailed to student & advisor  
Form saved to the K drive*

<b>Subject</b>	<b>Number</b>	<b>Name</b>	<b>Credits</b>	<b>Date Taken</b>
1. COUN	601	Principles of Professional Counseling and Ethics	3	
2. COUN	633	Counseling and Psychotherapy Techniques	3	
3. COUN	650	Theories of Counseling and Psychotherapy	3	
4. COUN	634	Advanced Counseling and Psychotherapy Techniques	3	
5. COUN	642	Structured Counseling Groups	3	
6. COUN	645	Testing and Client Assessment	3	
7. COUN	648	Foundations of Career Development	3	
8. COUN	631	Counseling for Lifespan Development	3	
9. COUN	655	Social and Cultural Issues in Counseling	3	
10. FOUN	611	Introduction to Research Methods in Education	3	
11. COUN	669	Practicum in Counseling	3	
12. COUN	676	Professional Issues in School Counseling	3	
13. COUN	677	School Culture, Learning, and Classroom Management	3	
14. COUN	678	Counseling Children and Adolescents in School Settings	3	
15. COUN	679	School Counseling Program Development	3	
16. COUN	668	Internship in School Counseling	3	
17. COUN	668	Internship in School Counseling	3	
18. COUN	Elective		3	
19. COUN	Elective		3	
20. COUN	Elective		3	
21.		Growth Group		
22.		Background Check		
23.		Responsible Conduct of Research training		
24.		Practicum & Internship Orientation		
25.		Comprehensive Exam		

*Students: by signing my name, I'm agreeing that I have read and will abide by this handbook.*

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:

## Degree Completion Plan

*Please note, this is a draft students may use to help plan their Plan of Studies. This should not be submitted to the program.* It is helpful to map your course sequence over a 3-year period, using the information contained above on pre-requisites and sequencing to complete the following. Full-time graduate students must take 3 courses or 9 credit hours per Fall and Spring semester, and in the Summer can take 2 courses or 6 credit hours and still be considered full-time.

### Sample School Counseling Degree Completion Plan

Fall Semester, Year:	Spring Semester, Year:	Summer Semester, Year:
COUN 633 COUN 601 COUN 650 *Complete background check	COUN 634 COUN 645 COUN 676 *Growth Group *Practicum & Internship Orientation	FOUN 611 COUN 655
COUN 648 COUN 677 COUN 642 **Apply for practicum	COUN 678 COUN 631 Elective **Apply for internship #1	COUN 669 COUN 679 **Apply for internship #2
COUN 668 Elective *Take comps	COUN 668 Elective *Apply for graduation	

\*\* See application details and deadlines in MEd/EdS Practicum & Internship Handbook

### Sample Mental Health Counseling Degree Completion Plan

<b>Fall Semester, Year:</b>	<b>Spring Semester, Year:</b>	<b>Summer Semester, Year:</b>
COUN 633 COUN 601 COUN 650 * Complete background check	COUN 634 COUN 680 COUN 645 *Growth Group *Practicum & Internship Orientation	COUN 631 COUN 644 COUN 648 **Apply for practicum
COUN 647 COUN 655 COUN 685 **Apply for internship #1	COUN 669 COUN 611 COUN 691 **Apply for internship #2	COUN 667 Elective Elective
COUN 667 COUN 670 *Apply for graduation *Take comps		

\*\* See application details and deadlines in MEd/EdS Practicum & Internship Handbook

*Blank Degree Completion Plan*

<b>Fall Semester, Year:</b>	<b>Spring Semester, Year:</b>	<b>Summer Semester, Year:</b>
<b>Fall Semester, Year:</b>	<b>Spring Semester, Year:</b>	<b>Summer Semester, Year:</b>
<b>Fall Semester, Year:</b>	<b>Spring Semester, Year:</b>	<b>Summer Semester, Year:</b>

## **ELECTIVE COURSES**

Students will select elective courses from counseling courses offered at the 600 or 700 levels for which they have prerequisites. If students wish to take other graduate courses in the university, they must first secure their **faculty advisor's** permission.

## **CONCENTRATION PORTFOLIO REQUIREMENT**

In addition to course requirements, practicum, and internship, degree-seeking students (and students seeking licensure in school counseling) are required to complete a data project/portfolio. Please see the Practicum and Internship Handbook for specific information.

## **BACKGROUND CHECK AND CLEARANCE**

Old Dominion University requires a background clearance check of students before entering their field experiences. The background clearance must be successfully completed by the end of their first semester for **ALL** students, as this is a requirement for entering practicum or other field experiences.

The process to complete the ODU clearance background check is located at: <http://www.odu.edu/success/academic/teacher-education/placement/background-checks>. The ODU clearance process includes: an FBI fingerprint, a child protective service/social service review, and a Virginia State Police sex offender registry review. Students are advised to complete this clearance process at least two semesters before starting practicum since the clearance process takes a minimum of eight weeks to complete.

Anyone who does not have satisfactory results on file will **NOT** be able to participate in Practicum/Internship. Read the instructions carefully and follow them accurately. Any delays in the processing of your background checks could result in deferring your application to the next semester. Please note there are specific instructions for candidates in the Hampton Roads area, outside the Hampton Roads area, and outside the state of Virginia.

Check Leo Online for the results of your background check. They will be located under your test scores. If your results have not been posted within 8 weeks of your submission, please contact Carol Smith-Giles at [csmith@odu.edu](mailto:csmith@odu.edu) or 757-683-3348. A score of "1" is passing.

## **PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES**

### **Introduction**

A practicum that includes a **minimum** of 100 hours (40 direct) and an internship that includes a **minimum** of 600 (240 direct) hours of clinical experience is required in all concentrations in the Master's in Counseling Program and should be completed near the end of the program.

### **Prerequisites**

#### **Prerequisites for Practicum:**

- Attend Practicum & Internship Orientation
- Complete Growth Group. Information about Growth Group scheduling and registration is sent to students by email at the end of each semester. It is the student's responsibility to

fulfill the growth group requirement in time to begin a practicum.

- Complete the background check process
- Courses: COUN 601, 633 and 634 (pass with a 'B' or higher), 642 or 644, & 650.

### **Prerequisites for Mental Health Counseling Internship:**

- Courses: COUN 645, 648, 680, 685, 669

### **Prerequisites for School Counseling Internship:**

- Courses: COUN 645, 648, 676, 677, 678, 669

### **Policies and Procedures for Practicum and Internship**

Please see the Practicum and Internship Handbook for more details about policies, procedures, and logistics about completing the practicum and internship.

### **Requirements and Policies Specifically For School Counselors**

School counseling students **must complete** their internship requirements during the fall and/or spring semesters: 300 hours each semester. **Any exceptions to this requirement may be considered by the Clinical Coordinator only by extenuating circumstance.**

**Please see the Practicum and Internship Handbook for more details about policies, procedures, and logistics including moving out of the area during practicum or internship, working at your practicum and internship sites, etc.**

### **COMPREHENSIVE EXAMINATION POLICIES**

The comprehensive examination ("comps") is an exit examination required of all Master's degree counseling students. The purpose of the examination is to determine whether students have attained the level of knowledge in the field of counseling which can ensure minimal competence in the field. All students must pass the examination to receive their master's degree. If a student does not pass the examination, the student will meet with the faculty member who administers the examination and develop strategies to prepare to be successful the next time the examination is given. If a student does not pass this exam after two tries, they will meet with the faculty member who administers the examination to discuss next steps. The comprehensive examination will be offered every semester.

The examination is ordinarily taken while students are enrolled in internship near the end of their program. Students must be registered for at least one semester credit the semester the exam is completed. In order to be eligible for the comprehensive examination, students must have completed all the core courses with a passing grade, have an overall average of B or better, and be a student in good standing. Core courses include the following:

COUN 601: Principles of Professional Counseling and Ethics  
COUN 631: Counseling for Lifespan Development  
COUN 633: Counseling and Psychotherapy Techniques  
COUN 634: Advanced Counseling and Psychotherapy Techniques  
COUN 642 or 644: Group Counseling  
COUN 645: Testing and Client Assessment

COUN 648: Foundations of Career Development  
COUN 650: Theories of Counseling and Psychotherapy  
COUN 655: Social and Cultural Issues in Counseling  
FOUN 611: Introduction to Research

Students need to complete the Comprehensive Exam Checklist on the ODU Counseling website and turn it in along with their registration form. The checklist may be accessed at:  
<https://www.odu.edu/chs>

### **Counselor Preparation Comprehensive Examination**

The Counselor Preparation Comprehensive Examination (CPCE) is used as the Program's comprehensive exam. The CPCE was developed by the Research and Assessment Corporation for Counseling (RACC) in conjunction with the Center for Credentialing and Education (these are affiliates of the National Board for Certified Counselors). It is a highly valid and reliable way to make judgments about a student's progress toward mastery of the subject matter of professional counseling.

Benefits of the CPCE are that the test

- (1) Provides master's programs with a comprehensive exam that meets psychometric standards.
- (2) Gives programs an objective view of the knowledge level of their students.
- (3) Allows programs to examine student functioning in various curricular areas.
- (4) Promotes longitudinal self-study.
- (5) Compares a program's results to national data.
- (6) Stimulates integration of knowledge learned in separate courses.
- (7) Gives students comparative strength/weakness feedback.

### **Administration and Evaluation**

The CPCE, a national standardized test, is administered by a counseling program faculty member or representative. After each examination, upon obtaining the results from the CPCE examination office, the program's comprehensive examination committee establishes cut off points for passing and failure. Students who fail the examination may retake it during future scheduled exam dates (upon reapplication and payment of the fee each time).

Results are mailed approximately 3-4 weeks after the test administration. Any student wishing to appeal the grade on the comprehensive examination must comply with the same procedures for grade appeal outlined in the University catalog and faculty handbook.

### **Application**

Application packets will be available in the department office (Room 110 of the Education Building) or sent by e-mail each semester. An application form for the comprehensive examination should be filed before the deadline listed on the application with the office manager in the Counseling Program office. A registration fee of \$50.00 (personal check or money order) must be submitted with each application form. Students who are approved for the comprehensive examination will be notified.

## **Preparing**

The CPCE covers the eight, Council for Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas as defined by their *Standards for Preparation*:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all aspects of professional functioning.
2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors.
5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society.
6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

The content addressed in the CPCE is covered in the core courses students complete in their master's degree program at ODU. As a result, a review of core course materials with a focus on information that might be included in multiple-choice questions is the best way to prepare for the exam. The exam content is similar to the NBCC National Counselor Exam, and students may obtain information regarding study guides for the NCE at: <https://www.nbcc.org/exams/examprep> Other materials can be purchased online through market sites, such as Amazon.com. Please note that neither NBCC nor Old Dominion University endorses any study materials for these exams.

The student counseling association, Chi Sigma Iota, offers study seminars to assist master's student in preparing for the comprehensive examination and for the National Counselor Exam (NCE) described next. Contact one of the Chi Sigma Iota advisors, Drs. Emily Goodman-Scott or Jeff Moe for additional information.

### **National Counselor Exam (NCE) Exam**

Old Dominion University Counseling M.S.Ed. Graduate Program students have a special opportunity to become a Nationally Certified Counselor (NCC). Students may take the NCE as they near their graduation date, *prior to actually graduating*. In contrast, students who have graduated from a non-CACREP accredited program must wait until *after* they graduate to take the exam and must complete 3,000 hours of supervised experience within three years before they can be certified. You are at a distinct advantage in applying to become a NCC having gone through a CACREP-accredited program.



The best time to take the NCE is the semester in which you have studied for the comprehensive exam, or directly after that semester, while the knowledge is still fresh. Students who pass the NCE, upon graduation, will become a NCC. The office manager will periodically send information out to students about where to sign up to take the NCE. Please feel free to contact her directly about the NCE sign-up process.

Note that the NCE *does not* fulfill the examination requirement to obtain your LPC in Virginia. The NCE may be accepted for the examination requirement by licensure boards in other states, and you should refer to each state board's website for more information. You can learn more about the NCE on NBCC's website: <https://www.nbcc.org/exams/nce>

### **National Clinical Mental Health Counselor (NCMHCE) Exam**

The National Clinical Mental Health Counselor Exam (NCMHCE) is required by the state of Virginia to fulfill the examination requirement for the LPC. You may take the NCMHCE once you are licensed as a Resident in Counseling in Virginia. You can learn more about and register to take the NCMHCE on NBCC's website: <https://www.nbcc.org/exams/ncmhce>

## **POLICY FOR STUDENT RETENTION, REMEDIATION, AND DISMISSAL FROM THE PROGRAM**

### **Academic Procedures**

#### **General Grade Concerns**

Counseling faculty will systematically evaluate/screen all counseling students at multiple points in their graduate program. Results will be discussed during program meetings; for students with elevated needs, faculty will follow-up with students and their advisors, to determine courses of action. Thus, faculty in the department will meet to discuss student concerns, when needed.

In addition to the academic probation and suspension policy in the ODU Graduate Catalog, degree-seeking students in counseling graduate programs who earn a grade of C+ or lower (which includes grades of U) in a graduate course in their academic program are considered to be making unsatisfactory academic progress. In the event a student earns one or two grades of C+ or lower in a semester or summer term, the student is required to meet with their advisor prior to the beginning of the next semester or summer term or during the early part of the next semester or summer term to discuss reasons and to develop strategies in an attempt to avoid additional unacceptable grades. Upon earning a third grade of C+ or lower in a graduate course, a student will be academically suspended from the program and may not register for additional graduate courses in the counseling program. Suspended students who wish to be considered for reinstatement in the graduate program must follow the procedures set forth in the ODU Graduate Catalog.

Students who receive a grade of B- or below in COUN 633 (Counseling and Psychotherapy Techniques), COUN 634 (Advanced Counseling and Psychotherapy Techniques) or a U in COUN 669 (Practicum) must repeat the course. Students who receive a second grade of B- or below in either of these courses will be suspended from the program by the Graduate Program Director. Students who are dissatisfied with their grades may follow the Grade Appeals Procedure found in

the ODU Graduate Catalog. In the event a grade is appealed and changed to a B or better after a student has been suspended from the program, the student will be reinstated.

The ODU Graduate Catalog states that students who have less than a 3.0 graduate grade point average on courses earned at ODU will be placed on probation and may be suspended if conditions set forth in the catalog are not met.

All of the suspensions listed above are administrative in nature and there is no appeal for students who have been suspended for the reasons listed above. Students are notified by the Graduate Program Director that they have been suspended from the program and the Dean of the College and Registrar will be notified of such suspensions.

### **Key Performance Indicators (KPI's)**

The Counseling Program has developed a series of Key Performance Indicators that each student will be assessed on. There are two KPI's for each of the eight CACREP content areas and two KPI's for each Specialty Area (School Counseling and Clinical Mental Health Counseling) (See Appendix I). KPI's are generally assessed once early in the program and then at a later point in the program.

If a student receives a grade less than a "B" (or 80 points), on his or her first KPI in any of the nine areas, the faculty member who gave the grade will discuss with the student ways that the student can improve in this area prior to being assessed on the second KPI. If the student who has scored below a "B" ("80") on the first KPI also scores below 80 on a second KPI, a professional development plan will be devised for the student with the student's advisor and the GPD so that the student can improve in that area. If the student scores above a "B" (or "80") on the first KPI, but below on the second, the faculty member who gave the grade on the second KPI will discuss with the student ways that the student can improve in that area.

## **Dispositional Concerns**

### **General Concerns**

At any point in the program, if a faculty member has serious concerns about any of the following: a student's behavior, a student's competency as a counselor in training, or the personal or professional characteristics of a student that are not appropriate for a counselor-in-training, the faculty member shall, after confidential consultation with one or more full-time faculty members in the program, initiate the process outlined below. The following steps shall be taken:

- (1) The faculty member will first have a conference with the student (unless the faculty member has concerns about his/her personal safety). If the student is agreeable, an additional full-time faculty member should attend the conference with the student.
- (2) If the faculty member is not satisfied at the conclusion of the conference with the student, the faculty member will send a confidential memo to the Graduate Program Director outlining the faculty member's concerns about the student and summarizing the conference

that took place with the student.

- (3) The Graduate Program Director will then call a confidential faculty meeting to discuss the concerns.
- (4) The full-time faculty will discuss the situation in a confidential meeting. The faculty can decide to take no action or can consider any recommendation they believe is appropriate for the situation. Some possible recommendations include asking the student to participate in personal counseling or some other self-reflective, change-oriented experience; asking the student to take additional course work to complete the degree; asking the student to take a leave of absence from the program for a period of time, or asking the student to permanently withdraw from the program (possibly with suggestions regarding more appropriate areas of study for the student).
- (5) The Graduate Program Director and the student's advisor will then meet with the student and inform him or her of the concerns that were discussed and the faculty's recommendations regarding the matter.
- (6) If the student does not voluntarily agree to follow the recommendations provided by the faculty, the student may request a hearing.
- (7) If the student requests a hearing, the Graduate Program Director will prepare a written document for the student which summarizes the concerns that were raised, the process the faculty used in discussing the concerns, and the recommendations the faculty developed. The document will state that the faculty will request that the hearing panel require the student to take the recommendations of the faculty.
- (8) If the department chair is not a member of the counseling faculty, s/he will administer the appeal. If the department chair is a member of the counseling faculty, s/he will select a Graduate Program Director from another program in the department to administer the appeal.
- (9) The person who administers the appeal will appoint a committee from the department. The committee will consist of two faculty members from programs that are not counseling and one graduate student from the counseling program. Both the Counseling Graduate Program Director and the student will have the right to challenge, for valid cause, any or all of the members of the committee, and in that event replacements will be appointed and no further challenge will be permitted. The committee will be asked to decide whether to require the student to take the recommendations of the faculty. If the faculty recommended that the student take a leave of absence, the committee will determine whether the student should be suspended for a period of time. If the faculty recommended that the student withdraw permanently from the program, the committee will determine whether the student should be suspended from the program. The committee will hear the Counseling Graduate Director, the Counseling program faculty member or faculty members who initiated the concern about the student, the student, and other pertinent witnesses. The hearing will be taped, but the tapes will be erased after one year following disposition of the case. The committee, after careful deliberation, will make its recommendation to the person administering the appeal, who will relay the information to the Counseling Graduate Program Director and the student.
- (10) If either the Counseling Graduate Program Director or the student believes that the established procedures for the appeal have not been followed, an appeal for a rehearing may be to the Dean of the College of Education. The only basis for appeal will be the failure to have been provided due process as prescribed by the policy.

### **Key Professional Dispositions (KPD's)**

The Counseling Program has developed a series of Key Professional Dispositions (KPD's) that each student will be assessed on. The KPD's contain four broad behavioral dispositional areas broken down into 18 traits or behaviors (see Appendix II). Master's students will be assessed on these dispositions three times: at the end of Coun 633: Counseling Skills, at the end of Coun 634: Advanced Counseling and Psychotherapy Techniques, and at the end of Coun 669: Practicum. If a student scores below a "3" on any disposition, the faculty member will advise the student about steps he or she can take to develop positive skills in this area. If a student receives an aggregate score of "3" or below on one or more of the four broad behavioral dispositional areas, a professional development plan will be devised with the student's advisor and the GPD so the student can work on that area. Lack of improvement in one or more of the broad behavioral dispositional areas can be cause for dismissal from the program.

### **INTERNATIONAL/STUDY AWAY COUNSELING INSTITUTES**

Students in the Counseling Graduate Program at ODU have the rare opportunity to study abroad/study away during their degree programs and earn academic credits that count toward their degrees. The institutes offered by the Counseling Graduate Program at ODU include rich multicultural experiences in foreign countries. Institutes are led by ODU counseling faculty. The cost of these institutes can be computed in students' expenses toward receiving student loans. ODU graduate assistants who have their tuition paid by the university can reduce the cost of the institute by the amount of tuition for a 3 credit course. Most professors accommodate students' absences during the institutes, but permission to miss classes must be secured from individual instructors. Detailed information on all of the international counseling institutes may be viewed at [http://odu.studioabroad.com/index.cfm?Program\\_Type\\_ID=1&Program\\_Name=counseling&pt=%7F&pi=%7F&pc=%7F&pr=%7F&FuseAction=Programs.SearchResults&SimpleSearch=1](http://odu.studioabroad.com/index.cfm?Program_Type_ID=1&Program_Name=counseling&pt=%7F&pi=%7F&pc=%7F&pr=%7F&FuseAction=Programs.SearchResults&SimpleSearch=1).

### **IMPORTANT UNIVERSITY AND PROGRAM POLICIES**

#### **Transfer of Credits and Non-Degree Seeking Course Options**

- 1) After being admitted to the Counseling Program, students generally may transfer a total of 12 graduate credit hours from a CACREP accredited program. Students generally may transfer a maximum of 6 credits earned at a program that is not CACREP accredited. Courses which students took six or more years ago and courses in which students earned a grade of B- or lower cannot be transferred. Students who wish to transfer more than 12 credits from a CACREP accredited institution or more than 6 credits from an institution that is not CACREP accredited must receive permission from his or her faculty advisor, the Graduate Program Director, and the College of Education. All transfer credits are subject to review and approval by the Graduate Program Director.
- 2) Students may take up to 12 credits as non-degree graduate students at ODU and, if they are admitted, the 12 credits will be applied to their degree program. In no circumstances will students be allowed to transfer more than 12 credits taken at ODU prior to being admitted. The only courses non-degree courses students may take are COUN 601, 650, a COUN

elective, and FOUN 611. An exception to this policy is made for students who already have earned a master's degree in counseling but who wish to take additional coursework (e.g., to meet LPC requirements; ODU counseling graduates who wish to complete courses to become certified as a school counselor). Each exception requires approval by the graduate program director.

- 3) If students who have been admitted to the program wish to take a course at an outside institution with the intent of later transferring the earned credit hours to meet graduate degree requirements at Old Dominion University, they must obtain written permission from their advisor prior to taking the course.
- 4) No course in which students in a non-degree status earned a grade of B- or lower can be transferred to meet graduate degree requirements.
- 5) Courses that have been applied toward earning one degree cannot be applied to satisfy the requirements for another degree. However, counseling master's degree program requirements that were met in a previous degree program may be waived and elective credits substituted.

### **Deadlines**

Students are responsible for keeping informed of all deadlines throughout the program. It is not the responsibility of faculty or staff to notify students of approaching deadlines; however, notices may be communicated. All applications (e.g., Practicum, Internship, Comprehensive Exam, Graduation) must be submitted by the stated deadlines.

### **Academic Appeal Policy**

The academic appeals policy may be found in the ODU Graduate Catalog.

### **Professional Associations, Student Association, and Professional Workshops**

Student participation in professional associations (e.g., American Counseling Association and its divisions, the Virginia Counselors Association and its divisions, the American School Counselor Association and its division(s), the Virginia School Counselor Association, and other relevant professional associations) is strongly encouraged. If invited, students are encouraged to join ODU's chapter of the counseling honorary society, Chi Sigma Iota. Students should periodically check their ODU email inbox for notices about workshops and other professional activities. Many of these organizations have opportunities for student involvement, including committee membership, committee chair, and elected offices. Faculty are typically involved in professional organizations; students are encouraged to seek out faculty to seek guidance and mentoring regarding involvement in professional counseling organizations.

### **Minority Recruitment Policy**

The Counseling Graduate Program is committed to recruiting qualified minority students from the local Hampton Roads region, the Commonwealth of Virginia, nationally, and internationally.

### **Graduate Assistantships**

Counseling master's degree students are sometimes awarded assistantships in various ODU offices

including Academic Skills, Financial Aid, Office of Intercultural Relations, Resident Life, Student Activities, Student Development, Student Health Services, Student Life, and Vice President of Student Services. Students interesting in obtaining an assistantship should apply directly to offices on campus that have assistantships. In addition, they should visit the Career Management Center website for listings of assistantships. Students can visit the following link for general information on graduate assistantships at ODU: <https://www.odu.edu/efl/academics/hied/graduate-assistantships#.V5Z33U32Y08>

### **Financial Aid and Part-Time Employment**

Financial aid is reserved for degree seeking students only and students must be enrolled in 4 credit hours. Non degree seeking students are not eligible. Students are encouraged to contact the Financial Aid Office if they are seeking financial assistance. The Office of Financial Aid, through College Aid Sources of Higher Education (CASHE), provides a scholarship search of over 200,000

sources of aid from over 18,000 organizations. Additionally, Old Dominion University has been selected to participate in the Federal Direct Student Loan Program.

The Office of Career Services provides a number of opportunities for students to obtain part-time work, including advertising of student employment opportunities, accessibility to College Work-Study positions, and accessibility to the Virginia Work-Study Program, which offers a variety of paid positions in area school districts and non-profit agencies.

### **Accommodating Students with Special Learning Needs**

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

If you experience a disability which will impact your ability to access any aspect of my class, please present your instructing faculty with an accommodation letter from OEA so that they can work with you, together to ensure that appropriate accommodations are available to you. If you feel that you will experience barriers to your ability to learn and/or testing, but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website: <http://www.odu.edu/educationalaccessibility/>

### **Six-Year Limit**

Students must complete all program requirements within six years. Students who need an extension must write a request for an extension to the Graduate Program Director requesting additional time and must obtain written permission for an extension. Students who want to use credits earned more than six years ago must validate their courses by following the Out-Of-Date Validation of Credits policy found in the ODU Graduate Catalog.

### **Application for Graduation**

Students must file their formal application for graduation by deadlines published by the ODU Registrar.

### **Graduate Student Satisfaction Survey**

If you are a graduate student in your final semester, you must complete the Graduate Student Satisfaction Survey which will be sent to your e-mail address the semester in which you plan to graduate. Your diploma will not be issued until you have completed and filed your survey electronically.

### **Orientation**

Orientation for new counseling master's students is held two times a year, at the beginning of the fall and spring semesters. Goals for the sessions are fivefold: (1) to go over all program requirements and materials, especially the program handbooks, and to review important dates and forms; (2) to introduce the faculty to the students and vice-versa; (3) to introduce students to each other; (4) to initiate the degree completion planning process for each student; and (5) to introduce fundamental program values (e.g., the program stresses ethical behavior for all).

### **Program Website**

The program website is a useful resource for students in the program or for anyone interested in the program. The website includes information about the program, faculty, classes, community resources, and links to other websites. The program's web address is <https://www.odu.edu/chs>

### **Faculty/Student Communication**

Students are responsible for updating any changes in their names, addresses, phone numbers, and e-mail addresses, by contacting the ODU Registrar. In order for faculty to maintain contact with students, each student must have a university e-mail account at all times. Personal e-mail accounts are not suitable for ODU purposes. Important notices and program matters will be sent to students via ODU e-mail. Students should also check the program website periodically for important messages.

### **Program Evaluation**

During their last semester of internship, students will complete a program evaluation online. This evaluation is a program requirement and allows students to give feedback on their experiences in the program which allows the counseling faculty to identify and assess program weaknesses and strengths. Students will not obtain a grade in internship until this evaluation is complete.

### **Post-Master's Studies**

For information regarding post-master's programs, including The Educational Specialist (Ed.S.) degree and the Doctor of Philosophy (Ph.D.) degree, please see the handbooks for these programs and visit the program webpage.

### **Concern for Student Wellbeing**

The following information is taken directly from the ODU Student Outreach and Support website: <https://www.odu.edu/life/support/student-outreach#tab114=0>

Faculty members, staff members, and fellow students may be concerned for the well-being of a student after a student experiences a tragedy or seems to be in distress. Students needing additional care and support often exhibit one or more of the following signs.

### **Physical Signs**

- Significant changes in energy
- Significant weight loss
- Worrisome changes in hygiene
- Noticable cuts, bruises, or burns
- Sleeping in class/other inappropriate times
- Frequent intoxication

### **Emotional Signs**

- Inappropriate emotional outbursts
- Direct statements indicating distress
- Expressions of hopelessness or suicide
- Behavior that draws peer concern
- Exaggerated personality traits (more withdrawn or animated than usual)

### **Academic Signs**

- Deterioration in academic work
- Disorganized or erratic performance
- Repeated absences and missed assignments
- Ranting or threatening emails
- Continual seeking of special exceptions

**We encourage you [students and faculty] to alert Student Outreach & Support if you are concerned about a student's wellbeing.** SOS will assess the situation, provide support, and make referrals as needed. This can include referral to ODU Cares and the Care Team, Counseling Services, or a Case Manager.

### **Students and faculty can make a referral here:**

[https://cm.maxient.com/reportingform.php?OldDominionUniv&layout\\_id=5](https://cm.maxient.com/reportingform.php?OldDominionUniv&layout_id=5)

### **Bias Incident Reporting**

The following information is taken directly from the following website:

[https://cm.maxient.com/reportingform.php?OldDominionUniv&layout\\_id=22](https://cm.maxient.com/reportingform.php?OldDominionUniv&layout_id=22)).

Old Dominion University takes pride in the diversity of our students, faculty and staff. It is everyone's responsibility to ensure ODU continues to be a community where our differences are celebrated. **If you have witnessed or have been subjected to a bias act or crime please report it (see the website above).** The Dean of Students Office will follow up on all reported incidents and take the appropriate action.

### **What is a bias-related incident?**

A bias-related incident is an act motivated by the offender's bias against the actual –or perceived–



age, ancestry, color, disability, gender, gender identity, national origin, race, religion, religious practices, or sexual orientation of the targeted person or group, but does not arise to the level of a criminal offense. Examples may include **telling jokes based on stereotypes; posting on social media about someone based on identity; using offensive language that may pertain to identity;** and **taking down or tampering with bulletin boards or displays.** A bias incident can occur whether the act is intentional or unintentional. Speech or expression that is consistent with the principles of academic freedom does not constitute a bias incident.

## **STUDENT COMPLAINT PROCEDURE**

Although the University and its Colleges have a variety of procedures for dealing with student-initiated complaints, including grade appeals, general harassment, sexual harassment complaints, disability accommodations, and discrimination, those procedures generally have not covered student complaints about faculty conduct in the classroom or other formal academic settings. The University recognizes that the instructor has the authority to maintain appropriate classroom behavior and respects the academic freedom of the faculty (see Board of Visitors Policy 1403: Academic Freedom). The University will not normally interfere with content or style of teaching activities. The University recognizes the responsibility to establish procedures for addressing student complaints about faculty conduct that is not protected by academic freedom and not addressed in other procedures (see Board of Visitors Policy 1502: Student Rights and Freedoms).

### I. General Provisions Procedures

A. Determination of Appropriate Procedure. The student is responsible for filing the complaint under the proper procedure. Complaints should only be filed using this procedure if there is no other provision available. Failure to follow the appropriate procedures may result in the complaint not being heard.

#### B. Student Complaints and Concurrent Procedures

The act of filing a complaint under this procedure will not normally delay any pending process or procedure involving the student and/or faculty member.

Normally, any concurrent process or procedure will move forward independently of the student complaint, though it may be delayed for good cause as determined by the appropriate University official(s).

#### C. Retaliation

No student who files a complaint under this procedure shall be subject to any form of retaliation by any person, department, program or college.

### II. Procedures

A. STEP 1 - Informal Resolution. Students must first attempt to resolve complaints informally. Given the nature of complaints covered by this procedure, it is expected that in all but the most unusual circumstances, students will first raise the issue with the faculty member. In the event this is not feasible, the student will contact the Department Chair. In instances where there is no Department Chair, the student should contact the Program Director.

STEP 2 - Formal Complaint. If the issue is not resolved informally, the student may contact the Department Chair or Program Director if there is no Chair. In instances where the Chair is the subject of the complaint, the student should contact the Dean of

the College to which the chair is assigned. The student must contact the Chair (or Program Director if there is no Chair or Dean if the Chair is the subject of the complaint) within 30 business days of the action from which the complaint rises or the complaint will be barred. The Chair or Dean has the discretion to accept a complaint filed after this deadline for good cause.

The complaint must be in writing and contain:

- a. The student's name and University Identification Number
  - b. The faculty member's name and the course subject area prefix and number
  - c. A detailed description of the nature of the complaint
  - d. A detailed description of attempts at informal resolution with the faculty member and Chair
  - e. A detailed description of the relief sought
- B. STEP 3 – Investigation. The Chair may designate a faculty member to investigate the complaint. If the Chair is the subject of the complaint, the student shall contact the academic Dean who will designate a faculty member to investigate the complaint. The person investigating the complaint will meet, either independently or collectively, with the student and the person who is the subject of the complaint within 10 business days from the filing of the complaint. The decision should be issued in writing to the student and the faculty member within 20 business days of the date the complaint is filed. The complaint process is not intended to be an adversarial hearing and both the interviews of the student and the faculty member will usually be conducted without the other present.
- C. STEP 4 - Appeal Procedure. If the student is not satisfied with the resolution in Step 3, the student may file a formal appeal with the appropriate academic Dean. The appeal must be filed within five business days after the decision in Step 3 has been sent. The Dean has the discretion to accept a complaint filed after this deadline for good cause.

The appeal must be in writing and contain:

- a. The student's name and University Identification Number
- b. The faculty member's name and the course subject area prefix and number
- c. A detailed description of the nature of the complaint
- d. A detailed description of attempts at resolution with the faculty member and Chair or Program Director
- e. A detailed description of the relief sought
- f. A copy of the Chair's (or Program Director's) finding and supporting documents. (No new information is permitted.)
  1. The Dean shall provide the faculty member and Chair or Program Director a copy of the appeal.
  2. The Dean may consider the appeal or appoint a faculty member to consider the appeal. The person appointed shall not have been involved as a decision maker in Steps 1-3 above.
  3. The person considering the appeal shall review the materials and issue the finding within 30 business days from the date the appeal is filed. The review of materials will generally occur outside the presence of the complainant and respondent, and it will be limited to a review of the record.

The person considering the appeal may interview any person, such as the original decision-maker, as needed.

4. The person making the decision shall first determine whether the conduct in question is protected by academic freedom and whether the student's complaint is best addressed by this process.
5. At the end of the review, a written decision will be issued. A copy of the decision will be sent to the complaining student, the faculty member, and the Chair or Program Director.
6. The decision by the designee of the Dean is final.

## APPENDIX I: KEY PERFORMANCE INDICATORS

CACREP Core Area	KPI	Assessment I	Assessment II
<b>Professional Counseling Orientation and Ethical Practice</b>	Students will understand and develop a professional identity as a counselor.	<p><i>Exam:</i> Students will take an objective multiple choice/true false/matching exam that covers credentialing, professional identity, knowledge of professional associations, and multicultural competence</p> <p>Class: Coun 601</p>	<p><i>Portfolio:</i> Students will author a professional identity statement and share examples of, or a plan for, attainment of their professional certificates, licenses, and memberships. Portfolio will also include a plan for enhanced cultural competency.</p> <p>Class: Coun 667/668</p>
<b>Social and Cultural Diversity</b>	Students will describe the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others.	<p><i>Cultural Identify Reflection Paper:</i> Students will write a five-page paper that focuses on their cultural identity. Using the “Respectful Model,” they will describe how the following impacted their psychological development and sense of well-being: religious-spiritual identity, economic class background, sexual identity, psychological maturity, ethnic-cultural-racial identity, chronological developmental challenges, trauma and other threats to one’s well-being, family history and dynamics, unique physical characteristics, and location of resident and language differences. A final statement on the knowledge, skills, and competencies students believe they will need to work with diverse clients should be included.</p> <p>Class: Coun 601</p>	<p><i>Cultural Decentering Instrument:</i> Students will name their received cultural values regarding race, ethnicity, religion, and sexual orientation. They will then challenge themselves to take an evidence-based stance on each value, considering alternate views to their received one. Finally, they will declare their current views and reasons for them, naming the explorations they might engage in to come to a self-authorized value in each of these topic areas.</p> <p>Class: Coun 655</p>
<b>Human Growth and Development</b>	Students will be able to identify systemic and environmental factors that affect human development, functioning,	<p><i>Personal Theory of Counseling Paper:</i> Students will develop an 8-10 page paper that examines their theory of counseling. The paper should include how their historical background (the system in which they developed) impacted their theoretical viewpoint, and based on this, develop a view of human nature, key concepts,</p>	<p><i>Case Presentation:</i> Students will give a case presentation of a client with whom they are working and show how systemic and environmental factors affect the development and functioning of the client.</p>

	and behavior.	techniques, therapeutic process, social and cultural issues, and efficacy of their theory.  Class: Coun 650	Class: Coun 667/668
<b>Career Development</b>	Students will be able to assess abilities, interests, values, personality and other factors that contribute to career development.	<i>Assessment Report:</i> Students will develop a four-page, single-spaced psychological assessment report that describes family background, counseling and medical history, vocational and career history, mental status, “other” relevant history, diagnosis, and a minimum of five assessment instruments which they will interpret. Summary, conclusions, and treatment goals will be included in the report.  Class: Coun 645	<i>Career Counseling Assessment Report:</i> Students will complete a battery of career inventories on interests, abilities, values, and personality. Students will compile their results into a comprehensive write-up that examines their interpretation of the assessments, integrates the results across assessments, and identifies career counseling goals and treatment recommendations.  Class: Coun 648
<b>Counseling and Helping Relationships</b>	Students will demonstrate essential interviewing and counseling skills.	<i>Transcript Evaluation:</i> Students will conduct an integrative helping skills interview. They will transcribe those interviews and name the skills used and will critique their work and reflect on the client’s situation. Thus, they will produce a work sample of their beginning counseling skills and have it critically evaluated by the instructor.  Class: Coun 633	<i>Evaluation by site supervisor:</i> During their internship, students will be evaluated by their site supervisor on a wide range of interviewing, counseling, and case conceptualization skills.  Class: Coun 667/668
<b>Group Counseling and Group Work</b>	Students will be able to identify dynamics associated with group process and development.	<i>Weekly Journals:</i> Students will write weekly journals which are intended to increase their awareness and ability to identify group dynamics, and communicate their learning and growth to the instructor. Journals are graded based on a wide variety attributes related to understanding group dynamics and process (Coun 644).  <i>Weekly Journals:</i> Students will participate in an in-group counseling experience and develop an in group school counseling group both of which will be evaluated by the instructor (642)	<i>Group Skills Self and Site Evaluation Forms:</i> Students will complete this form near the end of the semester to rate themselves on their group skills obtained during the 10 direct hours of leading/co-leading psychoeducational or therapy groups at their practicum site. Their site supervisor (if observing them leading groups) or their group co-leader will fill out the form as well near the end of the semester.

		Classes: Coun 642 or 644	Class: Coun 667 & 668
<b>Assessment and Testing</b>	Students will be able to be able to administer, score, and interpret psychological and/or educational assessments. There will be a particular focus on vocational and career history, for this KPI	<i>Assessment Report:</i> Students will develop a four-page, single-spaced psychological assessment report that describes family background, counseling and medical history, vocational and career history, mental status, “other” relevant history, diagnosis, and a minimum of five assessment instruments which they will interpret. Summary, conclusions, and treatment goals will be included in the report.  Class: Coun 645	<i>Career Counseling Assessment Report:</i> Students will complete a battery of career inventories on interests, abilities, values, and personality. Students will compile their results into a comprehensive write-up that examines their interpretation of the assessments, integrates the results across assessments, and identifies career counseling goals and treatment recommendations.  Class: Coun 648
<b>Research and Program Evaluation</b>	Students will be able to critique research to inform counseling practice.	<i>Research Paper:</i> Using the APA style manual, students will write a six to eight-page research paper that focuses on any aspect of counseling practice they would like to learn more about. The paper should include a literature review of their topic and a critical analysis of the relevancy of their topic to the practice of counseling. The paper should use a minimum of 10 citations, eight of which must be from peer-reviewed journals.  Class: Coun 601	<i>Research Paper:</i> Students will be assessed to critique an experimental, non-experimental, and qualitative article.  Class: Coun 611
<b>Clinical Mental Health Counseling</b>	Students will apply the diagnostic process using current diagnostic classifications systems.	<i>Psychological and Educational Test Report:</i> Students will develop a four-page, single-spaced psychological assessment report that describes family background, counseling and medical history, vocational and career history, mental status, “other” relevant history, diagnosis (using DSM-5), and a minimum of five assessment instruments which they will interpret. Summary, conclusions, and treatment goals will be included in the report.  Class: Coun 645	<i>Popular Culture Case Conceptualization:</i> Students will identify a pop culture character who they believe meets criteria for a mental health diagnosis and write a 6-8 page case conceptualization of the character.  Class: Coun 685

<p><b>School Counseling</b></p>	<p>Students will create lesson plans for school counseling program core curriculum.</p>	<p><i>School Counseling Lesson Plan Assignment:</i></p> <p>At the elementary, middle, or high school level, students will create a lesson plan. They should choose the topic of the lessons, which must fit within the ASCA Mindsets &amp; Behaviors, including academic, career, or social/emotional development; the chosen standards should be listed on the lesson plan. While students can use materials in-part from other sources, the lessons should be primarily their own creation.</p> <p>Second, students will write a brief paper corresponding to their lesson that describe: (a) classroom management strategies they will use, when teaching this lesson, (b) application of a learning theory (e.g., Bloom, Kolb, etc). APA formatting should be used as appropriate in the paper (e.g., citing authors, the use of the reference page, double-spacing text, etc). Please cite at least two professional references.</p> <p>Class: Coun 677</p>	<p><i>School Counseling Portfolio:</i></p> <p>From their practicum, internship, or observational experiences, students will complete the following, using the ASCA template:</p> <ul style="list-style-type: none"> <li>○ An example of one classroom lesson you designed and facilitated. Please include the following: <ul style="list-style-type: none"> <li>▪ SMART goal worksheet</li> <li>▪ Lesson Plan</li> <li>▪ Data Report form</li> </ul> </li> </ul> <p>Class: Coun 668</p>
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## APPENDIX II: KEY PROFESSIONAL DISPOSITIONS (KPD'S)

<b>Counseling Dispositions Assessment Tool</b>						
<b>Behavioral Domains</b>	<b>Expectations Indicator</b>					<b>Unable to Observe (UO)</b>
	5	4	3	2	1	
	<b>Exceeds (Demonstrates Competency)</b>	<b>At Level (At Competency)</b>	<b>Near (Developing Competency)</b>	<b>Below (Insufficient or Unacceptable)</b>	<b>Harmful</b>	
<b>Professionalism</b>						
1. Demonstrates ethical behavior as per the ACA code of ethics						
2. Adapts to expectations/professional requirements in clinical/school settings						
3. Uses effective communication						
4. Demonstrates reflective practice (self-reflection about counseling practice)						
5. Demonstrates multicultural and diversity-sensitive practice						
6. Demonstrates professional demeanor appropriate for setting						
<b>Accountability/Conscientiousness</b>						
7. Effectively organizes record						
8. Demonstrates punctuality and attendance						
9. Writes grammatically correct reports						
<b>Self-Regulation</b>						
10. Demonstrates capacity to be resilient or to cope with stressful situations						
11. Demonstrates appropriate disclosure of emotions and experiences						
12. Manages emotions and conflict						
<b>Interpersonal Skills</b>						
13. Demonstrates self-awareness						
14. Demonstrates other-awareness						
15. Deals well with ambiguity						
16. Draws appropriate boundaries						
17. Demonstrates empathy						
18. Demonstrates the ability to understand multiple perspectives						
<b>Adapted from:</b>						
Garner, C. M., Freeman, B. J., Lee, L. (2016). Assessment of student dispositions: The development and psychometric properties of the Professional Disposition Competence Assessment (PDCA). <i>VISTAS Online</i> , 52, 1-14.						
Lambie, G. W., Mullen, P. R., Swak, J. C., & Blount, A. (2015). The Counseling Competencies Scale: Validation and refinement. <i>Measurement and Evaluation in Counseling and Development</i> , 51(1), 1-15. doi:10.1080/07481756.2017.1358964						