

**M.S.Ed. in Counseling**

**And**

**Ed.S. in Counseling**

**Student Handbook**

**2018-2020**



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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 12th 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.

The Education Specialist (Ed.S.) degree in counseling is designed to further develop and broaden students’ knowledge and skills in counseling and to cultivate their capacity for leadership as professionals. The Ed.S. is suitable for master’s degree level counselors who wish to earn an additional graduate degree in counseling. This includes Licensed Professional Counselors seeking School Counseling licensure, and vice versa. It is considered a terminal counseling practitioner’s degree.

# SCOPE OF THIS HANDBOOK

This handbook contains policy statements and important forms you will need as you pursue your master’s and/or Ed.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.

The mission of the Ed.S. program in Counseling is to prepare counseling professionals from a variety of backgrounds for advanced training in an area of specialization beyond their entry-level training. Building off of the foundation in counseling provided by a previous master’s degree, the program faculty promote excellence in continued learning and growth as a counseling professional in a dynamic, supportive, and inclusive environment. The purpose of the Ed.S. program is to foster a deeper appreciation for all professional counseling roles, and train counselors for leadership, supervision, and specialized 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’ 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). Specifically, the Counseling Graduate Program objectives are the following:

Objective 1: To include studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

Objective 2: To include studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

Objective 3: To include studies that provide an understanding of the counseling process in a multicultural society.

Objective 4: To include studies that provide both theoretical and experiential understandings of group purpose*,* development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

Objective 5: To include studies that provide an understanding of career development and related life factors.

Objective 6: To include studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.

Objective 7: To include studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Objective 8: To include studies that provide an understanding of all aspects of professional functioning.

Objective 9: To include studies that offer concentrations at the master’s degree level in the areas of college counseling, mental health counseling, and school counseling.

Objective 10: To offer practicum and internship experiences and provide quality supervision in order to assure that counseling students obtain adequate experience with clients or students in their chosen concentration.

Objective 11: To offer personal growth experiences that will allow students to assess their personal characteristics and their readiness to enter the counseling field.

Objective 12: To allow students easy access to program information to assist in making them aware of program policies, and when applicable, help them make informed choices about programmatic decisions that might affect their professional lives.

Objective 13: To offer grants and scholarships to students that will help some students gain access to graduate school.

Objective 14: To make available assistantships that will provide students with opportunities to gain professional experiences and will assist students financially in their pursuit of a graduate degree.

Objective 15: To recruit students from diverse cultural groups in such numbers as to have their presence make a discernible impact upon the program’s educational processes and on the community.

Objective 16: To make available social and educational experiences that will help students develop an appreciation of diverse cultures and foster an international perspective.

Objective 17: To provide workshops, seminars, and other activities that directly contribute to the personal and professional development of students.

Objective 18: To provide opportunities for students to engage in research activities on their own or with faculty.

# UNIVERSITY ORGANIZATIONAL STRUCTURE

The Counseling Graduate Program includes the following full-time faculty members:

* Christine Berger, Loyola University Maryland
* Nina Brown, Ed.D., College of William & Mary
* Emily Goodman-Scott, Ph.D., Virginia Polytechnic
* Tim Grothaus, Ph.D., College of William & Mary
* Gulsah Kemer, Ph.D., University of North Carolina at Greensboro
* Garrett McAuliffe, Ed.D., University of Massachusetts Amherst
* 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
* Chris Sink, Ph.D., University of California Riverside

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 Department Chair, Dr. Jeff Moe. The M.S.Ed. and Ed.S. Graduate Counseling Program Director and School Counseling area coordinator is Dr. Emily Goodman-Scott, and the coordinator of clinical instruction is Dr. Amber Pope. The Graduate Program Director for the Ph.D. in Education (Counseling) is Dr. Gulsah Kemer. The area coordinator for Clinical Mental Health Counseling is Dr. Christine Berger. The department’s office manager is Ms. Darrella Wilson, and the department’s fiscal technician is Mr. Ash Hickerson.

The Department of Counseling and Human Services is a department within the Darden College of Education. The Dean of the College of Education is Dr. Jane S. Bray.

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. Gail Dickinson 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, Austin Agho. The Provost and Vice President of Academic Affairs reports to the President of the university, John Broderick.

# 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, 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 licensed as 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 will need to complete 3 courses as electives in order to be eligible for licensure as a professional counselor in Virginia. Students may also return to return to ODU (or another university) after graduating to complete the courses required to become an LPC. These courses include: (1) COUN 691: Family Systems and Family Development, (2) COUN 647: Addictive Disorders, and (3) COUN 685: Diagnosis and Treatment Planning Mental Health Counseling. 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.)

Completion of 60 graduate credits is required, 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 in school counseling includes the courses and field experiences necessary to become licensed as a school counselor in Virginia. Master’s degree students who complete the concentrations of college counseling or mental health counseling and desire to complete requirements for a school counseling license school counseling courses necessary for the Department of Education, and the internship as electives during their program or would have 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. Students requiring 15 or more graduate credit hours for additional licensure should seek to enter the Ed.S. program after matriculating from their master’s. 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.

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/application.pdf>.

When they have completed the Master’s Program and all grades are posted and official transcripts are available, they can submit the 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 get their continuing license. To ensure that you are eligible for this, work with the TES office to ensure that 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, 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.

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). Students in the Ed.S. program can become eligible to sit for the NCE by making sure the coursework from their previous master’s degree, and the coursework for the Ed.S., align with the coursework for either area of M.S.Ed. concentration.

# MASTER’S PROGRAM COURSE REQUIREMENTS

The course requirements for the concentrations offered in the program are listed below. A total of 60 credits are required for each of the concentrations.

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 Ms. Darrella Wilson 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 AND PERSONAL COUNSELING SERVICES

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 prior to enrolling in practicum (COUN 669) and prior to graduation. 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 (given 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. Students should complete their growth group requirement during their second semester in the program.

Students in the Ed.S. program who have already completed a Group Counseling course are not required to enroll in growth group.

# Personal Counseling

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.

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 whom the faculty hold a position of power and authority relative to. 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.

# M.S.Ed. COURSE REQUIREMENTS, PREREQUISITES, and SEQUENCING

The course prerequisites listed below must be followed. If a student wishes to take a course prior to completing a prerequisite, 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.

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 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 |
| 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 667  (6 total credits required or 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 or 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 |
| 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** | **SP** | 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, & 650 |
| COUN 691 | Family Systems and Family Development | **X** | **MH** | **F, SP, SU** | COUN 601,  633, & 650 |
| COUN  Electives |  |  | **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** |  |

**Ed.S. Program Course Requirements**

Graduate courses listed below must have been completed prior to beginning the Ed.S. degree program or must be completed as a part of the Ed.S. degree program. An Ed.S. degree program must include a minimum of 30 credits.

x = Required Course

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number** | **Title** | **Seeking LPC**  **licensure** | **Seeking licensure as school counselor** | **Seeking LPC**  **licensure & licensure as school counselor** | **Completing degree to gain additional skills as a school counselor or as a counselor in another setting.** |
| COUN 601 | Principles of Professional Counseling and Ethics | x | x | x | x |
| COUN 631 | Counseling for Lifespan Development | x | x | x | x |
| COUN 633 | Counseling and Psychotherapy Techniques | x | x | x | x |
| COUN 634 | Advanced Counseling and Psychotherapy Techniques | x | x | x | X |
| COUN 642 | Structured Groups |  | x | x |  |
| COUN 644 | Group Counseling and Psychotherapy | x | x | x | x |
| COUN 645 | Testing and Client Assessment | x | x | x | X |
| COUN 647 | Addictive Disorders | x |  | x |  |
| COUN 648 | Foundations of Career Development | x | x | x | X |
| COUN 650 | Theories of Counseling and Psychotherapy | x | x | x | x |
| COUN 655 | Social and Cultural Issues in Counseling | x | x | x | X |
| COUN 676 | Professional Issues in School Counseling K-12 |  | x | x |  |
| COUN 677 | School Culture, Learning, and Classroom Management |  | x | x |  |
| COUN 678 | Counseling Children and Adolescents in School Settings |  | x | x |  |
| COUN 679 | School Counseling Program Development K- 12 |  | x | x |  |
| COUN 670 | Introduction to Counseling Supervision |  |  |  | x |
| COUN 680 | Mental Health Counseling | x |  | x |  |
| COUN 685 | Diagnosis and Treatment Planning in Mental Health Counseling | x |  | x |  |
| COUN 691 | Family Systems and Family Development | x |  | x |  |
| COUN 669 | Advanced Supervised Practicum in Counseling (minimum of 200 hours in counseling) | x | x | x |  |
| COUN  667 or  668 | Internship in Counseling (6 credits)(minimum of 600 hours in counseling supervised practice) | x | x  (at least 300 must be in an elementary school and 300 in a middle or high school) | x  (at least 300 must be in an elementary school and 300 in a middle or high school) |  |
| FOUN 611 | Introduction to Research | x | x | x | x |

# Plan of Study

**Directions:** To complete Plan of Study, consult the chart 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, 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

**Your Name:**

**Your Concentration:**

**Your Advisor:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Number** | **Name** | **Credits** | **Date Taken** |
| 1. COUN | 601 | Principles of Professional Counseling and Ethics | 3 |  |
| 1. COUN | 633 | Counseling and Psychotherapy Techniques | 3 |  |
| 1. COUN | 650 | Theories of Counseling and Psychotherapy | 3 |  |
| 1. COUN | 634 | Advanced Counseling and Psychotherapy Techniques | 3 |  |
| 1. COUN | 644 | Group Counseling and Psychotherapy | 3 |  |
| 1. COUN | 645 | Testing and Client Assessment | 3 |  |
| 1. COUN | 648 | Foundations of Career Development | 3 |  |
| 1. COUN | 631 | Counseling for Lifespan Development | 3 |  |
| 1. COUN | 655 | Social and Cultural Issues in Counseling | 3 |  |
| 1. FOUN | 611 | Introduction to Research Methods in Education | 3 |  |
| 1. COUN | 669 | Practicum in Counseling | 3 |  |
| 1. COUN | 680 | Mental Health Counseling | 3 |  |
| 1. COUN | 685 | Diagnosis and Treatment Planning in Mental Health Counseling | 3 |  |
| 1. COUN | 647 | Addictive Disorders | 3 |  |
| 1. COUN | 667 | Internship in Mental Health Counseling | 3 |  |
| 1. COUN | 667 | Internship in Mental Health Counseling | 3 |  |
| 1. COUN | 691 | Family Systems and Family Development | 3 |  |
| 1. COUN | 670 | Introduction to Counseling Supervision | 3 |  |
| 1. COUN | Elective |  | 3 |  |
| 1. COUN | Elective |  | 3 |  |

# Student Name Student Signature Date

# Advisor Name Advisor Signature Date

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

**Your Name:**

**Your Concentration:**

**Your Advisor:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Number** | **Name** | **Credits** | **Date Taken** |
| 1. COUN | 601 | Principles of Professional Counseling and Ethics | 3 |  |
| 1. COUN | 633 | Counseling and Psychotherapy Techniques | 3 |  |
| 1. COUN | 650 | Theories of Counseling and Psychotherapy | 3 |  |
| 1. COUN | 634 | Advanced Counseling and Psychotherapy Techniques | 3 |  |
| 1. COUN | 642 | Structured Counseling Groups | 3 |  |
| 1. COUN | 645 | Testing and Client Assessment | 3 |  |
| 1. COUN | 648 | Foundations of Career Development | 3 |  |
| 1. COUN | 631 | Counseling for Lifespan Development | 3 |  |
| 1. COUN | 655 | Social and Cultural Issues in Counseling | 3 |  |
| 1. FOUN | 611 | Introduction to Research Methods in Education | 3 |  |
| 1. COUN | 669 | Practicum in Counseling | 3 |  |
| 1. COUN | 676 | Professional Issues in School Counseling | 3 |  |
| 1. COUN | 678 | Counseling Children and Adolescents in School Settings | 3 |  |
| 1. COUN | 677 | School Culture, Learning, and Classroom Management | 3 |  |
| 1. COUN | 668 | Internship in School Counseling | 3 |  |
| 1. COUN | 668 | Internship in School Counseling | 3 |  |
| 1. COUN | 679 | School Counseling Program Development | 3 |  |
| 1. COUN | Elective |  | 3 |  |
| 1. COUN | Elective |  | 3 |  |
| 1. COUN | Elective |  | 3 |  |

# Student Name Student Signature Date

# Advisor Name Advisor Signature Date

# Degree Completion Plan

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.

|  |  |  |
| --- | --- | --- |
| Fall Semester, Year: | Spring Semester, Year: | Summer Semester, Year: |
|  |  |  |
|  |  |  |
|  |  |  |

# 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.

# SCHOOL COUNSELING 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 portfolio as part of NCATE Accreditation. Instructions for completing the portfolio are provided in the internship handbook.

# BACKGROUND CHECK and CLEARANCE

Old Dominion University requires a background clearance check of candidates interested in many of the professional education programs. Professional education programs have several field experiences which are required for continuance and graduation from the program. The background clearance must be successfully completed by the end of their first semester for **ALL** students. Candidates will be provided a field experience placement when the background check process is completed with resolution of any issues. The process to complete the ODU clearance background check is located

at: [http://www.odu.edu/success/academic/teacher-education/placement/background-](http://www.odu.edu/success/academic/teacher-education/placement/background-checks) [checks.](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 one semester prior to beginning their fieldwork (either Practicum or Internship).

* You can check Leo Online for your results. They will be located under your test scores. If your results have not been posted within 8 weeks of your submission, please contact Sherrie Deutsch at [sdeutsch@odu.edu](mailto:sdeutsch@odu.edu) or 757-683-5179. A score of “1” is passing.
* There will be no exceptions. Anyone who does not have satisfactory results on file will not be able to participate in Practicum/Internship.
* It is essential that you 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.
* Even if you have completed background checks at your work or site, you must do them through ODU too. If your work or site will release them, then you do not have to do them again. You need to submit them to Sherrie Deutsch as outlined in (a).
* Once a candidate is cleared, ODU will not require an additional clearance unless there is a break in attendance that requires the candidate to go through the reactivation process with the admissions office.
* If you completed the background checks for an observation for a class with ODU, you do not need to do them again as long as the results are in Leo Online.
* School counseling students will receive a placement from Teacher Education Services upon successful completion of the background check clearance process.

# 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

All students must have completed Growth Group before they are able to enroll in practicum.

Information about Growth Group scheduling and registration will be sent to students by email at the beginning of each semester. It is the student’s responsibility to fulfill the growth group requirement in their second semester.

In addition to Growth Group, the student must successfully complete the following COUN courses before the start of the practicum semester: COUN 601, passing 633 and 634 with a ‘B’ or higher, 642 or 644, & 650.

Prerequisites for Internship include:

For Mental Health Counseling Students: COUN 645, 648, 680, 685, 669

For School Counseling Students: COUN 645, 648, 676, 677, 678, 669

# APPLICATION FOR PRACTICUM AND INTERNSHIP

Deadlines: The student must submit the Master’s Practicum or Internship Application (form available on the program website: [https://www](http://www.odu.edu/chs)).o[du.edu/chs](http://www.odu.edu/chs))) to the Graduate Clinical Coordinator ([clincialcoord@odu.edu](mailto:clincialcoord@odu.edu)) by November 15th for a summer semester practicum/internship, January 15th for a fall semester practicum/internship, and July 15th for a spring semester practicum/internship. Late applications will not be accepted. School counseling students must also complete the online application for practicum and internship through the Teacher Education Service’s website, as school counselors are placed in the schools by TES. See the following website for more details: ([https://www.odu.edu/success/academic/teacher-](https://www.odu.edu/success/academic/teacher-education/placement/observation) [education/placement/observation](https://www.odu.edu/success/academic/teacher-education/placement/observation))

The application process includes submitting a formal application to [clinicalcoord@odu.edu.](mailto:clinicalcoord@odu.edu)

After approval by the Graduate Clinical Coordinator students are responsible to register for COUN 669, complete a Site Supervision Agreement (form available on the program website: [https://www.odu.edu/content/dam/odu/col-dept/counseling-human-](https://www.odu.edu/content/dam/odu/col-dept/counseling-human-services/docs/2-site-agreement-both-web.pdf) [services/docs/2-site-agreement-both-web.pdf](https://www.odu.edu/content/dam/odu/col-dept/counseling-human-services/docs/2-site-agreement-both-web.pdf)) and any additional steps required by the site, and coordinate scheduling with supervisors. The Site Supervision Agreement is due ***4 weeks prior*** to the start of the semester in which you enroll in Practicum or Internship for Mental Health and College counseling students. For School counseling students, the site agreement is due ***2 weeks after*** you are placed in the school.

Students are required to complete internship over two semesters, please make sure that you complete separate application forms for each semester of internship. In limited circumstances, student can obtain approval by the clinical coordinator to enroll in 600 hours of internship within the same semester

# 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.

**REQUIREMENTS AND POLICIES SPECIFICALLY FOR SCHOOL COUNSELORS**

School counseling students should complete their internship requirements during the fall or spring semesters: 300 hours each semester.. Any exceptions to this requirement that would have a student completing internships over a longer period of time may be considered by the Clinical Coordinator upon request. School counseling students are allowed to complete their internship in the summer only if (a) they submit a statement indicating the need for a summer internship; (b) a school or district representative is willing to agree that a school will provide an internship for the student, and (c) a placement has been arranged that meets the standards of program faculty for a meaningful school counseling experience.

Full-time teachers who are completing their school counseling internship while they are employed must spend a minimum of 10 full days as a school counselor intern (5 days at an elementary school and 5 days at a middle or secondary school). The remainder of the 600 hour internship may be spread out over more than two semesters and completed as the teacher can make arrangements to perform school counselor internship duties (during planning periods, after school, evenings, etc.). Full-time teachers may complete 450 hours at one level and 150 hours at the other level rather than completing 300 hours at each level, if an uneven split of hours would be helpful.

# 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. This process will be repeated until the student passes the examination. 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 Psychotherpay

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 for the CPCE

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. There are no published study materials available for the CPCE; however, the exam content is similar to the NBCC National Counselor Examination. Students may obtain information regarding study guides at the following web site: [http://www.nbcc.org/study.](http://www.nbcc.org/study) 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 NBCC examination described below. Contact one of the Chi Sigma Iota advisors, Drs. Emily Goodman-Scott or Jeff Moe for additional information.

# NCE EXAM

Old Dominion University Counseling Graduate Program students have a special opportunity to become a Nationally Certified Counselor (NCC).

Because ODU’s master’s degree programs are nationally CACREP accredited, the Counseling Program at ODU is participating in giving the *National Counselor Exam (NCE) for Licensure and Certification* for all students. 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 before taking 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 National Certified Counselor (NCC), having gone through a CACREP-accredited program. Please also note that if you take the exam from ODU it will cost substantially less than if you take it at a later date at a national testing center.

The best time to take the exam is the semester in which students have studied for the comprehensive exams or directly after that semester, as memorized information will be fresh. Students who pass the exam, upon graduation, will be a Nationally Certified Counselors (NCCs). This exam does not count as the exam for your residency in Virginia, the NCMHCE must be taken once your residency is completed (post-master’s).

# EVAULATION OF STUDENTS & SUSPENSIONS

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 the Graduate Program Director 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.

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 or 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, 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, he or she will administer the appeal. If the department chair is a member of the counseling faculty, he or she 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.

* 1. If either the Counseling Graduate Program Director of 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.

# INTERNATIONAL COUNSELING INSTITUTES

Students in the Counseling Graduate Program at ODU have the rare opportunity to study abroad 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=](http://odu.studioabroad.com/index.cfm?Program_Type_ID=1&amp;Program_Name=counseling&amp;pt=%7F&amp;pi=%7F&amp;pc=%7F&amp;pr=%7F&amp;FuseAction=Programs.SearchResults&amp;SimpleSearch=1)

[%7F&pi=%7F&pc=%7F&pr=%7F&FuseAction=Programs.SearchResults&SimpleSearch=1](http://odu.studioabroad.com/index.cfm?Program_Type_ID=1&amp;Program_Name=counseling&amp;pt=%7F&amp;pi=%7F&amp;pc=%7F&amp;pr=%7F&amp;FuseAction=Programs.SearchResults&amp;SimpleSearch=1) .

# IMPORTANT UNIVERSITY AND PROGRAM POLICIES

**Transfer of Credits**

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.

1. 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.
2. 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.
3. 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 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.

# 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](https://www.odu.edu/efl/academics/hied/graduate-assistantships%23.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 me with an accommodation letter from OEA so that we can work 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 in my class 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](http://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. Participation is strongly encouraged.

# 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.

# 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 Polilcy 1502: Student Rights and Freedoms).

* 1. General Provisions Procedures
     1. 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.
     2. 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).

* + 1. 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.

* 1. Procedures
     1. 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.
     2. 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:

* + - 1. The student’s name and University Identification Number
      2. The faculty member’s name and the course subject area prefix and number
      3. A detailed description of the nature of the complaint
      4. A detailed description of attempts at informal resolution with the faculty member and Chair
      5. A detailed description of the relief sought
    1. 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.

* + 1. 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:

* + - 1. The student’s name and University Identification Number
      2. The faculty member’s name and the course subject area prefix and number
      3. A detailed description of the nature of the complaint
      4. A detailed description of attempts at resolution with the faculty member and Chair or Program Director
      5. A detailed description of the relief sought
      6. 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.

Approved by the president May 13, 2011