



OLD DOMINION UNIVERSITY

DARDEN COLLEGE OF EDUCATION & PROFESSIONAL STUDIES
Department of Counseling & Human Services

**M.S. Ed. Program in Counseling
Student Handbook**



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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. Our clinical mental health counseling program is taught in two modalities: one on-campus and in-person, and one digitally. The digital learning program is designed so that courses are taught in accelerated 8-week formats. Each concentration and modality requires a total of 60 semester credit hours, which includes a 100-hour practicum and a 600-hour internship.

Students must designate their concentration and modality at the time of admission. Students must register for courses based on their modality. On-campus students can only register for online courses specifically designed for on-campus students. Online students may only complete online courses. The school counseling track is currently not available in an online format; however, some courses may occasionally be offered online.

The two concentrations each include the same core curriculum in counseling, specialty courses, and an internship in the student's concentration. According to the concentration chosen, master's degree students are prepared for careers as counselors in colleges or universities, community agencies, private practices, hospitals, 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.

To ensure alignment across instructional modalities, the counseling program maintains consistent curriculum standards, learning outcomes, textbooks, and assessment practices across both on-campus and online formats. All students, regardless of modality, are trained under the same CACREP-accredited standards and are held to identical expectations for clinical skill development, professional identity formation, and ethical practice. The primary distinction between modalities lies in the method of delivery. While on-campus students engage in face-to-face instruction, online students complete coursework in an accelerated format that incorporates asynchronous learning alongside synchronous, experiential components such as skills labs and applied practice activities. This structure ensures that all students receive a rigorous, high-quality educational experience that prepares them for professional counseling practice. Online students should anticipate an interactive learning experience that includes both asynchronous coursework and required synchronous engagement.

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 the 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 governs your fieldwork experiences.

MISSION STATEMENT

The mission of our Counseling Graduate Program (M.S. Ed) is to equip our students with the skills, knowledge, and attitudes that enable them to function ethically and effectively in the demanding and ever-changing world of professional counseling. 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 this mission statement are the Counseling Graduate Program objectives and the curriculum, as outlined below.

PROGRAM OBJECTIVES

Counselors must have a critical body of knowledge and a set of skills to help clients and students function effectively in their lives. To achieve this goal, the program offers a curriculum that 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, coursework specific to the various concentration areas is required. Finally, a variety of field placement activities (e.g., practicum, internship) are required to ensure that students can apply 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 that 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. Exhibit a professional counselor identity that includes understanding ethics, credentialing, accreditation, multicultural competence, and social justice counseling competencies, and other standards in the field.
2. Demonstrate an understanding of cultural and diversity aspects of self and of others.
3. Show expertise in guiding clients to achieve growth and healing and understand systemic and environmental factors that impact their development.
4. 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. Demonstrate how one uses case conceptualization in assessment, diagnosis, and evidence-based treatment planning.
7. Show mastery in using research, needs assessment, and program evaluation to inform counseling practice.
8. Demonstrate knowledge of special 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:

- Emily Goodman-Scott, Ph.D., Virginia Polytechnic Institute and State University
- Tim Grothaus, Ph.D., College of William & Mary
- Brian Harrington, Ph.D., University of Mississippi
- Gulsah Kemer, Ph.D., University of North Carolina at Greensboro
- Amie Manis, University of Virginia
- Jeff Moe, Ph.D., University of Toledo
- Ed Neukrug, Ed.D., University of Cincinnati
- Judith Wambui Preston, Ph.D., Old Dominion University
- Lauren Robins, Ph.D., Regent University
- Alan Schwitzer, Ph.D., Virginia Commonwealth University
- Tom Seguin, Ph.D., Old Dominion University
- Aaron Shames, Ph.D., Old Dominion University
- Brittany G. Suggs, Ph.D., Regent University
- Zahide Sunal, Ph.D., Old Dominion University
- Busra Vurkun, Ph.D. Old Dominion University

All Counseling Graduate Program faculty members are members of the Department of Counseling and Human Services and report to the Counseling and Human Services Chair. Department and Program positions include:

- Mark Rehfuss, Ph.D., LPC: Department Chair
- Jeff Moe, Ph.D., LPC, Graduate Program Director
- Emily Goodman-Scott, Ph.D., LPC, School Counseling Coordinator
- Brittany Suggs, Ph.D., LPC, In-Person Clinical Mental Health Counseling Coordinator
- Gulsah Kemer, Ph.D. LPC, Doctoral Coordinator
- Lauren Robins, Ph.D., LPC, On-line Clinical Mental Health Counseling Coordinator
- Zahide Sunal, Ph.D., LPC (TX), Clinical Coordinator
- Tom Sequin, Ph.D., LPC, Director of Clinical Partnerships
- Darrella Wilson: CHS Department Office Manager

The Department of Counseling and Human Services is a department within the Darden College of Education and Professional Studies. The Dean of the College of Education 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.

The College of Education and Professional Studies is one of seven colleges at ODU. The chief academic officer of the university is the Provost and Vice President for Academic Affairs, Dr. Brian Payne. 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). Advantages of CACREP accreditation 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 employment 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.

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 graduate degrees to be granted from an accredited university.

COUNSELOR LICENSURE AND CERTIFICATION

Mental health and school counseling students are encouraged to become credentialed as Licensed Professional Counselors (LPCs) 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 LPCs should secure a qualified clinical supervisor and register with their state Board of Counseling immediately upon graduation. Delays in registering with the state Board of Counseling 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 the course requirements for licensure as a professional counselor in Virginia and most states. Students who will complete the 60-credit master's degree programs in school counseling have space for 3 electives. School counseling students 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. Be sure to review 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 its 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 an LPC, including coursework in specified areas (see <http://www.dhp.virginia.gov/counseling/> for the 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 the 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 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 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 evidence-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. Please note that licensure requirements are updated regularly; please see the VDOE for the most current requirements.

The master's degree concentrations of clinical mental health counseling and school counseling include all 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, ODU's 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 experience. The program will assist students in obtaining and recommending 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 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 online training course: <https://www.odu.edu/impact/responsible-conduct-of-training>.

GROUP EXPERIENCE REQUIREMENT

CACREP accreditation requires that students participate in a minimum of 10 hours of group work as a part of their academic experience. All master's degree students must complete this group experience requirement as part of completing either Group Counseling & Psychotherapy (COUN 644) or COUN 642: Structured Counseling Groups. Completing this group experience is a prerequisite 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).

DISTANCE LEARNING SPECIFIC REQUIREMENTS

The program expectations for this distance learning program are included throughout this handbook, with expectations being elaborated upon during your comprehensive orientation during your first semester in the program. These expectations can also be discussed in greater detail with the online program coordinator, graduate program director, and assigned advisor.

Similar to our face-to-face program, the distance learning program utilizes a cohort model. Students are admitted across six admissions cycles per academic year, with two 8-week admission cycles occurring during the spring, summer, and fall semesters. Students' progress through the program with a designated cohort and follow a structured plan of study. The cohort model will entail a residency feature during the first semester, which includes a detailed orientation, as well as various collaborative pieces amongst the cohort members. This cohort model will necessitate the students having identical schedules. This model will not only increase cohesion amongst the learners but will also allow a space for diversity, equity, and inclusion efforts.

Students in the distance learning program are required to have a computer and a microphone. Students in this program will use [Canvas](#), our Learning Management System, for all of their courses. Information on the navigation of Canvas and all it entails will be located within all course syllabi, will also be explained during the program orientation, and will be thoroughly reviewed during the first class for each course every semester. If there are any questions related to technology, students should contact ITSHelp@odu.edu for further assistance.

Additionally, the syllabi for this distance learning program will be inclusive of procedures for absences, contact information for ODU Cares, and contact information for IT to troubleshoot technological issues.

Special consideration should be given to the student's review of the practicum and internship handbook, specifically policies on navigating digital therapy provisions.

Additional expectations specific to the online counseling program, including participation, technology, and skills development requirements, are outlined in Appendix I.

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 promptly, 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 that counseling services can be helpful to all people, not just individuals who have emotional or mental disorders, graduate students are encouraged to learn about themselves by 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 during their studies, it is inappropriate for counseling faculty members to counsel graduate students. Faculty members and counseling graduate students should maintain their primary role as professor and student 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 assistants.

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 (Plan of Study).* Course requirements and pre- and co-requisites, as noted in the handbook, should be considered when completing your Degree Completion Plan. All required forms must be completed promptly,

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/COHORT MODEL

This program is now operating within a cohort system as part-time or full-time. If you choose to pause courses within the sequence provided, you might have to wait until the following year to have certain courses available.

Course sequences for all students in the cohort system are fixed upon admission to the program, and students are expected to follow their respective curricula as listed in this handbook and as submitted to the program (i.e., the Degree Completion Plan). In extenuating circumstances, students may need to “cohort jump,” or pause their education for a semester to regain courses with a different cohort. Similarly, students may change from full-time to part-time, or vice versa. In these instances, students should follow these steps: (a) reach out to their advisor to describe the extenuating circumstance, then together develop a rationale statement, describing the circumstance and making a formal request to make the noted change; then (b) submit this request in writing to the GPD and Administrative Coordinator, for their consideration; upon approval (c) students would complete a new Plan of Study with their advisor, and submit these to the Administrative Coordinator.

Students wishing to take a course elsewhere and transfer the course in must obtain permission from their faculty advisor first.

In the “cohort course rotation” tables below, you will see the courses that are offered/required each semester, dependent on your course load (part-time or full-time) and concentration (school counseling or clinical mental health counseling). 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 whenever possible. *Students who do not turn in this Plan 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 fewer than the minimum number enrolled, they can be cancelled. Though this is less often the case, due to the cohort system. Also, courses fill up quickly once registration begins. As a result, students need to register early in the registration process for the 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	Prerequisites and Notes
COUN 601	Principles of Professional Counseling and Ethics		A	
COUN 631	Counseling for Lifespan Development	X	A	
COUN 633	Counseling and Psychotherapy Techniques	X	A	Must be completed with a 'B' or higher to take COUN 634
COUN 634	Advanced Counseling and Psychotherapy Techniques	X	A	COUN 601, 633, & 650 This course must be completed with a 'B' or higher
FOUN 611	Introduction to Research	X	A	COUN 601
COUN 642	Structured Counseling Groups	X	S	COUN 601, 633, 650, & 678
COUN 644	Group Counseling and Psychotherapy	X	MH	COUN 601, 633, & 650 + group experience as a pre-req or co-req
COUN 645	Testing and Client Assessment	X	A	COUN 633
COUN 647	Addictive Disorders	X	MH	COUN 601, 633, & 650
COUN 648	Foundations of Career Development	X	A	COUN 601, 645 & 650
COUN 650	Theories of Counseling and Psychotherapy		A	
COUN 655	Social and Cultural Issues in Counseling	X	A	COUN 601
COUN 667 (6 total credits required over two semesters)	Internship in Mental Health Counseling	X	MH	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	COUN 601, 633, 634, 642 or 644, 645, 648, 650, 669, 676, 677, 678, + Application
COUN 669	Practicum in Counseling	X	A	COUN 601, passing 633 and 634 with a 'B' or higher, 642 or 644, 650, + application, group experience, & P&I orientation
COUN 670	Introduction to Counseling Supervision	X	MH	COUN 601, 669
COUN 676	Professional Issues in School Counseling K-12	X	S	Twenty hours of observation in a school is required
COUN 677	School Culture, Learning, and Classroom Management	X	S	COUN 676 Ten hours of observation in a school is required
COUN 678	Counseling Children and Adolescents in School Settings	X	S	COUN 601, 633, 650
COUN 679	School Counseling Program Development K- 12	X	S	COUN 601, 642, 648, 676
COUN 680	Mental Health Counseling	X	MH	
COUN 685	Diagnosis and Treatment Planning in Mental Health Counseling	X	MH	COUN 601, 633, 645, & 650
COUN 691	Family Systems and Family Development	X	MH	COUN 601, 633, & 650
COUN Electives This program offers flexible electives, such as Trauma/Crisis Counseling in the fall, Play Therapy in the spring, Sexuality in Counseling in the summer, Integrated Behavioral Healthcare in the summer, and Advanced Counseling Theories in the summer. All electives in this program are subject to change. If you would like a specific elective, please talk with your advisor. We are always looking to increase and change the electives that are offered.				MH=6 credits S=9 credits

Plan of Study

This program uses a cohort-style progression. The schedules below have been created for you based on your admission to the program (fall or spring), course progression (full-time or part-time), and declared concentration (clinical mental health counseling or school counseling). Students must follow this course progression when scheduling classes.

Please note: 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.

Directions:

These plan of studies (cohort course rotations) should align with the course sequence for your concentration (school counseling or clinical mental health counseling), course progression (part-time or full-time), and first semester (fall or spring).

This should be reviewed and signed by your advisor in the first six weeks of your first semester. Your advisor will then upload your signed plan of study to their specific advising folder.

In the event of an extenuating life circumstance that could warrant changes to the timing of your course plan, please see the description of steps above, including consulting with your advisor and getting COUN leadership approval before making any changes.

Please complete and file this form with your advisor in your first semester.

Clinical Mental Health Counseling Fall Cohort Course Rotation - FULL TIME Campus Students

Name:

UIN:

Advisor:

Fall 1	Spring 1	Summer 1
COUN 601 COUN 633 COUN 650 <i>Responsible conduct of research training</i>	COUN 634 COUN 645 COUN 680 <i>Complete background check through the Office of Clinical Experiences</i> <i>Attend P&I Orientation hosted by the Graduate Clinical Coordinator</i>	COUN 631 COUN 655 FOUN 611 <i>Apply by August 1st for:</i> <i>* COUN 669: Practicum scheduled for Spring 2</i> <i>* COUN 667: CMHC Internship scheduled for Summer 2</i>
Fall 2	Spring 2	Summer 2
COUN 644 COUN 648: CMH section COUN 685 <i>Complete group experience</i>	COUN 669 COUN 647 Elective <i>Apply by February 1st for:</i> <i>* COUN 667: CMHC Internship scheduled for Fall 3</i>	COUN 667 COUN 691 <i>Complete the comprehensive exam</i>
Fall 3		
COUN 667 COUN 670 Elective <i>Apply for graduation through the University Register</i>		

Students: By signing my name, I'm agreeing that I have read and will abide by this handbook. I understand that if I get off my cohort track it can impact my graduation date. I understand the key professional dispositions by which I will be evaluated.

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:

Clinical Mental Health Counseling Spring Cohort Course Rotation – FULL TIME Campus Students

Name:

UIN:

Advisor:

	<i>Spring 1</i>	<i>Summer 1</i>
	COUN 601 COUN 633 COUN 650 <i>Responsible conduct of research training</i>	COUN 634 COUN 645 COUN 655 <i>Complete background check through the Office of Clinical Experiences</i> <i>Attend P&I Orientation hosted by the Graduate Clinical Coordinator</i> <i>Apply by August 1st for:</i> <i>* COUN 669: Practicum scheduled for Spring 2</i>
<i>Fall 1</i>	<i>Spring 2</i>	<i>Summer 2</i>
COUN 631 COUN 644 COUN 685 <i>Complete group experience</i>	COUN 648: CMH section COUN 680 FOUN 611 <i>Apply by February 1st for:</i> <i>* COUN 667: CMHC Internship scheduled for Fall 2</i>	COUN 669 COUN 691 <i>Apply by August 1st for:</i> <i>* COUN 667: CMHC Internship scheduled for Spring 3</i>
<i>Fall 2</i>	<i>Spring 3</i>	
COUN 667 COUN 670 Elective <i>Complete the comprehensive exam</i>	COUN 667 COUN 647 Elective <i>Apply for graduation through the University Register</i>	

Students: By signing my name, I'm agreeing that I have read and will abide by this handbook. I understand that if I get off my cohort track it can impact my graduation date. I understand the key professional dispositions by which I will be evaluated.

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:

Clinical Mental Health Counseling Fall Cohort Course Rotation – PART-TIME Campus Students

Name:

UIN:

Advisor:

Fall 1	Spring 1	Summer 1
COUN 601 COUN 633 <i>Responsible conduct of research training</i>	COUN 634 COUN 645	COUN 631 FOUN 611 <i>Complete background check through the Office of Clinical Experiences</i>
Fall 2	Spring 2	Summer 2
COUN 650 COUN 685	COUN 680 COUN 648: CMH section	COUN 655 Elective <i>Attend P&I Orientation hosted by the Graduate Clinical Coordinator</i> <i>Apply by August 1st for:</i> <i>* COUN 669: Practicum scheduled for Spring 3</i> <i>* COUN 667: Clinical Mental Health Counseling Internship scheduled for Summer 3</i>
Fall 3	Spring 3	Summer 3
COUN 644 Elective <i>Complete group experience</i>	COUN 669 COUN 647 <i>Apply by February 1st for:</i> <i>* COUN 667: Clinical Mental Health Counseling Internship scheduled for Fall 4</i>	COUN 667 COUN 691 <i>Complete the comprehensive exam</i>
Fall 4		
COUN 667 COUN 670 <i>Apply for graduation through the University Register</i>		

Students: By signing my name, I'm agreeing that I have read and will abide by this handbook. I understand that if I get off my cohort track, it can impact my graduation date. I understand the key professional dispositions by which I will be evaluated.

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:

Clinical Mental Health Spring Cohort Course Rotation – PART TIME Campus Students

Name:

UIN:

Advisor:

	Spring 1	Summer 1
	COUN 601 COUN 633 <i>Responsible conduct of research training</i>	COUN 634 COUN 645 <i>Complete background check through the Office of Clinical Experiences</i>
Fall 1	Spring 2	Summer 2
COUN 650 COUN 655	COUN 680 FOUN 611	COUN 631 Elective <i>Attend P&I Orientation hosted by the Graduate Clinical Coordinator</i> <i>Apply by August 1st for: * COUN 669: Practicum scheduled for Summer 3</i>
Fall 2	Spring 3	Summer 3
COUN 644 COUN 685 <i>Complete group experience</i>	COUN 648: CMH section Elective <i>Apply by February 1st for: * COUN 667: Clinical Mental Health Counseling Internship scheduled for Fall 3</i>	COUN 669 COUN 691 <i>Apply by August 1st for: * COUN 667: Clinical Mental Health Counseling Internship scheduled for Spring 4</i>
Fall 3	Spring 4	
COUN 667 COUN 670 <i>Complete the comprehensive exam</i>	COUN 667 COUN 647 <i>Apply for graduation through the University Register</i>	

Students: By signing my name, I'm agreeing that I have read and will abide by this handbook. I understand that if I get off my cohort track it can impact my graduation date. I understand the key professional dispositions by which I will be evaluated.

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:

School Counseling Fall Cohort Course Rotation – FULL TIME Campus Students

Name:

UIN:

Advisor:

Fall 1	Spring 1	Summer 1
COUN 601 COUN 633 COUN 650 <i>Responsible conduct of research training</i>	COUN 634 COUN 645 COUN 676 <i>Complete background check through the Office of Clinical Experiences</i> <i>Attend P&I Orientation hosted by the Graduate Clinical Coordinator</i>	COUN 631 COUN 655 <i>Apply by August 1st for:</i> <i>* COUN 669: Practicum scheduled for Spring 2</i>
Fall 2	Spring 2	Summer 2
COUN 642 COUN 648: SC section COUN 677 <i>Complete group experience</i>	COUN 669 COUN 678 FOUN 611 <i>Apply by February 1st for:</i> <i>* COUN 668: School Counseling Internship scheduled for Fall 3</i>	COUN 679 Elective (*691) <i>Apply by August 1st for:</i> <i>* COUN 668: School Counseling Internship scheduled for Spring 3</i>
Fall 3	Spring 3**	
COUN 668 Elective (*685) <i>Complete the comprehensive exam</i>	COUN 668 Elective (*647) <i>Apply for graduation through the University Register</i>	
* Electives are scheduled per when the CMHC courses required for the LPC in VA are scheduled in the rotation. SC students not taking the CMHC electives can move their elective courses, if needed.		

Students: By signing my name, I'm agreeing that I have read and will abide by this handbook. I understand that if I get off my cohort track it can impact my graduation date. I understand the key professional dispositions by which I will be evaluated.

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:

School Counseling Spring Cohort Course Rotation – FULL TIME Campus Students

Name:

UIN:

Advisor:

	Spring 1	Summer 1
	COUN 601 COUN 633 COUN 650 <i>Responsible conduct of research training</i>	COUN 634 COUN 645 <i>Complete background check through the Office of Clinical Experiences</i> <i>Attend P&I Orientation hosted by the Graduate Clinical Coordinator</i> <i>Apply by August 1st for:</i> <i>* COUN 669: Practicum scheduled for Spring 2</i>
Fall 1	Spring 2	Summer 2
COUN 642 COUN 648: SC section COUN 677 <i>Complete group experience</i>	COUN 669 COUN 676 FOUN 611 <i>Apply by February 1st for:</i> <i>* COUN 668: School Counseling Internship scheduled for Fall 3</i>	COUN 655 COUN 678 <i>Apply by August 1st for:</i> <i>* COUN 668: School Counseling Internship scheduled for Spring 3</i>
Fall 2	Spring 3	Summer 3
COUN 668 COUN 631 Elective (*685)	COUN 668 Elective (*647) <i>Complete the comprehensive exam</i>	COUN 679 Elective (*691) <i>Apply for graduation through the University Register</i>
* Electives are scheduled per when the CMHC courses required for the LPC in VA are scheduled in the rotation. SC students not taking the CMHC electives can move their elective courses, if needed.		

Students: By signing my name, I'm agreeing that I have read and will abide by this handbook. I understand that if I get off my cohort track it can impact my graduation date. I understand the key professional dispositions by which I will be evaluated.

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:

School Counseling Fall Cohort Course Rotation – PART TIME Campus Student

Name:

UIN:

Advisor:

Fall 1	Spring 1	Summer 1
COUN 601 COUN 633 <i>Responsible conduct of research training</i>	COUN 634 COUN 645 <i>Complete background check through the Office of Clinical Experiences</i>	COUN 631 FOUN 611 <i>Attend P&I Orientation hosted by the Graduate Clinical Coordinator</i> <i>Apply by August 1st for:</i> <i>* COUN 669: Practicum scheduled for Summer 2</i>
Fall 2	Spring 2	Summer 2
COUN 650 COUN 655	COUN 676 COUN 648: SC section	COUN 669 COUN 678 <i>Apply by August 1st for:</i> <i>* COUN 668: School Counseling Internship scheduled for Spring 3</i>
Fall 3	Spring 3	Summer 3
COUN 642 COUN 677 <i>Complete group experience</i>	COUN 668 Elective (*647) <i>Apply by February 1st for:</i> <i>* COUN 668: School Counseling Internship scheduled for Fall 4</i>	COUN 679 Elective (*691) <i>Complete the comprehensive exam</i>
Fall 4		
COUN 668 Elective (*685) <i>Apply for graduation through the University Register</i>		
* Electives are scheduled per when the CMHC courses required for the LPC in VA are scheduled in the rotation. SC students not taking the CMHC electives can move their elective courses, if needed.		

Students: By signing my name, I'm agreeing that I have read and will abide by this handbook. I understand that if I get off my cohort track it can impact my graduation date. I understand the key professional dispositions by which I will be evaluated.

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:

School Counseling Spring Cohort Course Rotation – PART TIME Campus Student

Name:

UIN:

Advisor:

	Spring 1	Summer 1
	COUN 601 COUN 633 <i>Responsible conduct of research training</i>	COUN 634 COUN 645 <i>Complete background check through the Office of Clinical Experiences</i>
Fall 1	Spring 2	Summer 2
COUN 650 COUN 655	COUN 676 FOUN 611	COUN 631 COUN 678 <i>Attend P&I Orientation hosted by the Graduate Clinical Coordinator</i> <i>Apply by August 1st for:</i> <i>* COUN 669: Practicum scheduled for Spring 3</i>
Fall 2	Spring 3	Summer 3
COUN 642 COUN 677 <i>Complete group experience</i>	COUN 669 COUN 648: SC section <i>Apply by February 1st for:</i> <i>* COUN 668: School Counseling Internship scheduled for Fall 4</i>	COUN 679 Elective (*691) <i>Apply by August 1st for:</i> <i>* COUN 668: School Counseling Internship scheduled for Spring 4</i>
Fall 3	Spring 4	
COUN 668 Elective (*685) <i>Complete the comprehensive exam</i>	COUN 668 Elective (*647) <i>Apply for graduation through the University Register</i>	
* Electives are scheduled per when the CMHC courses required for the LPC in VA are scheduled in the rotation. SC students not taking the CMHC electives can move their elective courses, if needed.		

Students: By signing my name, I'm agreeing that I have read and will abide by this handbook. I understand that if I get off my cohort track, it can impact my graduation date. I understand the key professional dispositions by which I will be evaluated.

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:

Revised May 2026

Online Clinical Mental Health Counseling Fall Cohort Course Rotation – Full-Time Students

Name:

UIN:

Advisor:

Fall 1	Spring 1	Summer 1
COUN 601 COUN 633 COUN 650 <i>Responsible conduct of research training</i>	COUN 634 COUN 645 COUN 680 <i>Complete background check through the Office of Clinical Experiences</i> <i>Attend P&I Orientation hosted by the Graduate Clinical Coordinator</i>	COUN 631 COUN 655 FOUN 611 <i>Apply by August 1st for:</i> <i>* COUN 669: Practicum scheduled for Spring 2</i> <i>* COUN 667: CMHC Internship scheduled for Summer 2</i>
Fall 2	Spring 2	Summer 2
COUN 644 COUN 648 COUN 685 <i>Complete group experience</i>	COUN 669 COUN 647 Elective <i>Apply by February 1st for:</i> <i>* COUN 667: CMHC Internship scheduled for Fall 3</i>	COUN 667 COUN 691 <i>Complete the comprehensive exam</i>
Fall 3		
COUN 667 COUN 670 Elective <i>Apply for graduation through the University Register</i>		

Students: By signing my name, I'm agreeing that I have read and will abide by this handbook. I understand that if I get off my cohort track, it can impact my graduation date. I understand the key professional dispositions by which I will be evaluated.

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:

Online Clinical Mental Health Counseling Spring Cohort Course Rotation – Full-Time Students

Name:

UIN:

Concentration:

Advisor:

	<i>Spring 1</i>	<i>Summer 1</i>
	<i>COUN 601</i> <i>COUN 633</i> <i>COUN 650</i> <i>Responsible conduct of research training</i>	<i>COUN 634</i> <i>COUN 644</i> <i>COUN 655</i> <i>Complete group experience</i> <i>Complete background check through the Office of Clinical Experiences</i> <i>Attend P&I Orientation hosted by the Graduate Clinical Coordinator</i> <i>Apply by August 1st for:</i> <i>* COUN 669: Practicum scheduled for Spring 2</i>
<i>Fall 1</i>	<i>Spring 2</i>	<i>Summer 2</i>
<i>COUN 631</i> <i>COUN 645</i> <i>COUN 685</i>	<i>COUN 648</i> <i>COUN 680</i> <i>FOUN 611</i> <i>Apply by February 1st for:</i> <i>* COUN 667: CMHC Internship scheduled for Fall 2</i>	<i>COUN 669</i> <i>COUN 691</i> <i>Apply by August 1st for:</i> <i>* COUN 667: CMHC Internship scheduled for Spring 3</i>
<i>Fall 2</i>	<i>Spring 3</i>	
<i>COUN 667</i> <i>COUN 670</i> <i>Elective</i> <i>Complete the comprehensive exam</i>	<i>COUN 667</i> <i>COUN 647</i> <i>Elective</i> <i>Apply for graduation through the University Register</i>	

Student Name:

Student Signature:

Date:

Advisor Name:

Advisor Signature:

Date:

COUNSELING ONLINE PROGRAM FULL-TIME PLAN OF STUDY
Fall Cohort Course Rotation (Admissions Cycles 1-3)

Name:

UIN:

Advisor:

SEMESTER	1 ST 8 WEEKS	2 ND 8 WEEKS	REMINDERS
SEMESTER 1	COUN601 COUN650	COUN633	Complete: Responsible conduct of research training
SEMESTER 2	COUN644 COUN680	COUN 634	Complete: Background check through the Office of Clinical Experiences Attend P&I Orientation & Apply by August 1 st for COUN 669 (Practicum scheduled for Summer 2)
SEMESTER 3	COUN631 ELECTIVE	COUN655	
SEMESTER 4	COUN645	COUN648 COUN685	Apply by February 1 st for: COUN 667 (CMHC Internship scheduled for Fall 2)
SEMESTER 5	COUN647 FOUN611	COUN669	Apply by August 1 st for: * COUN 667 (CMHC Internship scheduled for Spring 3)
SEMESTER 6	COUN667	COUN667 COUN691	Complete the comprehensive exam
SEMESTER 7	COUN667 COUN670	COUN667 ELECTIVE	Apply for graduation through the University Register
Elective Courses: Any COUN 600, 700, or 800 level class not otherwise required on your plan of study. Other courses and subjects can be approved by your advisor.			

Students: By signing my name, I'm agreeing that I have read and will abide by this plan of study, as well as my handbook. I understand that if I get off my cohort track, it can impact my graduation date. I understand the key professional dispositions by which I will be evaluated.

Student Signature:

Date Completed:

Advisor Signature:

Date Completed:

COUNSELING ONLINE PROGRAM FULL-TIME PLAN OF STUDY
Spring Cohort Course Rotation (Admissions Cycles 4-6)

Name:

UIN:

Advisor:

SEMESTER	1 ST 8 WEEKS	2 ND 8 WEEKS	REMINDERS
SEMESTER 1	COUN601 COUN650	COUN633	Complete: Responsible conduct of research training
SEMESTER 2	COUN631 COUN655	COUN 634	Complete: Background check through the Office of Clinical Experiences Attend P&I Orientation & Apply by August 1 st for COUN 669 (Practicum scheduled for Summer 2)
SEMESTER 3	COUN645 COUN685	COUN644	
SEMESTER 4	COUN648 COUN680	FOUN611	Apply by February 1 st for: COUN 667 (CMHC Internship scheduled for Fall 2)
SEMESTER 5	COUN691	COUN669	Apply by August 1 st for: * COUN 667 (CMHC Internship scheduled for Spring 3)
SEMESTER 6	COUN667 COUN670	COUN667 ELECTIVE	Complete the comprehensive exam
SEMESTER 7	COUN667 COUN647	COUN667 ELECTIVE	Apply for graduation through the University Register
Elective Courses: Any COUN 600, 700, or 800 level class not otherwise required on your plan of study. Other courses and subjects can be approved by your advisor.			

Students: By signing my name, I'm agreeing that I have read and will abide by this plan of study, as well as my handbook. I understand that if I get off my cohort track, it can impact my graduation date. I understand the key professional dispositions by which I will be evaluated.

Student Signature:

Date Completed:

Advisor Signature:

Date Completed:

ELECTIVE COURSES

Students can select elective courses from counseling courses offered at the 600 or 700 levels for which they have prerequisites without advisor pre-clearance. 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 second 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 the 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 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. Students enrolled in the online program complete practicum and internship experiences within their local

communities, pending program approval.

PREREQUISITES

Prerequisites for Practicum:

- Attend Practicum & Internship Orientation
- Complete Group experience. Information about Group experience scheduling and registration is sent to students by email at the end of each semester. It is the student's responsibility to fulfill the group experience 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 for 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 in extenuating circumstances.**

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 that can ensure minimal competence in the field. All students must pass the examination to receive their master's degree. The passing score on the exam is one standard deviation below the national mean. If a person fails the exam, they can take the national exam again or take those sections of the exam in which they scored more than one standard deviation below the mean. If they choose to take separate sections, the exam will be based on chapters from the *World of the Counselor* (WOC) and will contain 20-30 15 multiple choice and 5 true/false test items from WOC per section. In addition, they will have one broad question about the subject area to answer per section, which will be graded by two faculty

members. They need to achieve a score of 70% to pass, with the test and the essay being equally weighted. If they fail this exam, they have one final opportunity to pass via a developmental process with a faculty member who will meet with them, go over the sections of the exam, and have an oral and/or written test, which they must pass. The one faculty member makes that determination. The comprehensive examination is offered every semester.

The examination is ordinarily taken while students are enrolled in an internship near the end of their program. Students must be registered for at least one semester credit during the semester the exam is completed. 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: Structured Counseling Groups or Group Counseling and Psychotherapy
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

The Comprehensive Prerequisite and Registration Form is sent out every semester to all students. Students must return the form by the first day of the semester in which they plan on taking it (fall semester, spring semester, or first summer session).

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.

The 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 like 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 students in preparing for the comprehensive examination and for the National Counselor Exam (NCE) described next. Contact one of the Chi Sigma Iota advisors, Drs. Lauren Robins 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 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 an 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 NCCs. 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.

The NCE or the National Clinical Mental Health Counseling Examination (NCMHCE) is required to obtain your LPC in Virginia. Either exam qualifies for Virginia LPC licensure, but the NCMHCE is required if the counselor wants to qualify for TRICARE reimbursement. 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>

STUDENT RETENTION, REMEDIATION, AND/OR DISMISSAL FROM THE PROGRAM

General Academic Concerns: 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.

Graduate students who do not meet the requirement for continuous enrollment and do not have a leave of absence approved previously will be suspended from the degree program.

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 III). 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 before 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.

Key Professional Dispositions (KPDs)

The Counseling Program has developed a series of Key Professional Dispositions (KPD's) with which each student will be assessed. The KPD's contain four broad behavioral dispositional areas broken down into 18 traits or behaviors (see Appendix IV). 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.

The goal of this policy is to provide an avenue to support student success in the Darden College of Education and Professional Studies. All students are expected to follow the ODU Code of Student Conduct, the Technical Standards, and appropriate professional standards identified by the program.

Dismissal From the Program

At any point in the program, if a faculty member has serious concerns about any of the following: a student's academic behavior, a student's competency as a counselor in training, or the personal or professional characteristics of a student that may call into question the student's fitness for the Counseling graduate program, the faculty member shall, after confidential consultation with one or more full-time faculty members in the program, initiate the process outlined below. Issues related to violations of the Code of Student Conduct, including academic integrity violations (e.g., plagiarism, cheating, facilitation, and/or fabrication) should be addressed by the Office of Student Conduct & Academic Integrity.

1. The faculty member, accompanied by an additional full-time faculty member, will first address the student individually to identify the concerns and determine if a plan for addressing the problem is feasible.
2. If the situation of concern is not resolved at the conclusion of the conference with the student, or in the event a plan has been developed to address the problem but the requirements set forth in the plan are not met, the faculty member will send a private memo to the Program Director, or designee, outlining the faculty member's concerns about the student and summarizing the conference that took place with the student and/or the established plan.
3. The Program Director, or designee, will seek input pertaining to the situation from the student and may hold a meeting with the student and faculty member to attempt to

resolve the issue. If prior attempts by the faculty member to resolve the issue are deemed insufficient or the meeting with the Program Director or designee, and the faculty member, and the student does not result in a resolution of the issue, the Program Director or designee will alert the Department Chair of the situation and will then call a private program faculty meeting to discuss the concerns.

4. The program faculty will discuss the situation in a private meeting. The faculty can decide not to take action or can consider a recommendation deemed 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 sign a professional development plan in which expected behaviors are detailed; asking the student to take additional coursework or activities to complete the degree; asking the student to take a leave of absence from the program for a period of time; asking the student to permanently withdraw from the program; or referring the case to the Office of Student Conduct & Academic Integrity. A letter describing the problem, the steps taken leading up to the private meeting, and the recommended remediation will be written. A copy will be placed in the student's records.
5. The Program Director or designee will then meet with the student to inform him/her of the concerns that were discussed and the faculty's recommendations regarding the matter. The student will be given a copy of the letter placed in their records.
6. If the student does not voluntarily agree to follow the recommendations provided by the faculty, the student may request a review with the Department Chair. The request must be made in writing and must specify the reasons why the student feels the recommendations are inappropriate.
7. Upon receiving the request for a review from the student, the Department Chair will request from the Program Director or designee a written document which summarizes the concerns that were raised with the student, the process the faculty used in discussing the concerns, and the recommendations the faculty developed. The document will be given to the Department Chair.
8. The Department Chair will review the evidence, talk with the student, the Program Director or designee, and relevant faculty members, and then render his or her decision and recommendation. The decision and recommendation will be provided to the Program Director or designee and the student in the form of a letter.
9. If the student does not voluntarily agree to follow the recommendation provided by the Department Chair, the student may request a hearing with the Appeals Committee of the College which consists of at least two program directors and a student representative, none of whom are from the department in which the student requesting the appeal is enrolled.

10. The Department Chair will request appointment of the Appeals Committee from the Dean's office. The Chair or designee associated with the student 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 Department Chair. The committee will interview the Chair, the Program Director or designee, the faculty member or faculty members who initiated the concern about the student, the student, and other pertinent witnesses as well as all related documentation. The committee, after careful deliberation, will make its recommendation to the Department Chair, who will relay the information in the form of a letter to the Department Chair, Program Director or designee, and the student.
11. If the Program Director or designee, or the student believes that the established procedures for the appeal have not been followed, an appeal for a rehearing may be made to the Dean of the Darden College of Education and Professional Studies or designee. The only basis for appeal will be the failure to have been provided due process as prescribed by this policy. After reviewing the appeal, the Dean or designee may affirm the decision from the hearing that was held, or may require that a new hearing be held either by the original hearing panel or with a new hearing panel. The decision will be documented in a formal letter and provided to the Department Chair, Program Director or designee, and the student. The decision of the Dean or designee is final and not subject to further appeal.
12. In the event the student voluntarily agrees to follow the recommendations established by the faculty (step 4) and described to the student (step 5) but violates the agreement, the program faculty who developed the plan in step 4 may further change the plan or dismiss the student from the program. In the event the student is dismissed:

For graduate students: The GPD must inform the student of their dismissal in writing along with a copy of the G8 Form as described in the Graduate Catalogue. The student may file an appeal by following the Dismissal for a Graduate Program policy found in the Graduate Catalogue.

IMPORTANT UNIVERSITY AND PROGRAM POLICIES

Academic Appeal Policy

The academic appeals policy may be found in the ODU Graduate Catalog (search grade appeals at: <https://catalog.odu.edu/graduate/>).

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 that 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/>

Admissions Deferral (Cohort Jumping) Steps

- A Student is assessed and is admitted into the program
- The student asks for permission to defer their acceptance to the following semester. The student is asked to provide an acceptable reason before deferring is approved by the admissions committee.
- If permission is acceptable, the student and Ms. Cherra are informed of the decision.
- The student's name is added to the list of students who are considered deferred.

Application for Graduation

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

Bias Incident Reporting

The following information is taken directly from the following website:
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 biased 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.

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, and Graduation) must be submitted by the stated deadlines. This information is also listed in the plan of study documents, as reminders.

Diversity, Equity, Inclusion, and Accessibility

The Old Dominion University (ODU) Counseling Program is committed to fostering a learning environment that embodies diversity, equity, inclusion, and accessibility (DEIA) as core values integral to counselor education, professional practice, and community engagement. This policy affirms the program's dedication to cultivating a culture where all individuals—students, faculty, staff, and community partners—are valued, respected, and supported in their personal and professional growth.

Guiding Principles

- 1. Respect for Diversity:**

The program values the richness of diverse perspectives arising from differences in race, ethnicity, national origin, gender identity, sexual orientation, age, ability, socioeconomic status, religion, political belief, language, and life experience.

- 2. Commitment to Equity:**

Equity is achieved by identifying and addressing systemic barriers that limit full participation in academic, clinical, and professional spaces. The program continuously seeks to create equitable access to resources, opportunities, and support for all community members.

- 3. Promotion of Inclusion:**

Inclusion involves intentionally cultivating a climate where every individual feels a sense of belonging, safety, and agency. The program promotes dialogue, collaboration, and shared learning within a framework of mutual respect and cultural humility.

- 4. Accessibility for All:**

The program ensures that all physical, technological, and curricular environments are accessible and inclusive of individuals with disabilities and varying learning needs.

Accommodations are provided in accordance with ODU's Office of Educational Accessibility (OEA) guidelines and applicable legal standards such as the ADA and Section 504 of the Rehabilitation Act.

Eight-Year Limit

Students must complete all program requirements within eight 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.

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. For faculty to maintain contact with students, each student must have access to 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.

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 several 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.

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 interested in obtaining an assistantship should apply directly to the 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>

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 email address in the semester in which you plan to graduate. Your diploma will not be issued until you have completed and filed your survey electronically.

International/Study Away Counseling Institutes

Periodically, students in the Counseling Graduate Program at ODU may 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

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>

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.

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 Mental Health Counselors Association, the American School Counselor Association, 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 for guidance and mentoring regarding involvement in professional counseling organizations.

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 the 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.
- B. **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 arises 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
- C. 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.
- D. 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.

Technological Ecosystem of ODU

The following highlights the myriads of technological assistance as well as the free software available at ODU. The IT Help Desk is available 24/7 and can be reached at 757-683-3192. More specificity of most of this can be found at: <https://www.odu.edu/technology-services/technology-students>

Category	Technology/Resource	Purpose
Student Portals & Digital Access	myODU Portal	Registration, grades, financial aid, schedules, Canvas, email, and announcements
	Leo Online	Official academic records
	MIDAS	Login credentials and account access
	Two-Factor Authentication (2FA)	Account security and authentication
Learning Management & Academic Tools	Canvas	Coursework, assignments, discussions, quizzes, and grades
	Zoom	Virtual classes, advising, meetings, and collaboration
	Google Workspace	Google Docs, Sheets, Drive, Calendar, and Meet
	WordPress Hosting	Student websites and digital portfolios
Software & Applications	Microsoft Office 365	Word, Excel, PowerPoint, Outlook, and Teams
	Research & Analytics Software	SPSS, SAS, Mathematica, NVivo, and RStudio
	Design & Engineering Software	Adobe Creative Cloud, AutoCAD, ArcGIS, and Autodesk Inventor
	Classroom & Testing Tools	Respondus LockDown Browser, Panopto, and Top Hat

Category	Technology/Resource	Purpose
Virtual Computing Environment	Monarch Virtual Environment (MOVE)	Remote access to virtual lab computers and specialized software
Campus Internet & Wi-Fi	eduroam	Secure academic Wi-Fi across participating institutions
	MonarchODU	Encrypted campus Wi-Fi
	DeviceODU	Wi-Fi for gaming consoles and smart devices
Computer Labs & Printing	Campus Computer Labs	Access to academic software and computing resources
	Printing Services	Semester print credits and additional printing access
Mobile Technology	ODU Mobile App	Schedules, maps, notifications, events, dining, and alerts
	ODU Safe App & ODU Alerts	Emergency communication systems
Technology Support	IT Help Desk	Password resets, troubleshooting, Canvas support, and cybersecurity assistance
Hardware Recommendations	Laptop Requirements	Windows/macOS, Intel i5/M1 or higher, recommended 16GB RAM, SSD storage, and reliable Wi-Fi capability

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 that 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 their 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. 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 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 **before** 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.

Well-Being of Students

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
- Noticeable 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 well-being. 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

APPENDIX I: ONLINE COUNSELING PROGRAM GUIDELINES AND EXPECTATIONS

This appendix outlines program elements specific to students enrolled in the online Counseling Master's program. All policies outlined in the main handbook apply to online students unless otherwise specified below. The following sections highlight key differences in program delivery, expectations, and student support within the online learning environment.

Program Delivery Format

- The online Counseling Master's program is designed to provide a rigorous and interactive learning experience that aligns with the standards and expectations of the on-campus program. Courses are delivered in an accelerated format, with most courses occurring in 8-week sessions, except for practicum and internship courses.
- Coursework is primarily asynchronous, allowing students flexibility in completing weekly requirements. However, many courses include synchronous components, particularly in skills-based courses. These may include live class sessions, counseling skills labs, group activities, or faculty-led meetings. Students are expected to attend and actively participate in all synchronous experiences.
- Students should anticipate consistent weekly engagement, including readings, recorded lectures, discussion activities, applied assignments, and skills practice.

Technology and Participation Expectations

Students enrolled in the online program are expected to maintain consistent access to reliable technology and demonstrate professionalism in all virtual interactions. The program utilizes platforms such as Canvas for course delivery and Zoom for live sessions, skills practice, and advising meetings. Technical difficulties should be addressed proactively, and students are responsible for seeking support when needed.

Students are expected to:

- Maintain reliable internet access and a functional computer
- Utilize a webcam and microphone for all sessions and meetings
- Present themselves professionally during live sessions (e.g., appropriate attire, minimal distractions, suitable environment)
- Engage actively in course activities, discussions, and virtual learning spaces

Online Counseling Skills Development & Required Skills Lab

The development of counseling skills is a central component of the program and is intentionally designed to be experiential in the online format. Students will engage in structured opportunities to practice and demonstrate counseling skills through live sessions, recorded role-plays, and interactive assignments. Feedback will be provided by faculty and peers to support skill development and professional growth.

Students are expected to:

- Participate fully in skills practice activities and labs (i.e., skills lab)
- Demonstrate professionalism, presence, and engagement in virtual counseling interactions
- Adhere to all guidelines related to recording, storage, and submission of counseling sessions
- Respect confidentiality and ethical standards in all practice activities

Communication Guidelines

- Clear and consistent communication is essential in the online learning environment.
- Faculty aim to respond to student inquiries within 24–48 hours during the work week.
- Students are expected to communicate professionally and proactively, particularly when questions or concerns arise.
- Course-specific communication expectations (e.g., discussion participation, group work, and instructor contact) will be outlined within each course.
- Students are encouraged to check course announcements and messages regularly.
- Students are encouraged to check the Online Student Hub on Canvas regularly for program updates, announcements, and deadlines.

Clinical Placement Considerations for Online Students

All students, regardless of program format, must meet the same clinical requirements for practicum and internship experiences. Online students may complete clinical placements within their local communities, pending program approval and site approval. Additional information regarding practicum and internship requirements is outlined in the main handbook.

Students are responsible for:

- Identifying potential clinical sites (with program support as available)
- Ensuring sites meet program and accreditation requirements
- Completing all required documentation and approval processes

Licensure and State Requirements

Licensure requirements for professional counseling vary by state. While the program is designed to meet broad educational standards, it is the responsibility of each student to verify licensure requirements in the state in which they intend to practice. Students are strongly encouraged to consult their state licensing board early in the program to ensure alignment with educational and clinical requirements.

APPENDIX II: ADVISING AND MENTORSHIP OVERVIEW

This appendix provides a brief overview of advising and mentorship expectations within the Counseling Program. Advising and mentorship are designed to support student success, program progression, and professional development. While faculty provide guidance and support, students are expected to take an active role in engaging with advising and mentorship opportunities.

Advising and Mentorship Overview

All students are assigned a faculty advisor upon entry into the program. The advisor serves as the primary point of contact for academic planning, review of the plan of study, and general program guidance. Students are required to meet with their advisor, particularly before registering for their second semester of coursework, in accordance with university policy. It is the student's responsibility to initiate this meeting and remain engaged in advising throughout the program.

Students are expected to:

- Complete the plan of study and review it during the first advising session
- Schedule and attend advising meetings promptly
- Come prepared with questions, goals, and an updated plan of study
- Monitor their academic progress and course sequencing
- Communicate proactively regarding any concerns or proposed changes

Tiered Mentorship Opportunities

In addition to faculty advising, students are encouraged to engage in tiered mentorship opportunities through Chi Sigma Iota (CSI), the international honor society for counseling students, professionals, and educators.

Tiered mentorship provides structured opportunities for connection and growth across levels of training and professional development. This may include: 1) Peer-to-peer mentorship among students; 2) Mentorship between advanced students and newer cohort members; and 3) Faculty and professional mentorship connections.

These layered mentorship experiences are designed to support academic success, professional identity development, and engagement within the counseling field. Participation in mentorship opportunities is encouraged but requires student initiative and engagement.

A Shared Responsibility

Mentorship within the program extends beyond course advising and includes support for professional identity development, career planning, and growth as a counselor-in-training. Faculty are committed to providing guidance and support; however, students are expected to take ownership of their academic journey and actively seek out advising and mentorship opportunities.

APPENDIX III: KEY PERFORMANCE INDICATORS

CACREP Core Area	KPI	Assessment I	Assessment II
Professional Counseling Orientation and Ethical Practice	Students will understand and develop a professional identity as a counselor.	<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 Class: Coun 601	<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. Class: Coun 667/668
Social and Cultural Diversity	Students will describe the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others.	<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. Class: Coun 601	<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. Class: Coun 655
Human Growth and Development	Students will be able to identify systemic and environmental factors that affect human development,	<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,	<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

	functioning, and behavior.	and based on this, develop a view of human nature, key concepts, techniques, therapeutic process, social and cultural issues, and efficacy of their theory. Class: Coun 650	development and functioning of the client. Class: Coun 667/668
Career Development	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
Counseling and Helping Relationships	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
Group Counseling and Group Work	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 attribute related to understanding group dynamics and process (Coun 644).	<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.

		<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) Classes: Coun 642 or 644	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. Class: Coun 667 & 668
Assessment and Testing	Students will 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
Research and Program Evaluation	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
Clinical Mental Health Counseling	Students will apply the diagnostic process using current diagnostic	<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	<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

	classifications systems.	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	6–8-page case conceptualization of the character. Class: Coun 685
School Counseling	Students will create lesson plans for school counseling program core curriculum.	<i>School Counseling Lesson Plan Assignment:</i> 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 & 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. Second, students will write a brief paper corresponding to their lesson that describes: (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. Class: Coun 677	<i>School Counseling Portfolio:</i> From their practicum, internship, or observational experiences, students will complete the following, using the ASCA template: ○ An example of one classroom lesson you designed and facilitated. Please include the following: ▪ SMART goal worksheet ▪ Lesson Plan ▪ Data Report form Class: Coun 668

APPENDIX IV: KEY PROFESSIONAL DISPOSITIONS (KPD'S)

Counseling Dispositions Assessment Tool						
Behavioral Domains	Expectations Indicator					Unabl e to Obser ve (UO)
	5 Exceeds (Demonst rates Competen cy)	4 At Level (At Compete ncy)	3 Near (Develop ing Compete ncy)	2 Below (Insufficien t or Unaccepta ble)	1 Harmfu l	
Professionalism						
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						
Accountability/Conscientiousness						
7. Effectively organizes record						
8. Demonstrates punctuality and attendance						
9. Writes grammatically correct reports						
Self-Regulation						
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						

Interpersonal Skills						
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						

Adapted from:

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). *VISTAS Online*, 52, 1-14.

Lambie, G. W., Mullen, P. R., Swak, J. C., & Blount, A. (2015). The Counseling Competencies Scale: Validation and refinement. *Measurement and Evaluation in Counseling and Development*, 51(1), 1-15. doi:10.1080/07481756.2017.1358964

APPENDIX V: ODU COUNSELING PROGRAM POLICY ON GENERATIVE AI

I. Academic Integrity and the Use of Artificial Intelligence

Students are expected to uphold the highest standards of academic integrity in all coursework. The use of artificial intelligence tools, including platforms such as ChatGPT, must align with course expectations and instructor guidelines. Misuse of AI or other academic integrity violations may result in disciplinary action and possibly removal from the program.

Students are responsible for:

- Ensuring that the submitted work reflects their own understanding and effort.
- Using AI tools ethically and appropriately, when permitted.
- Adhering to all university and program policies related to academic honesty.

II. Educational and Course-Level Flexibility

The ODU Counseling Program recognizes that Artificial Intelligence (AI) or Generative AI (GenAI) is a rapidly evolving technology that holds potential as both an educational and clinical tool. We are committed to training our students to use AI ethically, responsibly, and effectively across their developmental stages as counselors-in-training.

A. Course-Specific Guidelines: Because the use of AI looks different depending on a course's content and experiential nature, our faculty retain the flexibility to determine AI usage within their specific classes. Faculty will outline clear, written expectations in the syllabi regarding if, when, and how AI may be utilized. Students must adhere to the guidelines set forth by each instructor.

B. Learning Aid versus Academic Dishonesty: There is a distinct difference between using AI to supplement the learning process (e.g., brainstorming, informal research, or studying) and submitting AI-generated work as one's own. Presenting another's work, including AI-generated content, as your own is plagiarism and a violation of professional ethics (American Counseling Association [ACA], 2014).

III. Clinical Practice and Ethical Mandates

When students transition into clinical coursework, practicum, and internship stages, the use of GenAI must adhere to the ethical codes of the counseling profession.

A. Client Confidentiality and Data Protection (Strict Prohibition): Under no circumstances may a student or supervisee enter Protected Health Information (PHI), client transcripts, or any identifying client data into a public or unauthorized GenAI platform. Counselors have a primary ethical duty to protect client identity, privacy, and confidentiality (ACA, 2014). The vulnerability of electronic communications requires counselors to take appropriate measures to maintain confidentiality (American School Counselor Association [ASCA], 2022) and to take necessary precautions to ensure client confidentiality in all electronic transmissions (American Mental Health Counselors Association [AMHCA], 2020). All client data used by or stored in AI systems must be encrypted and secured (National Board for Certified Counselors [NBCC], 2024).

B. Protecting the Learning Process and Clinical Judgment: AI must never be used as a replacement for professional clinical judgment or the counselor-client relationship (NBCC, 2023; NBCC, 2024). While AI can serve as an informal learning tool, uncritical reliance on AI for case conceptualization limits a student's ability to assess and conceptualize client needs independently. Students bear the ultimate responsibility and accountability for their clinical decisions and client outcomes (NBCC, 2024).

C. Bias and Multicultural Competence: Counselors must recognize that AI tools carry inherent biases. Counselors must consider multicultural issues and exercise critical thinking to ensure the unbiased and competent delivery of services (NBCC, 2024).

D. Guidelines for Navigating Crisis Situations: During active crisis situations (e.g., suicidality, homicidality, severe trauma response, or mandated reporting events), immediate client safety and careful professional boundary setting are paramount. In these critical moments, the use of AI should be reserved exclusively for administrative resourcing, such as gathering external referral information or locating local emergency facilities. However, AI must never be relied upon to guide clinical responses, formulate interventions, or replace human clinical judgment. Instead, students are expected to prioritize client safety by immediately engaging their professional training, consulting with site supervisors, and following established emergency protocols to manage the crisis and prevent serious and foreseeable harm (ACA, 2014).

E. Transparency, Disclosure, and Supervision: If AI tools are approved for use in supervised clinical preparation or administrative work, this utilization must be disclosed to the client. Counselors must obtain informed consent specifically regarding AI use (NBCC, 2024). Furthermore, supervisors must be knowledgeable about AI tools used by supervisees and address the ethical use of AI within supervision agreements (NBCC, 2024).

F. Documentation and Citation for Academic and Research Purposes: To uphold our shared professional values of transparency and scientific integrity, students are expected to thoughtfully document any authorized use of generative AI when creating educational materials, conducting research, or completing administrative tasks (NBCC, 2024). When integrating AI into these areas, students should detail the specific tools utilized and provide a justification for their use within assignments or clinical records. Furthermore, for all academic coursework and research projects, the application of GenAI must be openly disclosed and cited in accordance with current American Psychological Association (APA) guidelines (McAdoo et al., 2025). When documenting this use, students should adhere to the following standards:

- **Textual Disclosure:** Students should describe the utilization of the AI tool within the narrative of their paper, typically within the Method section or introduction (McAdoo, 2025).
- **In-Text Citations:** This disclosure must be accompanied by appropriate APA 7th edition in-text citations referencing the creator of the AI tool, using formats such as a parenthetical citation like (OpenAI, 2025) or a narrative citation like Google (2025).

- **Reference List:** A corresponding entry should be included in the reference list, generally containing the authoring company, the date, the title of the chat or tool with a bracketed description (e.g., “[Large language model]”), and the source URL.

IV. Programmatic Commitments

Recognizing the rapid evolution of technology, the ODU Counseling faculty will review and update this AI policy as needed to ensure it aligns with current legal standards, ethical guidelines, and best practices.

Ethical References

American Counseling Association. (2014). *ACA code of ethics*.

<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

American Mental Health Counselors Association. (2020). *AMHCA code of ethics*.

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American School Counselor Association. (2022). *ASCA ethical standards for school counselors*.

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National Board for Certified Counselors. (2023). *NBCC code of ethics*.

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