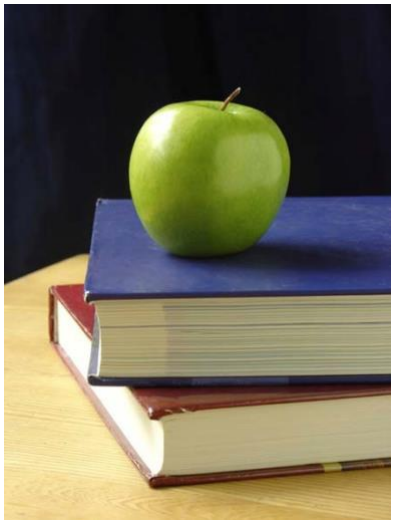

Ed.S. PROGRAM HANDBOOK

2022-2023

Counseling Graduate Program

Department of Counseling and Human Services

Darden College of EDUCATION
OLD DOMINION UNIVERSITY

TABLE OF CONTENTS

Topic	Page
Program Description	3
Scope of this Handbook	3
University Organizational Structure	4
Accreditation	4
Counselor Licensure and Certification	5
Growth Group Counseling	6
Personal Counseling	7
Specialist Program Course Requirements	7
Course Requirements, Prerequisites, and Sequencing	12
Degree Completion Form	17
Elective Courses	21
School Counseling Concentration Portfolio Requirement	21
Background Check and Clearance	21
Practicum and Internship Policies and Procedures	21
Comprehensive Examination Policies	22
Policy for Student Retention, Remediation, and Dismissal from the Program	22
International Counseling Institutes	25
Important University and Program Policies	25
Student Complaint Procedure	29

PROGRAM DESCRIPTION

The Education Specialist (Ed.S.) degree in counseling is designed to further develop and broaden students' knowledge and skills in counseling and to cultivate their capacity for leadership as professionals. The Ed.S. is suitable for master's degree level counselors who wish to earn an additional graduate degree in counseling, or for individuals with post graduate degrees in related fields who wish to satisfy the academic portion of the state requirements for licensure as a professional counselor (LPC) or as a school counselor. It is considered a terminal counseling practitioner's degree.

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

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 matriculated or the student may change to follow the curriculum in the new handbook and graduate catalog. The curriculum may not be combined, and a choice of handbook and catalog is required. All students are required to follow any non-curriculum policy changes implemented. The Graduate Counseling Program Director will serve as the advisor for all Ed.S. students.

SCOPE OF THIS HANDBOOK

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

UNIVERSITY ORGANIZATIONAL STRUCTURE

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

- Nina Brown, Ed.D., College of William & Mary
- Emily Goodman-Scott, Ph.D., Virginia Polytechnic Institute and State University (Va Tech)
- Tim Grothaus, Ph.D., College of William & Mary
- Gulsah Kemer, Ph.D., University of North Carolina at Greensboro
- Jeff Moe, Ph.D., University of Toledo
- Ed Neukrug, Ed.D., University of Cincinnati
- Judith Preston, Ph.D., Old Dominion University
- Lauren Robins, Ph.D., Regent University
- Alan Schwitzer, Ph.D., Virginia Commonwealth University
- Stephanie Smith-Durkin, Ph.D., Old Dominion University
- Brittany Suggs, Ph.D., Regent University

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

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

The Department of Counseling and Human Services is a department within the Darden College of Education. The Interim 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. In the College of Education, Dr. Maggie Barber is the Associate Dean for Graduate Studies and Research and coordinates all graduate programs in the College of Education.

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

ACCREDITATION

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

The Old Dominion University master's degree programs in clinical mental health counseling, and school counseling and the Ph.D. degree program in counselor education and supervision are accredited by the Council on Accreditation for Counseling and Related Educational Programs (CACREP). Ed.S. degree programs are not eligible for CACREP accreditation and therefore this Ed.S. degree program is not CACREP accredited. Students who need a CACREP accredited degree program should consider the ODU master's degree program instead of the Ed.S. program.

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

COUNSELOR LICENSURE AND CERTIFICATION

Ed.S. counseling students are encouraged to become licensed as Professional Counselors or School Counselors in Virginia or the jurisdiction in which they plan to live and work.

In order to become credentialed as a Licensed Professional Counselor (LPC) in the Commonwealth of Virginia, completion of 60 graduate (post-bachelor's degree) credits is required. The coursework must include the following areas (see http://www.dhp.virginia.gov/counseling/ for most updated information):

Virginia LPC Board Coursework Domains	Equivalent ODU Counseling Course
1. Professional counseling identity, function, & ethics	COUN 601: Principles of Professional Counseling and Ethics
2. Theories of counseling & psychotherapy	COUN 650: Theories of Counseling & Psychotherapy
3. Counseling & Psychotherapy techniques	COUN 633: Counseling and Psychotherapy Techniques
4. Human growth & development	COUN 631: Counseling for Lifespan Development
5. Group counseling and psychotherapy, theories & techniques	COUN 644: Group Counseling & Psychotherapy
6. Career counseling and development	COUN 648: Career Development
7. Appraisal, evaluation, and diagnostic procedures	COUN 645: Testing and Client Assessment
8. Abnormal behavior and psychopathology	COUN 685: Diagnosis and Treatment Planning in Mental Health Counseling
9. Multicultural counseling	COUN 655: Social and Cultural Issues in Counseling
10. Research	FOUN 611: Introduction to Educational Research
11. Diagnosis and treatment of addictive disorders	COUN 647: Addictive Disorders
12. Marriage and family systems theory	COUN 691: Family Systems & Family Development
13. Supervised Internship of 600 hours	COUN 667: Internship in Mental Health Counseling

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. For licensure as a school counselor in Virginia, school counseling students need to follow all of the steps outlined in the

application packet for the "School Counseling Pupil Personnel License" available on the Teacher Education Services website. The packet is currently available at the bottom of the "Initial Virginia License Application and College Verification" page at http://www.doe.virginia.gov/teaching/licensure/application.pdf. When students have completed the Ed.S. Program and all grades are posted and official transcripts are available, they can submit the packet to the Licensure and Placement Officer who will process the applications for them.

However, the initial license in Virginia is non-renewable for three years. A school counselor must be employed for two of the three years to get their continuing license. To ensure that you are eligible for this, **you may wish to apply for your school counseling license after you have a job offer**. Every person **seeking initial licensure** or renewal of a license shall provide **evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, child abuse and neglect recognition, dyslexia awareness, and the *use of automated external defibrillators.*** The certification or training program shall be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.

Ed.S. students who wish to become Licensed Professional Counselors (LPCs) should secure a qualified clinical supervisor and register with the Virginia LPC board immediately upon graduation. Delays in registering with the LPC board will result in delays in earning the LPC credential. Specifically, coursework required by LPC Board is outlined on their website (see http://www.dhp.virginia.gov/counseling/ for most updated information). The LPC board updates their policy requirements periodically. This may include new coursework and internship requirements. Please consult with the clinical coordinator for more information about this process.

In addition, all students should consider becoming National Certified Counselors (NCC) upon graduation from our Ed.S. program to demonstrate their professional identity within the counseling field. There are numerous other credentials offered by state agencies and national boards that may be important to the careers of professional counselors. 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.

If a student wishes to graduate meeting the requirements for both school counseling and mental health counseling he or she must meet the degree requirements for both concentrations, including both sets of curricular and internship requirements.

GROWTH GROUP COUNSELING

Students in the Ed.S. program who have already completed a Group Counseling course are not required to enroll in growth group. Otherwise, growth group is an opportunity for students to learn about themselves and thus increase their effectiveness as counselors through interacting with peers under the direction of a group leader.

Students must complete the growth group requirement prior to enrolling in practicum (COUN 669) and prior to graduation. The group meetings are typically facilitated by adjunct faculty to ensure confidentiality of information shared by participants in the group setting (with the usual ethical limitations to confidentiality of court ordered testimony or harm to self or others).

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

PERSONAL COUNSELING

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

Although counseling graduate students may engage in conversations with counseling faculty members regarding personal matters in the course of their studies, it is inappropriate for counseling faculty members to become a counselor for a counseling graduate student. Faculty members and counseling graduate students should maintain their roles as professor and student at all times and are not ethically allowed to engage in counseling or personal relationships.

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.
Privacy of counseling graduate students is ensured by ODU Counseling Services staff members. In addition to individual personal counseling, ODU's Counseling Services office provides psychoeducational groups on topics of interest to graduate students and emergency mental health services.

In addition to counseling services provided to student 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 services if they have a personal health insurance plan that reimburses for such services. Students who seek private counseling services in the community are encouraged to utilize the services of Licensed Professional Counselors (LPCs).

SPECIALIST PROGRAM COURSE 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 Form based on whether you are specializing in school counseling or clinical mental health counseling. This must be completed by the end of your first semester. This plan can be changed, in consultation with your advisor, at any point during your program. Course requirements and pre- and co-requisites, as noted in the handbook should be taken into account when completing your Degree Completion Plan. All required forms must be completed in a timely manner and all deadlines must be adhered to (e.g., applications for field placements). All other policies relative to your degree completion and matriculation as a graduate student must be abided by and can be found in this handbook.

Graduate courses listed below must have been completed prior to beginning the Ed.S. degree program or must be completed as a part of the Ed.S. degree program. An Ed.S. degree program must include a minimum of 30 credits. Students must complete all pre-requisites for all courses; students must clearly document completion of equivalent courses taken prior to their Ed.S. study.

In addition, ODU has implemented a requirement that all graduate students complete a research ethics on-line 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. Access the following page on the ODU Darden College of Education website and follow the instructions for completing the on-line training course: http://ww2.education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf

Up to 12 graduate semester credits may be transferred into the Ed.S. program from a CACREP-accredited program; non-CACREP programs may contribute up to 6 credit hours of graduate credit towards the 30 minimum credits required. Transfer courses must have been taken after the master's degree was awarded, and must have been taken no more than 6 years prior to earning the Ed.S. degree.

x = Required Course

Number	**Title**	**Seeking LPC licensure**	**Seeking licensure as school counselor**	**Seeking LPC licensure & licensure as school counselor**	**Completing degree to gain additional skills as a school counselor or as a counselor in another setting.**
COUN 601	Principles of Professional Counseling and Ethics	X	X	X	X
COUN 631	Counseling for Lifespan Development	X	X	X	X
COUN 633	Counseling and Psychotherapy Techniques	X	X	X	X
COUN 634	Advanced Counseling and Psychotherapy Techniques	X	X	X	X

COUN 642	Structured Groups		X	X (If SC)	X (If SC)
COUN 644	Group Counseling and Psychotherapy	X		X (if CMH)	X (If CMH)
COUN 645	Testing and Client Assessment	X	X	X	X
COUN 647	Addictive Disorders	X		X	
COUN 648	Foundations of Career Development	X	X	X	X
COUN 650	Theories of Counseling and Psychotherapy	X	X	X	X
COUN 655	Social and Cultural Issues in Counseling	X	X	X	X
COUN 676	Professional Issues in School Counseling K-12		X	X	
COUN 677	School Culture, Learning, and Classroom Management		X	X	
COUN 678	Counseling Children and Adolescents in School Settings		X	X	
COUN 679	School Counseling Program Development K-12		X	X	
COUN 670	Introduction to Counseling Supervision				X

COUN 680	Mental Health Counseling	X		X	
COUN 685	Diagnosis and Treatment Planning in Mental Health Counseling	X		X	
COUN 686	College Counseling				
COUN 691	Family Systems and Family Development	X		X	
COUN 707	Adult and College Student Development				
COUN 742	Advanced Counseling Theory and Practice				
COUN 744	Advanced Group Counseling				
COUN 795/895	Topics in Counseling				
COUN 801	Current Issues in Counseling and Counselor Education				
COUN 669	Advanced Supervised Practicum in Counseling (minimum of 100 hours in counseling supervised practice)	X	X	X	

COUN 667 or 668	Internship in Counseling (6 credits)(minimum of 600 hours in counseling supervised practice)	X	X (at least 300 must be in an elementary school and 300 in a middle or high school)	X (at least 300 must be in an elementary school and 300 in a middle or high school)	
FOUN 611	Introduction to Research	X	X	X	X

Minimum of 30 credits required that are to be taken as a part of the Ed.S. degree program (including transfer credits).

COURSE REQUIREMENTS, PREREQUISITES, and SEQUENCING

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

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

Course Number	Course Title	Admission to M.S.Ed.	Required coursework	Semesters offered	Prerequisites and Notes
		Program or Graduate Program Director Approval.	(A=all concentrations, C=college, MH=mental health, S=school)	(F=fall, SP=spring, SU=summer)	
	Growth Group	X	A	F, SP, SU,	
COUN 601	Principles of Professional Counseling and Ethics		A	F, SP, SU	
COUN 631	Counseling for Lifespan Development	X	A	F, SP, SU	
COUN 633	Counseling and Psychotherapy Techniques	X	A	F, SP, SU	Must be completed with a ‘B’ or higher to take COUN 634
COUN 634	Advanced Counseling and Psychotherapy Techniques	X	A	F, SP, SU	COUN 601, 633, & 650 This course must be completed with a ‘B’ or higher

FOUN 611	Introduction to Research		A	F, SP, SU	
COUN 642	Structured Counseling Groups	X	S	F	COUN 601, 633, 650, & 678
COUN 644	Group Counseling and Psychotherapy	X	C or MH	F, SP, SU	COUN 601, 633, & 650
COUN 645	Testing and Client Assessment	X	A	F, SP, SU	COUN 633
COUN 647	Addictive Disorders	X	MH	F, SP	COUN 601, 633, & 650
COUN 648	Foundations of Career Development	X	A	F, SU	COUN 601, 645 & 650
COUN 650	Theories of Counseling and Psychotherapy		A	F, SP, SU	
COUN 655	Social and Cultural Issues in Counseling	X	A	F, SP, SU Ireland=SU	
COUN 666 (6 total credits required, can be taken as 3 or 6 credits)	Internship in College Counseling	X	C	F, SP, SU	COUN 601, 633, 634, 644, 645, 648, 650, 669, 685, 686, + application
COUN 667 (6 total credits required, can be taken as 3 or 6 credits)	Internship in Mental Health Counseling	X	MH	F, SP, SU	COUN 601, 633, 634, 644, 645, 648, 650, 669, 680, 685, + application

COUN 668 (6 total credits required, can be taken as 3 or 6 credits)	Internship in School Counseling	X	S	F, SP, (SU=only by exception)	COUN 601, 633, 634, 642 or 644, 645, 648, 650, 669, 676, 677, 678, + application
COUN 669	Practicum in Counseling	X	A	F, SP, SU	COUN 601, passing 633 and 634 with a 'B' or higher, 642 or 644, 650, + application
COUN 670	Introduction to Counseling Supervision	X	MH	F, SP, SU	COUN 601, 669
COUN 676	Professional Issues in School Counseling K-12	X	S	SP	Twenty hours of observation in a school is required
COUN 677	School Culture, Learning, and Classroom Management	X	S	F	COUN 676 Ten hours of observation in a school is required
COUN 678	Counseling Children and Adolescents in School Settings	X	S	SP, SU	COUN 601, 633, 650
COUN 679	School Counseling Program Development K-12	X	S	SP	COUN 601, 642, 648, 676
COUN 680	Mental Health Counseling	X	MH	SP, SU	

COUN 685	Diagnosis and Treatment Planning in Mental Health Counseling	X	MH	F, SP	COUN 601, 633, & 650
COUN 686	College Counseling	X	C	F	
COUN 691	Family Systems and Family Development	X	MH	F, SP, SU	COUN 601, 633, & 650
COUN 707/807	Adult and College Student Development	X	C	F, SU	
HIED 710	Introduction to Student Affairs	X	C	SP	
COUN Electives			C=9 credits MH=6 credits S=9 credits		
COUN 695	Topics in Counseling (Elective)	X		SU	
COUN 681	Couples Counseling (Elective)	X	Any	F	COUN 601,633, & 650
COUN 708	Constructivist Counseling and Positive Adult Development			SU	
COUN 742	Advanced Counseling Theory & Practice	X		SU	Instructor Permission
COUN 744	Advanced Group Counseling	X		SU	Instructor Permission

COUN 783	Complementary & Alternative Therapies in Mental Health Counseling			SU	
COUN 786	Spirituality in Counseling			SU	

Please refer to the charts above when completing your plan of study with your advisor

For Office/Advisor Use Please initial and date when completed:		
Initial	***Date***	
_____	_____	*Students' registration hold moved*
_____	_____	*Form scanned & emailed to student & advisor*
_____	_____	*Form saved to the K drive*

Ed.S. DEGREE COMPLETION FORM

__ Seeking LPC licensure
_ Seeking licensure as a school counselor
_ Seeking LPC licensure & licensure as a school counselor
_ Completing degree to gain additional skills as a school counselor or as a counselor in another setting

Directions: Complete the form below then schedule an appointment with your faculty advisor to review and sign the form you have completed, give it to our office manager, (who scans these into your e-file), and keep your copy of the form. In the event you change your plans, complete a revised form, sign the form, obtain your faculty advisor's signature, and keep a copy. Please complete and file this form in your first semester.

Note any courses that you wish to transfer to ODU and work with your advisor and the Graduate Program Director to complete a course transfer form.

Fall	**Spring**	**Summer**
Year:	Year:	Year:
Year:	Year:	Year:
Year:	Year:	Year:

I have read the Ed.S. Counseling Specialist Degree Program Handbook and ODU Graduate Catalog and agree to abide by the policies and procedures included in these publications.

Your Signature: Date:

Faculty Advisor's Signature: Date:

Sample Ed.S. Plan of Study for the Counseling Graduate Program
Clinical Mental Health Counseling Concentration/LPC

Subject	Number	Name	Credits	Date Taken
1. COUN	601	Principles of Professional Counseling and Ethics	3	
2. COUN	633	Counseling and Psychotherapy Techniques	3	
3. COUN	650	Theories of Counseling and Psychotherapy	3	
4. COUN	634	Advanced Counseling and Psychotherapy Techniques	3	
5. COUN	644	Group Counseling and Psychotherapy	3	
6. COUN	645	Testing and Client Assessment	3	
7. COUN	648	Foundations of Career Development	3	
8. COUN	631	Counseling for Lifespan Development	3	
9. COUN	655	Social and Cultural Issues in Counseling	3	
10. COUN	685	Diagnosis and Treatment Planning in Mental Health Counseling	3	
11. COUN	647	Addictive Disorders	3	
12. COUN	667	Internship in Mental Health Counseling	3	
13. COUN	667	Internship in Mental Health Counseling	3	
14. COUN	691	Family Systems and Family Development	3	
15.		Growth Group		
16.		Background Check		
17.		Comprehensive Exam		
		Hours Total	42*	

*The above plan would be suitable for a graduate of master's program in Counseling or closely aligned discipline who did not meet most or all of the Virginia LPC coursework requirements. It assumes that courses completed in the prior master's degree could also be counted towards the Virginia Board of Counseling 60 credit hour of graduate coursework requirement.

Sample Ed.S. Plan of Study for the Counseling Graduate Program

School Counseling Concentration/LSC

Subject	Number	Name	Credits	Date Taken
1. COUN	601	Principles of Professional Counseling and Ethics	3	
2. COUN	633	Counseling and Psychotherapy Techniques	3	
3. COUN	650	Theories of Counseling and Psychotherapy	3	
4. COUN	634	Advanced Counseling and Psychotherapy Techniques	3	
5. COUN	642	Structured Counseling Groups	3	
6. COUN	645	Testing and Client Assessment	3	
7. COUN	648	Foundations of Career Development	3	
8. COUN	631	Counseling for Lifespan Development	3	
9. COUN	655	Social and Cultural Issues in Counseling	3	
10. COUN	676	Professional Issues in School Counseling	3	
11. COUN	677	School Culture, Learning, and Classroom Management	3	
12. COUN	678	Counseling Children and Adolescents in School Settings	3	
13. COUN	679	School Counseling Program Development	3	
14. COUN	668	Internship in School Counseling	3	
15. COUN	668	Internship in School Counseling	3	
16.		Growth Group		
17.		Background Check		
18.		Comprehensive Exam		
		Hours Total**	45	

**The above plan of study assumes courses required for research are completed in the prior master's degree program. This plan also does not meet Virginia Board of Counseling LPC educational requirements.

Sample Ed.S. Plan of Study for the Counseling Graduate Program
Dual credential Clinical Mental Health and School Counseling Concentrations

Subject	Number	Name	Credits	Date Taken
1. COUN	601	Principles of Professional Counseling and Ethics	3	
2. COUN	633	Counseling and Psychotherapy Techniques	3	
3. COUN	650	Theories of Counseling and Psychotherapy	3	
4. COUN	634	Advanced Counseling and Psychotherapy Techniques	3	
5. COUN	642	Structured Counseling Groups	3	
6. COUN	645	Testing and Client Assessment	3	
7. COUN	648	Foundations of Career Development	3	
8. COUN	631	Counseling for Lifespan Development	3	
9. COUN	655	Social and Cultural Issues in Counseling	3	
10. COUN	676	Professional Issues in School Counseling	3	
11. COUN	677	School Culture, Learning, and Classroom Management	3	
12. COUN	678	Counseling Children and Adolescents in School Settings	3	
13. COUN	679	School Counseling Program Development	3	
14. COUN	669	Practicum in Counseling	3	
15. COUN	668	Internship in School Counseling	3	
16. COUN	668	Internship in School Counseling	3	
17. COUN	685	Diagnosis and Treatment Planning in Mental Health Counseling	3	
18. COUN	647	Addictive Disorders	3	
19. COUN	691	Family Systems and Family Development	3	
20. COUN	Elective		3	
21.		Growth Group		
22.		Background Check		
23.		Comprehensive Exam		
		Hours Total***	60	

*******The above plan study assumes no coursework from the prior master's degree will count for any requirement. It also facilitates completion of the educational requirements for both the LPC and the Licensed School Counselor credentials in Virginia.

ELECTIVE COURSES

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

SCHOOL COUNSELING CONCENTRATION PORTFOLIO REQUIREMENT

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

BACKGROUND CHECK and CLEARANCE

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

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

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

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

PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES

INTRODUCTION

Students that can't document a practicum in counseling experience from their previous graduate work are required to complete practicum in their Ed.S. degree. A practicum that includes a **minimum** of 100 hours (80 direct) and an internship that includes a **minimum** of 600 (240 direct) hours of clinical experience are required in the Ed.S. program and should be completed near the end of the program.

PREREQUISITES

Prerequisites for Practicum:

- Attend Practicum & Internship Orientation
- Complete Growth Group (if needed). Information about Growth Group scheduling and registration is sent to students by email at the end of each semester. It is the student's responsibility to fulfill the growth group requirement in time to begin a practicum.
- Complete the background check process
- Courses: COUN 601, 633 and 634 (pass with a 'B' or higher), 642 or 644, & 650.

Prerequisites for Mental Health Counseling Internship:

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

Prerequisites for School Counseling Internship:

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

Policies and Procedures for Practicum and Internship

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

Requirements and Policies Specifically For School Counselors

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

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

COMPREHENSIVE EXAMINATION POLICIES

A comprehensive exam demonstrates students' practical knowledge throughout their EdS program at ODU. As such, students will complete a portfolio by the end of their internship, due to their internship advisor, which will demonstrate their mastery of key content in the EdS program. Please see the internship syllabus for more information.

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

Academic Procedures

General Grade Concerns

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

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

Key Performance Indicators (KPI's)

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

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

Dispositional Concerns

General Concerns

At any point in the program, if a faculty member has serious concerns about any of the following: a

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

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

appeal, who will relay the information to the Counseling Graduate Program Director and the student.

10) If either the Counseling Graduate Program Director of the student believes that the established procedures for the appeal have not been followed, an appeal for a rehearing may be to the Dean of the College of Education. The only basis for appeal will be the failure to have been provided due process as prescribed by the policy.

Key Professional Dispositions (KPD's)

The Counseling Program has developed a series of Key Professional Dispositions (KPD's) that each student will be assessed on. The KPD's contain four broad behavioral dispositional areas broken down into 18 traits or behaviors (see Appendix II). 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, a professional development plan will be devised with the student's advisor and the GPD so the student can work on that area. Lack of improvement in one or more of the broad behavioral dispositional areas can be cause for dismissal from the program.

INTERNATIONAL COUNSELING INSTITUTES

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

IMPORTANT UNIVERSITY AND PROGRAM POLICIES

Transfer of Credits and Non-Degree Seeking Course Options

1) After being admitted to the Counseling Program, students generally may transfer a total of 12 graduate credit hours from a CACREP accredited program. Students generally may transfer a maximum of 6 credits earned at a program that is not CACREP accredited. Courses which students took six or more years ago and courses in which students earned a grade of B- or lower cannot be transferred. Students who wish to transfer more than 12 credits from a CACREP accredited institution or more than 6 credits from an institution that is not CACREP accredited must receive permission from his or her faculty advisor, the Graduate Program Director, and the College of Education. All transfer credits are subject to review and approval by the Graduate Program Director.

2) Students may take up to 12 credits as non-degree graduate students at ODU and, if they are admitted, the 12 credits will be applied to their degree program. In no circumstances will students be allowed to transfer more than 12 credits taken at ODU prior to being admitted. The only courses non-degree courses students may take are COUN 601, 650, a COUN elective, and FOUN 611. An exception to this policy is made for students who already have earned a master's degree in counseling but who wish to take additional coursework (e.g., to meet LPC requirements; ODU counseling graduates who wish to complete courses to become certified as a school counselor). Each exception requires approval by the graduate program director.

3) If students who have been admitted to the program wish to take a course at an outside institution with the intent of later transferring the earned credit hours to meet graduate degree requirements at Old Dominion University, they must obtain written permission from their advisor prior to taking the course.

4) No course in which students in a non-degree status earned a grade of B- or lower can be transferred to meet graduate degree requirements.

5) Courses that have been applied toward earning one degree cannot be applied to satisfy the requirements for another degree. However, counseling master's degree program requirements that were met in a previous degree program may be waived and elective credits substituted.

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

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

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

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

Graduate Assistantships
Counseling degree students are sometimes awarded assistantships in various ODU offices

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

Financial Aid and Part-Time Employment
Financial aid is reserved for degree seeking students only and students must be enrolled in 4 credit hours. Non degree seeking students are not eligible. Students are encouraged to contact the Financial Aid Office if they are seeking financial assistance. The Office of Financial Aid, through College Aid Sources of Higher Education (CASHE), provides a scholarship search of over 200,000 sources of aid from over 18,000 organizations. Additionally, Old Dominion University has been selected to participate in the Federal Direct Student Loan Program.

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

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

If you experience a disability which will impact your ability to access any aspect of 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/

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; this is facilitated by students' advisor.

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

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

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

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

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

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

Post-Master's Studies
For information regarding post-master's programs, including the Doctor of Philosophy (Ph.D.) degree, please see the handbooks for these programs and visit the program webpage.

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

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

Physical Signs
- Significant changes in energy
- Significant weight loss
- Worrisome changes in hygiene
- 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 wellbeing. SOS will assess the situation, provide support, and make referrals as needed. This can include referral to ODU Cares and the Care Team, Counseling Services, or a Case Manager.

Students and faculty can make a referral here:
https://cm.maxient.com/reportingform.php?OldDominionUniv&layout_id=5

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 bias act or crime please report it** (**see the website above**).The Dean of Students Office will follow up on all reported incidents and take the appropriate action.

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

STUDENT COMPLAINT PROCEDURE

Although the University and its Colleges have a variety of procedures for dealing with student-initiated complaints, including grade appeals, general harassment, sexual harassment complaints, disability accommodations, and discrimination, those procedures generally have not covered

student complaints about faculty conduct in the classroom or other formal academic settings. The University recognizes that the instructor has the authority to maintain appropriate classroom behavior and respects the academic freedom of the faculty (see Board of Visitors Policy 1403: Academic Freedom). The University will not normally interfere with content or style of teaching activities. The University recognizes the responsibility to establish procedures for addressing student complaints about faculty conduct that is not protected by academic freedom and not addressed in other procedures (see Board of Visitors Polilcy 1502: Student Rights and Freedoms).

I. General Provisions Procedures
   A. Determination of Appropriate Procedure. The student is responsible for filing the complaint under the proper procedure. Complaints should only be filed using this procedure if there is no other provision available. Failure to follow the appropriate procedures may result in the complaint not being heard.
   B. Student Complaints and Concurrent Procedures
      The act of filing a complaint under this procedure will not normally delay any pending process or procedure involving the student and/or faculty member.
   Normally, any concurrent process or procedure will move forward independently of the student complaint, though it may be delayed for good cause as determined by the appropriate University official(s).
   C. Retaliation
      No student who files a complaint under this procedure shall be subject to any form of retaliation by any person, department, program or college.

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

      STEP 2 - Formal Complaint. If the issue is not resolved informally, the student may contact the Department Chair or Program Director if there is no Chair. In instances where the Chair is the subject of the complaint, the student should contact the Dean of the College to which the chair is assigned. The student must contact the Chair (or Program Director if there is no Chair or Dean if the Chair is the subject of the complaint) within 30 business days of the action from which the complaint rises or the complaint will be barred. The Chair or Dean has the discretion to accept a complaint filed after this deadline for good cause.

      The complaint must be in writing and contain:
      a. The student's name and University Identification Number
      b. The faculty member's name and the course subject area prefix and number
      c. A detailed description of the nature of the complaint
      d. A detailed description of attempts at informal resolution with the faculty member and Chair
      e. A detailed description of the relief sought

   B. STEP 3 – Investigation. The Chair may designate a faculty member to investigate the complaint. If the Chair is the subject of the complaint, the student shall contact the academic Dean who will designate a faculty member to investigate the complaint. The

person investigating the complaint will meet, either independently or collectively, with the student and the person who is the subject of the complaint within 10 business days from the filing of the complaint. The decision should be issued in writing to the student and the faculty member within 20 business days of the date the complaint is filed. The complaint process is not intended to be an adversarial hearing and both the interviews of the student and the faculty member will usually be conducted without the other present.

C. STEP 4 - Appeal Procedure. If the student is not satisfied with the resolution in Step 3, the student may file a formal appeal with the appropriate academic Dean. The appeal must be filed within five business days after the decision in Step 3 has been sent. The Dean has the discretion to accept a complaint filed after this deadline for good cause.

The appeal must be in writing and contain:

a. The student's name and University Identification Number
b. The faculty member's name and the course subject area prefix and number
c. A detailed description of the nature of the complaint
d. A detailed description of attempts at resolution with the faculty member and Chair or Program Director
e. A detailed description of the relief sought
f. A copy of the Chair's (or Program Director's) finding and supporting documents. (No new information is permitted.)

1. The Dean shall provide the faculty member and Chair or Program Director a copy of the appeal.
2. The Dean may consider the appeal or appoint a faculty member to consider the appeal. The person appointed shall not have been involved as a decision maker in Steps 1-3 above.
3. The person considering the appeal shall review the materials and issue the finding within 30 business days from the date the appeal is filed. The review of materials will generally occur outside the presence of the complainant and respondent, and it will be limited to a review of the record. The person considering the appeal may interview any person, such as the original decision-maker, as needed.
4. The person making the decision shall first determine whether the conduct in question is protected by academic freedom and whether the student's complaint is best addressed by this process.
5. At the end of the review, a written decision will be issued. A copy of the decision will be sent to the complaining student, the faculty member, and the Chair or Program Director.
6. The decision by the designee of the Dean is final.