

# HANDBOOK COUNSELING Ph.D. PROGRAM

2023-2024

Counseling Graduate Program

Department of Counseling and Human Services



**OLD DOMINION UNIVERSITY**

Darden College of Education and Professional Studies

Revised July 2023

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## **PROGRAM DESCRIPTION**

The Ph.D. in Education with a Concentration in Counseling is intended to prepare individuals for employment as counselor educators in colleges and universities, and as leaders in a variety of counseling settings (e.g., clinical mental health counseling, school counseling). The program provides doctoral students with the information and skills required to carry out scholarly research, lead organizations, and create new knowledge.

The Ph.D. in Education (Counseling) at Old Dominion University (ODU) accepted its first doctoral students in Spring semester 2007. The program has been accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) since January 2009 until 2028.

The program leading to the Ph.D. degree consists of a minimum of 60 semester credits beyond the master's degree, including a clinical practicum, an internship, comprehensive portfolio (candidacy examination), and a dissertation.

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.

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

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, a choice of handbook and catalog is required. All students are required to follow any non-curriculum policy changes implemented.

## **EXPECTATIONS OF STUDENTS, REQUIREMENTS BEYOND COURSES, EXAMINATIONS, AND THE DISSERTATION**

A Ph.D. program involves a serious commitment of time and energy. Requirements for completion of the degree go far beyond completion of courses, examinations, and a dissertation. Throughout the doctoral program, Ph.D. students are expected to be involved in the research projects of faculty members, assist in teaching courses, provide supervision to master's students, attend and present at professional conferences, and generally immerse themselves in professional activities at ODU. These activities are designed to prepare Ph.D. students to become faculty members in counseling graduate programs and leaders in a variety of counseling (e.g., clinical mental health counseling, school counseling).

After Ph.D. students complete the course in college teaching, they are required to co-teach one master's level course with a faculty member during their internship. In addition, they

are encouraged to assist full-time faculty members in teaching other master's level counseling courses during the time they are completing their degrees. Students can visit the following link for general information on graduate assistantships at ODU:

<https://www.odu.edu/facultystaff/employee-services/graduate-assistantships>.

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

### **SCOPE OF THIS HANDBOOK**

This handbook for Ph.D. students is designed to supplement the ODU Graduate Catalog (see at <http://catalog.odu.edu/graduate>). As a result, many policies and procedures set forth in the catalog are not repeated in this handbook but are binding on Ph.D. students. In the event a policy or procedure in this handbook conflicts with the ODU Graduate Catalog, the ODU Graduate Catalog provisions will prevail. However, this handbook may add additional requirements that are not stated in the Catalog and the Catalog specifically allows graduate programs to set additional requirements.

In addition to this handbook, the Darden College of Education and Professional Studies has published a Ph.D. student handbook (see at <https://www.odu.edu/content/dam/odu/col-dept/education/docs/phd-in-education-handbook.pdf>). The college handbook should be read and policies and procedures in that document should be followed.

### **MISSION STATEMENT**

The mission of the Ph.D. program in Counseling at ODU is to prepare professional counselors to provide leadership in the profession of counseling. Counseling leaders must be excellent counselors, supervisors, teachers, researchers, and scholars. The program is designed to enhance the counseling skills of doctoral students, prepare counselors for the roles of clinical and administrative supervision, develop the teaching skills of students, teach students to conduct research, and prepare students to become counseling scholars. The program prepares doctoral students to become university faculty members in counselor education programs and leaders in a variety of counseling specializations (e.g., clinical mental health counseling, school counseling).

#### **Program Objectives**

- Objective 1: Strengthen one's professional identity as a practitioner, counselor educator, and supervisor and become knowledgeable of current issues in the field.
  
- Objective 2: Develop an in-depth understanding of individual and group counseling theories and processes and how they are applied with clients.

- Objective 3: Understand the theoretical and clinical applications of supervision and be able to employ supervisory skills with counselors and counselor trainees.
- Objective 4: Develop sound pedagogy and teaching methods which can be applied in teaching and presenting.
- Objective 5: Develop knowledge of research and program evaluation methods that can be applied at varied settings.
- Objective 6: Demonstrate ethical and culturally relevant leadership and advocacy practices.
- Objective 7: 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: Dr. Nina Brown, Dr. Vanessa Dominguez, Dr. Emily Goodman-Scott, Dr. Tim Grothaus, Dr. Gulsah Kemer, Dr. Jeffry Moe, Dr. Ed Neukrug, Dr. Judith Preston, Dr. Lauren Robins, Dr. Alan Schwitzer, Dr. Stephanie Smith-Durkin, and Dr. Brittany Suggs, and part-time faculty members who change from semester to semester.

All faculty members in the Counseling Graduate Program are members of the Department of Counseling and Human Services (CHS). The Counseling Graduate Program is a part of that department and all faculty members in the program report to the Department Chair, Dr. Mark Rehfuss. The Graduate Counseling Program Director responsible for the doctoral program is Dr. Gulsah Kemer. The Graduate Counseling Program Director responsible for the master's program is Dr. Emily Goodman-Scott. The department's office manager is Darrella Wilson, and the department's fiscal technician is Mr. Ash Hickerson.

The Department of Counseling and Human Services is a department within the Darden College of Education and Professional Studies and Professional Studies. The Dean of the Darden College of Education and Professional Studies and Professional Studies 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 and Professional Studies, Dr. Maggie Barber is the Associate Dean of Academic Programs and Assessment, Dr. Petros Katsioloudis is the Associate Dean for Faculty Affairs and Research, and Ms. Jenn Simmons is the Assistant Dean for Student Affairs and Engagement.

The College of Education and Professional Studies is one of nine 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 O. 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. ODU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, education specialist, and doctoral degrees. 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.

The ODU Master's Degree Programs in Clinical Mental Health Counseling and School Counseling, and the Ph.D. Degree Program in Counseling are accredited by the Council on Accreditation for Counseling and Related Educational Programs (CACREP) until March 31, 2028. In addition to the general prestige of graduating from a program recognized as having met national standards, there are some very concrete advantages of having graduated from a CACREP-accredited graduate program in counseling.

## **MATRICULATION REQUIREMENTS**

The primary requirements are orientation, advising and plan of study, forms, and applications. Prior to, or at the very beginning of your first semester, there will be a mandatory orientation. During the first semester, students must meet with their advisor to complete a Plan of Study form which is submitted to the Doctoral Program Director. This plan can be changed, in consultation with the advisor, at any point during the program. Course requirements and pre- and co-requisites, as noted in the handbook should be taken into account when completing the Degree Completion Plan. All required forms must be completed, signed and submitted in a timely manner, and all deadlines, such as application for field placement must be met. All other policies relative to degree completion and matriculation as a graduate student must be abided by and can be found in this handbook.

## **Ph.D. PROGRAM COURSE PREREQUISITES AND PLAN OF STUDY**

Prerequisites that were not completed prior to beginning the Ph.D. program may be taken as a part of the Ph.D. program but will not count toward the total of 60 required hours. See the list of prerequisites and required courses in the sample plan of study below. Each course is 3 credits unless otherwise indicated. The sample plan of study also provides a suggested order for taking doctoral coursework.

A plan of study must be completed with your advisor during the first semester of your program (see next page). Students are also expected to start the process for background checks

during the first semester as well. Students will be prevented from registration until these two items have been completed.

### **Prerequisites, Transfer Courses, and Waivers**

Students must either have completed equivalents of each of the graduate courses listed below or must take these graduate courses as part of their Ph.D. Program of Study at ODU. The courses that have already been completed below as part of an accredited counseling graduate program do not have to be transferred to ODU. Students must show coursework in a counseling specialty area equivalent to entry-level curriculum requirements in a specialty area. Any coursework not taken, must be taken prior to or while beginning the initial doctoral-level coursework.

The ODU Graduate Catalog states that up to 12 credits earned after one's master's degree and relevant to the ODU Ph.D. program in counseling be transferred into the Ph.D. program. Post-master's degree credits might have been earned at ODU or at other universities. However, these courses must not be counted towards a previous degree to be eligible to transfer. Courses that were earned more than eight years prior to the intended Ph.D. degree graduation date must be validated through procedures established by the program. If courses are transferred into ODU, the total number of credits to be taken at ODU must equal no less than 48 credits, according to ODU Graduate Catalog requirements.

Course waivers could be applied in consultation with the program advisor. Despite waiving course/s the doctoral student has in their background prior to starting at ODU's doctoral program, the student is still responsible with completing 60 credit hours to obtain their degree.

**Following is the form used to determine if prerequisites are needed.**



## Pre-required Coursework for Counseling Ph.D. Program

Student Name: \_\_\_\_\_ Advisor Name: \_\_\_\_\_

<b>X = completed √ = must be taken</b>	<b>ODU Course Prefix &amp; Number</b>	<b>ODU Course Title</b>	<b>University where Course was Completed</b>	<b>Course Prefix, Number, &amp; Title at Other University if not a CACREP-Accredit program</b>
X	COUN 601	Principles of Counseling & Ethics		
X	COUN 631	Counseling for Lifespan Development		
X	COUN 633	Counseling & Psychotherapy Techniques		
X	FOUN 611	Introduction to Research		
X	COUN 642 or 644	Structured Counseling Groups or Group Counseling and Psychotherapy		
X	COUN 645	Testing & Client Assessment		
X	COUN 648	Foundations of Career Development		
X	COUN 650	Theories of Counseling & Psychotherapy		
X	COUN 655	Social and Cultural Issues in Counseling		
X	COUN 669	Practicum in Counseling (min of 100 hours)		
√	COUN 670	Introduction to Supervision in Counseling		
X	COUN 666/7/8	Internship (6 credits) (min of 600 hours)		

## DOCTORAL PROGRAM COURSES

In the ODU Graduate Catalog, please see the description of the counseling courses at <http://catalog.odu.edu/courses/coun/> and foundations courses at <http://catalog.odu.edu/courses/foun/>.

**COUN 670 Introduction to Counseling Supervision**

**COUN 801 Current Issues in Counseling and Counselor Education**

**COUN 820 Counselor Education Teaching and Practice**

**COUN 835 Advanced Counseling Research Design and Assessment**

**COUN 842 Advanced Counseling Theory and Practice**

**COUN 844 Practicum in Advanced Group Counseling**

**COUN 846 Advanced Counseling Supervision** (COUN 670 is prerequisite)

**COUN 848 Multicultural Perspectives in Counselor Education, Supervision, and Research**

**COUN 869 Advanced Supervised Practicum in Counseling** (Minimum of 200 hours; prerequisites are COUN 801, COUN 820, COUN 742/COUN 842, COUN 744/COUN 844)

**COUN 868 Internship in Counseling** (6 credits; Minimum of 600 hours distributed over 2 semesters; see Ph.D. Practicum and Internship Handbook).

**COUN 898 Dissertation Seminar** (prerequisites are all courses except COUN 868, 869, 899, and electives)

**COUN 899 Dissertation** (12 hours required)

**FOUN 722 Introduction to Applied Statistics and Data Analysis**

**FOUN 813 Program Evaluation in Education**

**FOUN 822 Applied Linear Models in Educational Research**

**FOUN 823 Analysis of Variance Applied to Educational Research**

**TLCI 814 Qualitative Research Design in Education**

**Counseling Ph.D. Program of Study Form (Sample)**

<b>Required Courses for Area of Expertise (12 credits required)</b>	
<b>*Example - Counselor Education</b>	
<b>Type of Course</b>	<b>Credit Hours</b>
Supervision Course - COUN 846	3
Teaching Course - COUN 820	3
Research Courses - FOUN 813 and 814	6

<b>Fall 2023</b>		
<b>Course</b>	<b>Title</b>	<b>Credit</b>
COUN 801	Current Issues in Counseling and Counselor Education	3
COUN 820	Counselor Education Teaching and Practice	3
COUN 835	Advanced Counseling Research Design and Assessment	3
		<b>Total Hours:</b>
		<b>9</b>

<b>Spring 2024</b>		
<b>Course</b>	<b>Title</b>	<b>Credit</b>
FOUN 722	Intro to Applied Stats and Analysis	3
COUN 848	Multicultural Perspectives in Counselor Education, Supervision, and Research	3
TLCI 814	Qualitative Research Design	3
		<b>Total Hours:</b>
		<b>9</b>
Recommended Additional Tasks:	Choose Advisory Committee Chair and two committee members	

<b>Summer 2024</b>		
<b>Course</b>	<b>Title</b>	<b>Credit</b>
COUN 842	Advanced Counseling Theory and Practice	3
FOUN 813	Advanced Program Evaluation	3
		<b>Total Hours:</b>
		<b>6</b>

<b>Fall 2024</b>		
<b>Course</b>	<b>Title</b>	<b>Credit</b>
COUN 670	Introduction to Counseling Supervision	3
COUN 844	Advanced Group Counseling	3
FOUN 822/823	Quantitative Research Elective	3
		<b>Total Hours:</b>
		<b>9</b>
Recommended Additional Tasks:	Presentation at a professional conference Apply for dissertation research grant	

<b>Spring 2025</b>		
<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
COUN 846	Advanced Counseling Supervision	3

COUN 869	Advanced Supervised Practicum in Counseling	3
COUN/FOUN	Doctoral Level Elective Approved by the Advisor	3
<b>Total Hours:</b>		<b>9</b>
Recommended Additional Tasks:	Choose dissertation chair and committee members Presentation at a professional conference Supervise master's students and attend supervision	

Summer 2025		
Course	Title	Credit
COUN 868	Internship	3
COUN 898	Dissertation Seminar	3
<b>Total Hours:</b>		<b>6</b>
Recommended Additional Tasks:	Complete Comprehensive Portfolio Supervise master's students and attend supervision	

Fall 2025		
Course	Title	Credit
COUN 868	Internship	3
COUN 899	Dissertation	6
<b>Total Hours:</b>		<b>9</b>
Recommended Additional Tasks:	Begin job search Supervise master's students and attend supervision Defend dissertation proposal Collect dissertation study data	

Spring 2026		
Course	Title	Credit
COUN 899	Dissertation	6
<b>Total Hours:</b>		<b>6</b>
Recommended Additional Tasks:	Continue Job Search Defend Dissertation Attend Graduation Ceremonies in May	

In the event that this Program of Study is modified, a new Program of Study Form must be signed by the faculty advisor, Graduate Program Director, and the student, and the original must be filed in the student's advising folder.

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

**Advisor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**GPD:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Sequence of Course Offerings in Counseling Programs

<b>Course #</b>	<b>Course Title</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
COUN 601	Principles of Professional Counseling & Ethics	x	x	x
COUN 631	Counseling for Lifespan Development	x	x	x
COUN 633	Counseling and Psychotherapy Techniques	x	x	x
COUN 634	Advanced Counseling and Psychotherapy Techniques	x	x	x
COUN 642	Structured Group Counseling	x		
COUN 644	Group Counseling and Psychotherapy	x	x	x
COUN 645	Testing and Client Assessment	x	x	x
COUN 647	Addictive Disorders	x	x	x
COUN 648	Foundations of Career Development	x	x	x
COUN 650	Theories of Counseling and Psychotherapy	x	x	x
COUN 655	Social and Cultural Issues in Counseling (on Norfolk Campus)	x	x	x
COUN 667	Internship in Mental Health Counseling	x	x	x
COUN 668	Internship in School Counseling	x	x	
COUN 669	Practicum in Counseling	x	x	x
COUN 670	Introduction to Counseling Supervision	x	x	x
COUN 676	Professional Issues in School Counseling K-12		x	
COUN 677	School Culture, Learning, and Classroom Management	x		
COUN 678	Counseling Children and Adolescents in Schools		x	x
COUN 679	School Counseling Program Development K-12		x	
COUN 680	Mental Health Counseling	x	x	x
COUN 681	Couples Counseling	x		

COUN 685	Diagnosis & Treatment Planning Mental Health Counseling	x	x	x
COUN 691	Family Systems and Family Development	x	x	x
COUN 695	Special Topics: Human Sexuality			x
COUN 695	Special Topics: Play Therapy		x	
FOUN 611	Introduction to Research	x	x	x
COUN 707	Adult and College Student Development	x		x
COUN 742	Advanced Counseling Theory & Practice			x
COUN 744	Advanced Group Counseling	x		
COUN 795	Special Topics: Trauma and Crisis Counseling	x		
COUN 801	Current Issues in Counseling and Counselor Education	x		
COUN 807	Adult and College Student Development	x		x
COUN 820	Counselor Education Teaching and Practice	x		
COUN 835	Advanced Counseling Research Design and Assessment	x		
COUN 842	Advanced Counseling Theory & Practice			x
COUN 844	Advanced Group Counseling	x		
COUN 846	Advanced Counseling Supervision		x	
COUN 848	Multicultural Perspectives in Counselor Education, Supervision, and Research (on Norfolk Campus)		x	
COUN 868	Internship in Counseling	x	x	x
COUN 869	Advanced Supervised Practicum in Counseling	x	x	x
COUN 898	Dissertation Seminar			x
COUN 899	Dissertation	x	x	x
FOUN 722	Introduction to Applied Statistics and Analysis	x	x	x

FOUN 813	Advanced Program Evaluation		x	x
TLCI 814	Qualitative Research Design	x	x	x
FOUN Courses	Required and Elective FOUN courses may be accessed in LEO online or from the FOUN program			

**\*Please check EFL program as FOUN class offerings change from time to time\***

### **REGISTRATION FOR COURSES**

Doctoral students in collaboration with their advisor will develop a written plan for completing their degree that includes a schedule for registering for courses throughout the degree program during the first enrolled semester. This plan can be modified as needed, but any changes should be reviewed and approved by the faculty advisor.

Students may register for courses each term without consulting their faculty advisor. Faculty advisors may be contacted for registration advice if problems arise. If students are following the schedule of course completion developed previously with their faculty advisor, there should be no need for additional consultation regarding course selection. An exception to this would be when the sequence of course offerings are changed, such as those described above.

Full-time ODU professors have the authority to determine whether a student will be admitted to filled classes they are teaching. Students should contact the professor directly if they wish to enroll in a filled class. In the event an adjunct professor is teaching a filled counseling class, request for admission to that class should be directed to the Doctoral Graduate Program Director.

Students who wish to enroll in more than 12 credit hours in the Fall or Spring semester, or more than 9 hours in a Summer term must request permission prior to registering from the Doctoral Graduate Program Director. A signed form is required to complete registration when taking more than 12 credits in Fall or Spring or more than nine credits in Summer.

### **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 before 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 background check results on file will ***NOT*** be able to participate in Practicum/Internship. When obtaining their background check, it is important that the doctoral student read the instructions carefully and follow them accurately. Any delays in the processing background check could result in deferring student's 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.

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

### **CHS DOCTORAL STUDENT TEACHING MENTORING AND EVALUATION PROCESS**

- Counseling doctoral students often teach CHS courses in several capacities, such as a co-instructor and a solo instructor of record.
- Doctoral students are required to co-teach a CHS course with a CHS faculty member, before teaching a course solo (e.g., as the instructor of record)
- Doc students teaching courses solo (e.g., as the instructor of record) should be observed and evaluated in their first and second semester of solo teaching by their program advisor. This includes advisors:
  - Meeting with the doctoral student instructor at the start of their solo semester of teaching to offer support and introduce their role as mentor/observer
  - Observing a 30-minute segment of the doctoral student instructor's teaching during the semester and completing the evaluation form found in the CHS faculty handbook
  - Meeting with the doctoral student instructor shortly after the observation to provide feedback and share a copy of the completed evaluation form with them, then also submitting the evaluation form to the Department Chair before the end of the semester
- If the doctoral student instructor has demonstrated two successful teaching observations from two separate semesters of solo teaching (based on the teaching evaluations), then they move into monitoring status, in which their program advisor reaches out at the start of the semesters they teach to offer them support as needed.
- Doctoral student instructors can approach their program advisors for consultation to discuss challenges, successes, and so forth.

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

Please also see the Doctoral Practicum and Internship handbook for more details about



policies, procedures, and logistics about completing the practicum and internship at <https://www.odu.edu/content/dam/odu/col-dept/counseling-human-services/docs/2021-2022-doctoral-practicum-and-internship-handbook.pdf>.

## GRADUATE STUDIES AND DOCTORAL FORMS

Doctoral students are responsible for securing and completing the parts of the forms they can complete, signing and dating forms when necessary, and delivering forms to their advisor and the Graduate Program Director to be signed and filed. Students must bring forms that have been completed to advising appointments, comprehensive portfolio submission, dissertation proposal meetings, and dissertation defenses. A Sample Program of Study Form and the Review of Student Progress Form are found in this handbook. The application for graduation must be completed online through LEO Online (Students who are eligible to apply for graduation but are unable to use the online application for graduation should contact the Graduation Staff at [graduate@odu.edu](mailto:graduate@odu.edu) for assistance). Other relevant Doctoral Level Forms could be accessed through the web page for the ODU Office of Graduate Studies at <https://www.odu.edu/graduateschool/forms>.

<b>Form</b>	<b>Location Found</b>	<b>Date Due</b>
Program of Study	This Handbook	After first advising appointment with the advisor
Transfer of Credit	G1/Graduate Studies	If transferrable credits were earned after completion of master's degree, after first advising appointment with the advisor
Review of Student Progress	This Handbook	Yearly in April. Bring completed form to appointment with the advisor.
Appointment of Advisory Committee	D1/Graduate Studies	At the end of 2 <sup>nd</sup> semester or if a committee member changes
Appointment of Dissertation Committee	D2/Graduate Studies	After passing comprehensive portfolio (candidacy examination) and if a committee member changes.
Result of Doctoral Examination or Requirement – Research Skills Examination	D3/Graduate Studies	After completion of COUN 835 with a grade of B- or better.
Result of Comprehensive Portfolio – Candidacy Examination	D3/Graduate Studies	After successful completion of Comprehensive Portfolio.

Result of Doctoral Examination or Requirement – Dissertation Prospectus (Proposal)	D3/Graduate Studies	After successful completion of dissertation proposal meeting.
Result of Doctoral Examination or Requirement – Oral Dissertation Defense Examination	D3/Graduate Studies	After successful completion of dissertation defense. Bring to defense.
Application for Graduation	Leo Online	First month of the semester before the semester of anticipated graduation (see Registrar’s calendar for deadline date).
Re-Validation of Out-of- Date Graduate Credit by Examination	G3/Graduate Studies	Required only if graduate students have courses on their degree programs that are out of date.
Doctoral Candidates 1-Hour Full-Time Notification	D4/Graduate Studies	Required only for graduate assistants who must be full-time students, but who have completed all courses required for their degrees and wish to register for only one credit.
Doctoral Dissertation Acceptance and Processing	D5/Graduate Studies	After successful completion of dissertation defense. Bring to defense.
Leave of Absence from Doctoral Program	D7/Graduate Studies	Must be filed by doctoral students who do not register for any term (including summer) after successfully defending dissertation proposal.
Exception to Time Limits Allowed to Complete Doctoral Degree	D8/Graduate Studies	For doctoral students who wish to graduate more than eight calendar years from the date of beginning the initial course following admission to the doctoral program.
Advancement to Candidacy	D9/Graduate Studies	After successful dissertation proposal.

### **DOCTORAL STUDENT AREA OF EXPERTISE**

Students will identify one or more of the following areas of expertise through discussions with their advisor: counseling, supervision, research and scholarship, leadership and advocacy, and teaching. Sub-topics may also be chosen at the student’s discretion if approved

by their advisor (e.g., couples and family counseling; LGBTQ issues in the schools; administration and program evaluation, and so forth). The dissertation topic must be closely related to the professional expertise area declared by the Ph.D. student. Professional expertise areas must reflect areas of expertise held by one or more full-time faculty members at ODU.

## **ADVISORS AND EXAMINATIONS**

### **Initial Advising of Ph.D. Students**

All newly admitted doctoral students will be advised by their assigned advisor during their first two semesters of study. The summer term is considered as a semester. Prior to the student enrolling in their first semester, the advisor will determine which prerequisite courses have been completed and which must be taken as part of the student's Ph.D. program. The advisor also will determine whether credits completed after the student earned their master's degree will transfer into the doctoral program. If transfer credits are approved, the advisor will file the Office of Graduate Studies Form G1 (Evaluation of Transfer Credits). Students should bring that completed form to the advising appointment if they wish to have courses transferred. It is unusual to approve more than 12 transfer credits. If it is anticipated that any of the doctoral student's credits will be more than eight years old by the time the student graduates, the advisor, upon the student's request, will arrange for the student to update those credits by taking an examination before the end of the student's second semester, and will file the Office of Graduate Studies Form G3 (Re-Validation of Out-of-Date Credit by Examination). Students should provide their advisor with that completed form at the time it is determined that the out-of-date courses have been validated through examination.

By the end of the student's first semester in the Ph.D. program, the student and advisor will establish the student's program of study, which will include: a listing of all required courses, an indication of which semesters the student will complete those courses, and a schedule for completing all other requirements for the Ph.D. degree including comprehensive portfolio, the dissertation proposal, the oral examination of the final dissertation, and the requirement that the degree be completed within eight years of the beginning of the doctoral degree program of study after being admitted. The student's program of study will be signed and dated by the advisor, the student, and the graduate program director. The original copy will be placed in the student's advising folder. If changes are made to the program of study, a new program of study form must be completed, signed, and placed in the student's advising folder.

### **The Student's Advisor**

Later in the student's degree program, the student's advisor may or may not be chosen by a doctoral student as their dissertation committee chair. The student's advisor must be a full-time faculty member who is a member of the Counseling Graduate Program faculty and is certified for graduate instruction.

The student's advisor serves a number of important functions for doctoral students. The student's advisor should be consulted by student if they have any questions or problems related

to their academic programs. While the student's advisor can answer questions related to program requirements, students are expected to read the ODU graduate catalog, the Darden College of Education and Professional Studies doctoral handbook, the ODU dissertation guide, and this handbook before asking questions.

At a minimum, the student's advisor ensures that students have developed a reasonable plan for completing their degree programs. The advisors serve as mentors for students by assisting them in further developing their identity as a professional counselor and adopting professional approaches to their work and interactions with others. The advisor, as well as other faculty members, can also be very helpful in assisting students in finding employment as counselor educators or leaders in the counseling profession once they have completed their degree programs.

By ODU Office of Graduate Studies policy, each doctoral student must meet with their advisor annually and review the student's progress toward completing their Ph.D. degree. In the Counseling Graduate Program, Ph.D. students must schedule an annual review appointment with their advisor during the month of April each year they are in the doctoral program (after having completed one full semester in the program; if a student has not completed a full semester by the first April in the program, the annual review appointment is not required). The doctoral student will complete the annual progress report and their advisor will add their comments and sign it after they have met and reviewed the form together. The annual progress report will be signed and dated by the faculty member and student and the original copy will be placed in the student's advising folder. A copy of this form to be completed by doctoral students is included in the appendices of this handbook.

Faculty advisors (the Graduate Program Director, the student's advisor, or dissertation committee chair) sign several important documents related to a student's academic program. It is the student's responsibility to initiate meetings with their faculty advisors in order to have documents completed and filed on their behalf. Students are asked to bring forms that are required to be completed for the degree to advising meetings, exams, or defenses. Students should be provided with a copy of all forms completed and signed by their faculty advisors and should request such copies for their own files if they are not offered.

In the event a Ph.D. program student, or the faculty advisor, believes it would be in the student's best interest for a different faculty member to serve as the student's advisor or dissertation committee chair, either may request that the Graduate Program Director reassign the student to a different full-time faculty member in the Counseling Graduate Program. Normally such requests for a change in faculty advisors will be granted unless there is no other full-time faculty member available in the Counseling Graduate Program to advise the student.

If requests are made and approved by the Graduate Program Director for changes in the student's advisor, advisory committee members, dissertation committee chairs, or dissertation committee members, the student obtains necessary signatures and submits the appropriate form to the Graduate Program Director.

## **The Student's Advisory Committee**

Ph.D. program students have an advisory committee, which is chaired by the student's advisor. The doctoral program advisory committee grades the student's comprehensive portfolio (described below). Once students have been assigned to their advisor, they should meet with their advisor to determine who the members of their committee will be. Doctoral advising committees include the student's advisor, who chairs the committee, and two additional full-time faculty members in the Counseling Graduate Program. After a Ph.D. student and their advisor have determined which two eligible faculty members should serve on the student's doctoral advising committee, the student should ask the faculty members if they are willing to serve and should report the response of the faculty members to their advisor. The student should then obtain the necessary signatures and turn it in to the Graduate Program Director to file the form.

## **Research Skills**

The research skills requirement in the counseling Ph.D. program is met by students completing the research courses required in the program of study. When students complete COUN 835 (Advanced Counseling Research Design and Assessment) with a grade of B- or higher, they will have completed the research skills examination requirement. When they have completed this requirement, students must complete the Office of Graduate Studies Form D3 (Result of Doctoral Examination or Requirement) and present it to the Graduate Program Director who will sign and file the completed form. The research skills examination requirement form must be submitted before students may submit their comprehensive portfolio.

## **Comprehensive Portfolio (Candidacy Examination)**

Students must successfully pass both written and oral portions of the comprehensive portfolio (candidacy examination) before a dissertation committee will be formed. Students are eligible to submit their comprehensive portfolio when they have completed all the required courses in their Ph.D. Program of Study except COUN 868, 898, and 899. They may also submit their comprehensive portfolio if they are currently enrolled in required courses after the tenth week of the semester, with the approval of their advisor. Students must be registered for at least one semester credit during the semester (including summer semester) comprehensive portfolio is submitted and defended.

## **Submission and Review of Comprehensive Portfolio (Written Examination) Process**

1. Student must contact their advisor one semester prior to the semester they plan to submit (written examination) and defend (oral examination) their comprehensive portfolio.
2. Student and their advisor agree to a couple of dates that are at least three months away from when the student submit their comprehensive portfolio.
3. The advisor consults with the other two members of the student's advisory committee and sets the date for the submission of their comprehensive portfolio.
4. The advisor also notifies the Graduate Program Director about the student's

- submission and defense dates of the comprehensive portfolio.
5. On the scheduled date, the student delivers a Word or PDF version of their comprehensive portfolio to the student's advisor or their designee via email attachment.
  6. The student's advisor shares the portfolio with committee members to score.
  7. Upon hearing from the committee members within a week, the advisor notifies the student and other committee members of the written examination results and proceeds to the oral examination.

The process for grading the written examination will be as follows:

1. The student's advisor will deliver copies of the student's portfolio to other two committee members and will ask them to provide their votes on each separate question and sections of the option student selected by no later than one week.
2. In the event a committee member believes they cannot grade one or more of the answers because of a lack of expertise, their vote will be based on the questions and option sections they do grade. Committee members will vote pass or fail on each question and option sections in the examination. Students must receive two 'pass' votes on each questions and option sections to pass the written candidacy examination. If any of the questions and option sections do not receive two 'pass' votes, the student must arrange for another time to retake the question(s) that was (were) not given a 'pass' grade.
3. Committee members will read the portfolio within one week of receipt and will report to the student's advisor their pass or fail vote. If no vote is submitted within one week of receiving the paper and an extension of time to grade the paper has not been requested by a committee member and approved by the student's advisor, the vote of that committee member will be recorded as an abstention. Two committee members voting pass are required for the student to pass each question and option sections of the written candidacy examination.
4. The student, the two committee members, and the Graduate Program Director will be notified of the results of the student's examination by the student's advisor no later than the next day after the one-week period.

If a student fails the written candidacy examination, they must take and pass a second written examination within one year. Failure to take a failed examination within one year or a failure on a second administration of the examination will result in the student's dismissal from the doctoral program.

### **Defense of Comprehensive Portfolio (Oral Examination) Process**

The defense of comprehensive portfolio occurs after successful completion of the written examination. The student's advisor (i.e., Chair of the Advisory Committee) will collect questions from other advisory committee members related to the written candidacy examination responses. Questions may function to clarify the student's written responses or apply or expand upon material found in any section of the comprehensive portfolio. After the student's advisor collects these questions from committee members, the advisor schedules a meeting with the student to present the questions in an interview format. The meeting is scheduled one week after the

submission of written examination and should last no longer than one hour.

Student will not have access to the oral candidacy examination questions prior to the scheduled meeting. Successful completion of the comprehensive portfolio defense is based upon the advisor's determination the follow-up questions to the written examination were appropriately and comprehensively addressed.

The student's advisor will communicate the results of the examination immediately to the student and report to the Graduate Program Director within one day.

Once the oral candidacy examination has been passed, the student will complete the relevant part of the Office of Graduate Studies Form D3 (Result of Doctoral Examination or Requirement; see at <https://www.odu.edu/content/dam/odu/offices/graduate-studies/docs/forms/doctoral-level/d3-result-of-doctoral-examination-or-request.pdf>). The student will obtain their advisor's signature and deliver the form to the Graduate Program Director who will then sign, obtain necessary signatures, and submit the form to the appropriate offices.

If a student fails the oral candidacy examination, they must take and pass the examination prior to the end of the next semester. The written candidacy examination does not have to be retaken if it was passed earlier. Failure to retake a failed oral examination by the end of the next semester or failing to pass the oral exam on the second administration will result in the student's dismissal from the doctoral program.

### **Comprehensive/Candidacy Examination Portfolio**

Read each question carefully and formulate your response to answer the specific question being asked.

Prepare your answers to the examination questions in a Word document with APA formatting. As you are preparing a portfolio, please offer a brief overview of your portfolio outlining the document (e.g., which option you selected in addition to the first two sections). Throughout the portfolio, please also create separate sections for each question and option and its respective parts.

As you respond to each of the questions, abide by the ODU Honor Pledge, Honor Code, and Monarch Creed, which can be found at <https://www.odu.edu/about/monarchcitizenship>.

For your candidacy/comprehensive portfolio, you will submit: (1) a ***Counselor and/or Counselor Educator Philosophy/Identity Statement***, (2) materials of a first presenter peer-reviewed conference presentation, and (3) the materials from one of the two options reflecting required experiences and relevant documents addressing the five CACREP Core Areas for Doctoral Programs (i.e., Counseling, Leadership and Advocacy, Supervision, Research and Scholarship, and Teaching). Depending on your plan of study, the submission time of your portfolio may vary. However, you will be required to submit (written examination) and defend (oral examination) your portfolio to become a *doctoral candidate* prior to defending your

dissertation proposal.

1. A 5-page double-spaced *Counselor and/or Counselor Educator Philosophy/Identity Statement* including a focus on at least three of the five CACREP Doctoral Program Areas (i.e., Counseling, Leadership and Advocacy, Research and Scholarship, Supervision, and Teaching). A guiding principle in deciding how to formulate and present this document is to reflect on, “How will this statement demonstrate my knowledge, awareness, and skills representing my current professional identity?” Please consider the learning and skill development that occurred during your formal academic program through such experiences as participation in assigned/volunteer teaching, supervision, research, leadership, and advocacy activities in the department, organizations, community service, professional activities, and so forth. In the reflective portions of this statement include: How did those help you grow? In retrospect, how would you do things differently? What did you learn? What attitudes, values, and beliefs were validated and/or re-examined as a result of the experience? How have those helped in the attainment of your professional goals?
2. Submission of the presentation materials of a first presenter presentation (i.e., oral, poster, or roundtable presentation) at a State, Regional, National, or an International Peer-reviewed Conference or a first presenter webinar presentation for a State, Regional, National, or an International professional organization. Special circumstances (e.g., conferences require faculty lead presenters) may be reviewed by the comprehensives committee. Please attach the acceptance email from the conference/organization as well as presentation materials of your presentation to your portfolio.

AND

OPTION A:

1. Conducting an empirically based research study and submitting the manuscript of this study to a regional, national, or international peer-reviewed journal
  - a. Student must be the first author on the manuscript
  - b. A faculty member must be an author on this manuscript as the consultant/mentor of the study
  - c. Other students could be second or beyond authors on this manuscript
2. Please also attach the submission confirmation email you received from the journal to your portfolio.

OR

OPTION B:

Completion of the following statements:

1. Submission of a 3-page double-spaced *leadership philosophy statement* informed by



theory and student's active leadership experiences. In their statement, the student is expected to reflect on their leadership and service experiences in at least two different departmental, college, school, local, regional, national, and/or international organizations and/or associations. The statement must also include ethical and culturally sustaining leadership experiences and perspectives of the student.

2. Submission of a 3-page double-spaced *teaching philosophy statement* informed by theory and student's teaching experiences. In their statement, the student is expected to reflect on their solo teaching (2 content-based HMSV) and/or co-teaching (2 content-based master's) practices. The statement must also include ethical and culturally sustaining teaching experiences and perspectives of the student.
3. Submission of a 3-page double-spaced *counseling orientation statement* informed by theory and student's counseling practices. In their statement, the student is expected to reflect on their clinical experiences based on at least one Semester of Supervised Clinical Practice during Internship. The statement must also include ethical and culturally sustaining counseling practices and perspectives of the student.
4. Submission of a 3-page double-spaced *clinical supervision statement* informed by model/s and student's clinical supervision experiences. In their statement, the student is expected to reflect on 2 Semesters of Supervised Supervision of master's level practicum during Advanced Supervision and Internship. The statement must also include ethical and culturally sustaining clinical supervision practices and perspectives of the student.

## **Early Dissertation Work**

Although a Ph.D. student's dissertation committee is not formed until after the student has successfully completed their Comprehensive Portfolio (candidacy examination), students are encouraged to begin working on their dissertations at the beginning of their doctoral studies. The sooner a Ph.D. student chooses an area of counseling to study in their dissertation project, formulates a research question, and determines whether their dissertation will be quantitative or qualitative, the better the chance the student will have of completing the Ph.D. degree in a timely manner. Once dissertation decisions are made, students can orient much of their doctoral studies toward formulating and improving their dissertation project.

Students may informally consult with any faculty member regarding their dissertation work prior to choosing an advisor or a dissertation committee chair. Even after students have chosen an advisor or a dissertation committee chair, they may continue to informally consult with other faculty members, and may request changes of advisors, committee chairs, or committee members, if appropriate.

A Ph.D. student's dissertation must be related to their area of expertise within counseling. Areas of expertise may include any of the five CACREP core areas, or related counseling areas, as approved by their dissertation chair. The faculty member a student selects to chair their dissertation committee must be knowledgeable within the area of counseling the student plans to study.

Once a student has made preliminary decisions regarding their dissertation and has

identified a faculty member who the student probably will ask to chair the dissertation committee, the student may begin to work informally with that faculty member. Both the doctoral student and the faculty member will have the understanding that the student may change their mind about whom they will select to chair their dissertation up until the dissertation committee is formed, which occurs after the comprehensive portfolio has been successfully completed.

Students must take a minimum of 12 dissertation credits (COUN 899). However, doctoral students sometimes take more than 12 credits before they graduate. Students may register for COUN 899 credits at any point in their doctoral studies. They should negotiate with the faculty member who will be directing their dissertation work and should register for the number of dissertation credits that reflect the amount of dissertation work they plan to complete in a particular semester (for example, 1, 3, 4, 6, 9, or 12 credits). Faculty members devote substantial time to working with a student on their dissertation only during terms in which the student is enrolled in COUN 899 or COUN 898 (Dissertation Seminar). After students have successfully completed their comprehensive portfolio and have successfully proposed their dissertations, they are admitted to candidacy. At this point, registering for one credit of COUN 899 can make them a full-time student at ODU. Those who hold graduate assistantships must be full-time students. In order to register for one credit and be a full-time student, the Office of Graduate Studies Form D4 must be completed and filed. Students should bring that form completed to the chair of their dissertation committee if they wish to take only one credit and still be considered a full-time student.

## **THE DISSERTATION COMMITTEE**

As soon as possible after the student has successfully completed their comprehensive examination portfolio (candidacy examination), the student should ask a faculty member to chair their dissertation committee if they have not already done so. The student's advisor could be asked to serve in this role, but the student could ask another eligible faculty member to chair their dissertation committee.

The dissertation committee chair, in consultation with the student, appoints a dissertation committee of at least three members who are graduate certified at the appropriate level and who have the academic backgrounds and research interests necessary to counsel, direct, and evaluate the student's proposed research and progress. At least two committee members must be full-time current ODU faculty members. At least one member must be from outside the student's department at ODU or a non-ODU academic or professional with special knowledge of the dissertation subject area. No more than one-third of the dissertation committee members may be external to the university. Adjunct faculty are not allowed to serve on dissertation committees.

The dissertation committee chair and advisor must be graduate certified and must be a member of the Counseling Program. While Human Services faculty may serve on dissertation committees as a member, at least one of the dissertation committee members must be a faculty member from a graduate program outside the Department of Counseling and Human Services (CHS). The graduate program director approves the constitution of the committee. The dean of the college or designee approves the final constitution of the committee and ensures that all

committee members are graduate certified.

Dissertation committee chairs and members assist doctoral students in developing their research proposals for their dissertation. In addition, the committee approves the research proposal and the final product. In unusual circumstances, a student's Ph.D. dissertation committee may include more than three committee members, but it is recommended that only three be appointed.

Each dissertation committee shall have a committee member who has expertise in quantitative or qualitative research methods (known as the methodologist), depending on the approach the student plans to use in their dissertation. The committee chair may serve as the methodologist. The student must consult with their chair when the chair does not serve in that role. The committee member who usually serves as the methodologist on the committee is generally a faculty member who teaches quantitative or qualitative research courses.

Information regarding requirements of individuals for being certified as ODU graduate faculty members should be reviewed prior to asking an individual to serve on a dissertation committee. In the event an individual agrees to serve on a dissertation committee who is not currently a member of the ODU Graduate Faculty, student must contact the Graduate Program Director and Ms. Darrella Wilson at [dlwilson@odu.edu](mailto:dlwilson@odu.edu) for graduate certification.

### **PROBLEMS WITH SCHEDULING MEETINGS WITH FACULTY MEMBERS**

Faculty members have a multitude of responsibilities including teaching courses, conducting their own research, consulting outside the university, performing community and professional service, and serving on university committees. As a result, their schedules are very full. Meetings with faculty advisors (including the Graduate Program Director, Doctoral Student Advisors, and Doctoral Dissertation Committee Chairs) should be scheduled well in advance. Students may make appointments with their faculty advisors by contacting them by email or by calling them at their university offices. In the event a faculty member is not available when the student calls, students may leave messages by calling the department office at 757-683-3326 or by placing a note in the faculty member's mailbox in the department front office (Room 2101) located in the CHS Suite. In the event a faculty member is not responsive to reasonable requests from students for meetings, students should consult the Graduate Program Director to determine whether a new advisor or dissertation committee chair should be selected and appointed. Any complaints about faculty members failing to perform their duties should be filed with the Chair of the Department of Counseling and Human Services.

### **TIME LIMIT FOR DEGREE COMPLETION**

All requirements for a doctoral degree must be completed within eight calendar years from the date of beginning the initial course following admission to the doctoral program. Exceptions to this time limit must be approved by the Graduate Program Director and the Dean of the College, and Office of Graduate Studies Form D8 (Exception to Time Limits Allowed to Complete Doctoral Degree) and must be completed and filed by the Graduate Program Director. Academic credits older than eight years at the time of graduation must be re-validated by an

examination before the work can be applied to a doctoral degree. See the “Policy on Validation of Out-of-Date Graduate Credit.” Students whose graduate study is interrupted for military service will be granted an extension of time for the period of their military service, not to exceed five years.

### **CONTINUOUS ENROLLMENT REQUIREMENT**

After successfully defending their dissertation proposal, doctoral students must register for at least one credit each term (fall, spring, and summer) until they graduate. Normally, Ph.D. students will register for at least 3 credits of dissertation each term they are doing work on their dissertation after their dissertation proposal has been approved. Special permission from the Graduate Program Director must be obtained to register for fewer than 3 credits of dissertation in any semester in which dissertation credits are earned. Doctoral student candidates who fail to register each term without requesting and receiving a leave of absence may be dismissed from the doctoral program.

A candidate who finds it necessary to be excused from registration for a semester must report formally, before the beginning of the semester, to the dissertation committee and the Graduate Program Director and request by petition a leave of absence using Graduate Form D7 (Leave of Absence from Doctoral Program). A leave of absence may not exceed one year and may not be repeated. During a leave of absence, the candidate will not be entitled to assistance from the dissertation committee or to the use of university facilities. The granting of a leave of absence does not change the candidate’s responsibility for meeting the time schedule for the completion of degree requirements.

Ph.D. students must be enrolled in at least one credit the semester in which they graduate. COUN 999 or GRAD 999 may be used to fulfill this requirement.

### **COMPLETING THE DISSERTATION**

There are a number of steps related to completing dissertations. This section outlines the process students will use in completing their dissertations.

#### **The Dissertation Seminar Course and the Dissertation Prospectus**

The prospectus and the final dissertation must utilize American Psychological Association (APA) style for final products (not for submission to refereed journals for review). The style of writing and the references are to conform to APA style. Specific guidelines regarding the format and style of the dissertation are provided later in this section.

The prospectus for the dissertation in the Counseling Graduate Program is considered the first draft of the initial three chapters of the dissertation. The information regarding the proposed study is written in future tense and the literature review chapter is written in past tense (to conform to APA style). For the final dissertation, after the dissertation study has been completed, the future tense used in chapter three will be changed to past tense.

During the term students are enrolled in COUN 898 (Dissertation Seminar), they will

complete the first draft of the first three chapters of their dissertation. Students will complete this task according to the schedule developed by the faculty member who is teaching COUN 898. The faculty member teaching COUN 898 will defer to the specifications and expectations of the student's dissertation committee chair, or the faculty member the student intends to chair their dissertation committee. Students and their dissertation committee chairs, or intended dissertation committee chairs, must plan to meet on a regular basis during the semester in which the student is enrolled in COUN 898. In addition, dissertation committee chairs, or intended dissertation committee chairs, must be willing to provide students with regular feedback on their writing as they complete sections of the three chapters of the dissertation that they will complete during the semester. The faculty member who teaches COUN 898 will provide feedback to students on their chapter drafts. However, a student should follow the directives of their dissertation committee chair or intended dissertation committee chair in the event there are conflicts in the feedback of the faculty member who teaches COUN 898 and their chair or intended chair.

In the event a student completes COUN 898 without completing the first draft of the first three chapters of their dissertation, the student will be awarded a grade of Incomplete if the student has made some progress toward completing the draft. If progress has not been made at an acceptable level, the student will receive a grade of Incomplete. In the event a student does not complete the first draft of the first three chapters the semester after receiving a grade of Incomplete, the Incomplete grade will be changed to a grade of Unsatisfactory and the student will have to register for COUN 898 again and pay additional tuition the next time it is offered. The student will continue enrolling in COUN 898 and paying additional tuition until the first draft of the first three chapters of the dissertation are completed to the satisfaction of the faculty member who is teaching COUN 898 that semester.

## **The Dissertation**

Doctoral students should follow some of the guidelines for dissertations that are published by the ODU Office of Graduate Studies. These guidelines can be found at [https://www.odu.edu/content/dam/odu/offices/graduate-studies/thesis-dissertation/docs/thesis\\_dissertation\\_guide.pdf](https://www.odu.edu/content/dam/odu/offices/graduate-studies/thesis-dissertation/docs/thesis_dissertation_guide.pdf). The cover page of the dissertation should conform to university policy. Counseling dissertations must conform to the *Publication Manual of the American Psychological Association*, latest edition. In the event there are conflicts in guidelines published by the Office of Graduate Studies and this handbook, the guidelines published in this handbook should be followed. As noted earlier, a student's dissertation must be related to their area of expertise within counseling which may include any of the five CACREP core areas, or related counseling areas, as approved by their dissertation chair.

Chapter VI is one potentially publishable manuscript taken from the dissertation study, although more than one manuscript may be eventually published from a dissertation. Unless the circumstances dictate otherwise, the doctoral student will be the first author and the dissertation committee chair will be the second author. It is possible to include other committee members as additional authors, but including additional authors is not necessary in the normal course of events and is appropriate only if others have made significant contributions to the dissertation study. The title of chapter VI should be "Manuscript." The title of the refereed journal to which the manuscript will be submitted should be identified on the title page for the chapter.

## **Human Subjects Approval**

Before students may begin to collect data for their dissertation study, they must submit an application to conduct the study to either the Darden College of Education and Professional Studies Review of Human Subjects Committee or the ODU Institutional Review Board (IRB) and receive permission to proceed. Because of the nature of some counseling dissertation studies, particularly survey studies, it is possible a study may be exempt from review.

Exemptions may be granted by the college committee. When applications for exempt research are possible, applications may be filed with the Darden College of Education and Professional Studies Human Subjects Review Committee. Students should read the procedures and carefully review the appropriate forms to determine whether they should request an exemption, a review waiver, a waiver of informed consent, or an expedited review before completing and submitting their applications.

Students usually complete and submit their human subjects approval after their dissertation proposal has been formally approved by their committee because the dissertation project plan may change after the proposal meeting. If a student wishes to seek approval prior to successfully defending their dissertation proposal, the student must obtain approval from their dissertation committee chair. The college committee requires that dissertation proposals have been approved by the dissertation committee prior to being considered for exempt status. The university committee will review applications prior to dissertation proposals having been approved by the dissertation committee.

## **The Dissertation Proposal Meeting**

Once the dissertation committee chair is satisfied with the student's draft of the first three chapters, the chair will schedule the dissertation proposal meeting. The chair will ensure the other faculty members are available for the meeting and will secure a time and place for the meeting to be held. The graduate program director or dissertation committee chair will place an announcement in the university wide announcements inviting the university community to attend and will invite department full-time and part-time faculty members and all current counseling doctoral students via e-mail to the proposal meeting. The announcement will include the proposed dissertation title, a three or four sentence summary of the proposed study (abstract), and the date, time, and location of the proposal meeting, and the names of the dissertation committee members (with the methodologist identified).

The student will provide the committee members, through an e-mail with an attachment, a complete draft of the dissertation proposal a minimum of two weeks prior to the scheduled dissertation proposal meeting. If all committee members inform the dissertation committee chair that they are willing to review the document sooner than two weeks, the student will provide the complete draft by the date agreed upon by the committee members. A complete draft of the dissertation proposal will include the title page, a table of contents, chapters I, II, and III, references, and any appropriate appendices.

All counseling doctoral students who have not yet defended their dissertation proposals are encouraged to attend so that they can appropriately prepare for their own proposal defense when that time arrives. The dissertation proposal defense is a formal academic event and should not include any social or ceremonial activities. Family and friends are welcome to wait outside the proposal room.

At the proposal meeting, the dissertation committee chair will introduce the student, the other committee members, and guests. The student will be asked to briefly summarize their proposed study and then will answer any questions posed by dissertation committee members. The dissertation committee chair may, at their discretion, ask if any guests have comments to make regarding the dissertation proposal. The committee chair may ask other committee members or the doctoral student making the dissertation proposal to respond to comments from guests. The dissertation committee members will then confer in a closed meeting regarding the dissertation proposal and will determine, by majority vote, whether the student may proceed with the study and, if so, which modifications the student must make in their proposal plan or document. In the event the dissertation proposal is not accepted by majority vote, the student will work with the dissertation committee chair in preparing another proposal document and another dissertation proposal meeting will be scheduled once the dissertation committee chair is satisfied with the revised proposal. After the committee has completed its deliberations, the results will be announced verbally to the student and any guests who are in attendance.

After the dissertation proposal meeting has ended, the dissertation committee chair will notify the Graduate Program Director of the results. The doctoral student will complete the form, obtain necessary signatures, and submit Graduate Studies Form D3 (Result of Ph.D. Examination or Requirement) to the Graduate Program Director who will sign and file the completed form. Note that a student is not allowed to defend their dissertation proposal and final dissertation in the same semester.

### **Completion of the Dissertation Research Project**

Once doctoral students have completed their comprehensive portfolio, have obtained human subjects approval, and their dissertation committee has approved their dissertation proposals, they may collect the data for their dissertation research projects. Students should work closely with their dissertation committee chairs throughout the time they are collecting and analyzing their data and writing their final three dissertation chapter drafts.

### **The Dissertation Defense**

A dissertation defense is the student's formal final oral examination for the Ph.D. degree. The formal defense should not be scheduled by the dissertation committee chair until they are satisfied with the dissertation document and believes that the other dissertation committee members will be satisfied with it as well. The defense is a formal academic event and should not include any social or ceremonial activities.

Doctoral students and their dissertation committee chairs should take note each semester of the deadline for holding dissertation defenses for students who wish to graduate that semester. Completed dissertations with completed forms must be submitted to the Office of Graduate Studies no later than the last day of classes of the semester in which the student expects to graduate. To ensure that students graduate the semester that they plan to graduate, it may be necessary to schedule dissertation defense dates no less than three weeks in advance of the last day of classes for that semester. If final dissertation copies are not submitted to the Office of Graduate Studies by the last day of classes, students will not graduate that semester, and will have to wait until the end of the next semester. Any exceptions to this policy must be requested from the Registrar's Office by the chair of the student's doctoral committee.

Once the dissertation committee chair is satisfied with the student's draft of the completed dissertation, the chair will schedule the dissertation defense meeting. The chair will ensure the other faculty members are available for the meeting and will secure a time and place for the meeting to be held. The graduate program director or dissertation committee chair will place an announcement in the university wide announcements inviting the university community to attend and will invite department full-time and part-time faculty members and all current counseling doctoral students via e-mail to the proposal meeting. The announcement will include the dissertation title, a three or four sentence summary of the study (abstract), and the date, time, and location of the proposal meeting, and the names of the dissertation committee members (with the methodologist identified).

The student will provide the committee members, through an e-mail with an attachment, a complete draft of the dissertation a minimum of two weeks prior to the scheduled dissertation defense. If all committee members inform the dissertation committee chair that they are willing to review the document sooner than two weeks, the student will provide the complete draft by the date agreed upon by the committee members. A complete draft of the dissertation will include all required sections with blank pages reserved for acknowledgments (which will be inserted after the defense) and a dedication (if the student wishes to dedicate their dissertation).

All current counseling doctoral students will be invited to dissertation defenses and will be encouraged to attend so that they can appropriately prepare for their own dissertation defense when that time arrives. The dissertation defense is a formal academic event and should not include any social or ceremonial activities. Family and friends are welcome to wait outside the defense room.

At the dissertation defense, the dissertation committee chair will introduce the student, the other committee members, and guests. The student will be asked to briefly summarize their dissertation study and then will answer any questions posed by dissertation committee members. The dissertation committee chair may then ask if any guests have comments to make regarding the dissertation. The committee chair may ask other committee members, or the doctoral student making the dissertation defense, to respond to comments from guests. The dissertation committee members will then confer in a closed meeting regarding the dissertation defense and will determine by majority vote whether the student passed the dissertation defense, and, if so, which modifications the student must make in their dissertation document. In the event the dissertation defense is not passed by majority vote, the student will work with the dissertation



committee chair in preparing another dissertation document and another dissertation defense date and time will be scheduled once the dissertation committee chair is satisfied with the revised dissertation. When a dissertation defense is not passed by the committee, the dissertation defense will be declared to be either failed or continued.

When a dissertation defense is continued, a failure is not reported, but instead the defense event is continued until a later date when a new or revised document has been prepared by the student and reviewed by the committee. In the event a dissertation defense is failed, by Office of Graduate Studies policy, the dissertation committee may vote to drop the doctoral student from the program or may agree to a re-examination no earlier than three months after the first examination. After the committee has completed its deliberations, the results will be announced verbally to the student and any guests who are in attendance.

Doctoral students must bring with them to the doctoral defense Office of Graduate Studies Forms D5 and D3 (Doctoral Dissertation Acceptance and Processing and Result of Doctoral Examination or Requirement). The student will deliver both signed forms to the dissertation committee chair, who will then obtain the additional necessary signatures and will submit the forms to the Graduate Program Director. If the dissertation defense is continued, the form will not be submitted until after the dissertation defense has been completed at a later date.

The dissertation chair will review the final dissertation with changes that have been made as agreed upon by the dissertation committee and will provide the student with final approval. Students will follow all ODU procedures for applying for graduation and submitting their final dissertations to the Registrar's Office. Please follow these guidelines for submitting electronic dissertation to the registrar's office: <https://www.odu.edu/content/dam/odu/col-dept/al/docs/electronic-submission-guidelines.pdf>

### **Step-by-step Dissertation Submission Process**

Students make sure that they take the following steps for an efficient and smooth process for the dissertation submission:

- 1) Candidate/Chair brings D3 and D5 forms to the dissertation defense meeting and have the committee sign them after the successful defense of dissertation.
- 2) After all signatures are completed on D3, it is submitted to the administrative specialist (Ms. Darrella Wilson).
- 3) Upon completing the revisions on the dissertation (based on committee recommendations), the final draft will be submitted to the dissertation chair for approval.
- 4) After the dissertation chair approves the final dissertation document, candidate submits the final dissertation document as well as D5 Form to Ms. Darrella Wilson ([dlwilson@odu.edu](mailto:dlwilson@odu.edu)) for submission to the Dean's office for review and approval.
- 5) Upon Dean's office approval, candidate prepares and submits the final dissertation document (except for Chapter 6) to ProQuest following the steps on the ODU dissertation and thesis guide (<https://www.odu.edu/content/dam/odu/offices/graduate-studies/thesis->

[dissertation/docs/thesis\\_dissertation\\_guide.pdf](#)).

- 6) After the submission, the ETD will email and ask the candidate to revise the dissertation document if they find any issues; otherwise, they will email the candidate to let them know that their dissertation will be published on ProQuest soon.

## COUNSELOR LICENSURE AND CERTIFICATION

Ph.D. 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. Students who plan to work as school counselors should become licensed as school counselors by the State Department of Education in Virginia or become credentialed 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 the students are eligible for this, they may wish to apply for their school counseling license after they 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, 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.

Ph.D. 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 at <http://www.dhp.virginia.gov/counseling/> for the 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, Dr. Jeff Moe from [jmoe@odu.edu](mailto:jmoe@odu.edu), for more information about this process.

In addition, all students should consider becoming National Certified Counselors (NCC) upon graduation from our CACREP-accredited master’s degree 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, they must meet the degree requirements for both CACREP accredited concentrations. This would include meeting the curricular requirements for each concentration and a minimum of a 600-clock hour internship for **each** concentration, for a total of 1200 hours of internship. The awarding of the degree(s) must occur simultaneously.

## **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 that counseling services can be helpful to all persons, not just individuals who have emotional or mental disorders, graduate students are encouraged to learn about themselves from being a client in a counseling relationship. In addition to self-exploration, being a client provides counseling students with the opportunity to experience what they ask their clients to do, which helps counseling students empathize more fully with clients who seek counseling services. Finally, being in one's own counseling diminishes potential countertransference issues.

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 Programs. Privacy of counseling graduate students is insured by ODU Counseling Services staff members. Along with 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 students 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).

## **GRADE APPEALS**

In the event a student believes that a final grade for a course is unfair, the procedure for appealing a grade that is set forth in the ODU Graduate Catalog must be followed. Only final

grades in courses may be appealed.

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

### **Academic Concerns**

#### **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.

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.

Doctoral 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.

Doctoral students who fail the comprehensive portfolio or the doctoral final examination (oral defense of the dissertation) twice 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 doctoral 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 five CACREP content areas (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**

### **Key Professional Dispositions**

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 II). KPD's for doctoral students are assessed twice, first in COUN 846 (Advanced Supervision) and then in COUN 869 (Practicum). If a student scores below a "3" on any disposition, the faculty member will advise the student about steps they 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.

## **Policy on Student Remediation and/or Dismissal from The Programs in The Darden College of Education and Professional Studies (DCEPS)**

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.

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 doctoral 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**

### **Concern for Student Wellbeing**

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

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

#### **Physical Signs**

- Significant changes in energy
- Significant weight loss
- Worrisome changes in hygiene
- Noticable cuts, bruises, or burns

- Sleeping in class/other inappropriate times
- Frequent intoxication

#### Emotional Signs

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

#### Academic Signs

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

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

Students and faculty can make a referral here:

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

### **Bias Incident Reporting**

The following information is taken directly from the following website:

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

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

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

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



## STUDENT COMPLAINT PROCEDURE

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

### I. General Provisions Procedures

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

### II. Procedures

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

- Approved by the president May 13, 2011

## **INTERNATIONAL COUNSELING INSTITUTES**

Students in the Counseling Graduate Program at ODU have the rare opportunity to study abroad during their degree programs and earn academic credits that count toward their degrees. The institutes offered by the Counseling Graduate Program at ODU include rich multicultural experiences in foreign countries. Institutes are led by ODU counseling faculty. The cost of these institutes can be computed in students' expenses toward receiving student loans. ODU graduate assistants who have their tuition paid by the university can reduce the cost of the institute by the amount of tuition for a 3 credit course. Most professors accommodate students' absences during the institutes, but permission to miss classes must be secured from individual instructors. Detailed information on all of the five international counseling institutes may be viewed at <https://odu.studioabroad.com/>.

## **PROFESSIONAL ASSOCIATIONS**

Doctoral students are expected to join and participate in appropriate professional associations while they are completing their Ph.D. degrees. At a minimum, students should belong to the American Counseling Association (ACA) and the divisions that represent their specialties in counseling. Those doctoral students who plan to remain in Virginia for their careers should also join the Virginia Counselors Association (VCA) and its divisions. If invited, students are encouraged to join ODU's chapter of the counseling honorary society, Chi Sigma Iota (CSI).

## **ENDORSEMENTS**

Students seeking endorsements from program faculty related to jobs, credentials, or other professional activities will receive endorsements that reflect the expertise they gained in their Ph.D. program.

## **OUTSTANDING DOCTORAL STUDENT AWARD**

The Counseling Graduate Program presents an Outstanding Master's Counseling Student Award and an Outstanding Doctoral Counseling Student Award. Both awards recognize a student for their outstanding academic performance, outstanding professional capabilities, exceptional professional and service activities and leadership, and demonstration of exceptional personal qualities and attitudes in the professional counseling context. Both awards are presented to a graduating student. Recipients of both awards will be selected in April of each year; graduates from the previous August and December, and upcoming May, graduation dates will be eligible.

### **Selection Process and Criteria**

The outstanding doctoral student will be selected from the graduating doctoral students earning the 5 highest overall GPAs within the graduate program at ODU. The GPD or a designee will provide this list to program faculty (in the case of a tie in GPA, more than 5 names will be provided). Program faculty will discuss the nominees and the award recipient will be determined

by a majority vote. Ordinarily, one student will be selected. In exceptional circumstances, a maximum of two students may be selected for the award.

*The following criteria should be considered (beyond exemplary doctoral transcripts):*

Demonstrated academic and intellectual excellence.

- Examples: Faculty descriptions of exceptional dissertation topics, research, and success; Substantial posters or presentations at professional meetings; substantial research activities with faculty outside dissertation project; publications; receipt of academic awards; etc.

Demonstrated professional excellence.

- Examples: Unusually strong accolades from field supervisors; working successfully in unusually demanding clinical roles and setting, such as agency director; or work with unusually challenging clientele; exceptional volunteer work in clinical settings; receipt of professional awards; etc.

Demonstrated leadership and/or service excellence.

- Examples: Leadership roles in local, regional, state, or national professional organizations; exceptional leadership activity in CSI or other Department or Program settings; notable leadership in local or other advocacy or political roles; exceptional contributions to ODU community in assistantship or other roles; receipt of leadership awards; etc. – all beyond those normally expected of successful ODU doctoral students.

Demonstrated excellence pertaining to interpersonal and intrapersonal qualities and attitudes associated with professional counseling.

- Examples: Faculty descriptions of exceptional qualities observed; field supervisor reports of exceptional qualities observed; peer comments of exceptional qualities; comments of exceptional qualities from students, supervisees, clients, etc.; receipt of related recognitions or awards; etc.

**Ph.D. ANNUAL PROGRESS REPORT FORM COUNSELING  
OLD DOMINION UNIVERSITY**

Student's Name: \_\_\_\_\_

The student's advisor's Name: \_\_\_\_\_

Date of Interview: \_\_\_\_\_ (Must be completed by April 1 each year.)

**Courses Completed**

Have you performed adequately in courses you completed during the past year?  
If no, provide information and plans for remediation below.

**Performance in Assistantship**

If you have an assistantship, have you performed adequately during the past year?  
Describe any oral or written evaluations you have received this past year. If problems have  
existed this past year, provide information and plans for remediation below.

**Program of Study**

Does the signed program of study in your advising folder need to be modified in any  
way? If yes, complete a new Ph.D. Program of Study Form, obtain signatures, and give the  
original to the Graduate Program Director to be placed in your advising folder.

**Projects**

Are you involved in any projects related to your doctoral degree program, but are not a  
part of a course or assistantship assignments? If yes, describe below. If additional projects are  
suggested or changes in project activities have been suggested to you, describe these  
suggestions below.

**Conference Attendance and Programs**

Have you presented programs at any professional conferences in the past year?  
Do you have any conference program proposals pending? If yes, describe below.

**Mentors**

Who do you consider to be your mentors? List below. If additional mentors have been suggested to you, list their names below.

**Comprehensive Portfolio**

When do you anticipate completing your comprehensive portfolio?

**Time Management**

How are you managing your time? If suggestions for changes have been offered to you, describe these suggestions below.

**Obtaining Employment**

What are your plans for obtaining employment after completing your Ph.D. degree? Summarize any suggestions you have been given related to obtaining employment after completing your degree.

**Advisor's Comments**

Advisor should summarize the meeting with the advisee below based on the information on this form.

The student's advisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

File this original completed and signed form in student's advising folder and give a copy to student.

## FACULTY PROFILES

Below are background summaries of the full-time faculty members in the Counseling Graduate Program. Each faculty member also has a web page accessed at <https://ww1.odu.edu/chs/academics/counseling>.

**Dr. Nina Brown**  
[nbrown@odu.edu](mailto:nbrown@odu.edu)

Dr. Nina W. Brown is a Professor and Eminent Scholar of Counseling. Her scholarship interests include group counseling and psychotherapy, narcissism, and psychoeducational groups. Dr. Brown received her Ed.D. from The College of William and Mary. She is a Licensed Professional Counselor (LPC) and National Certified Counselor (NCC).

**Dr. Vanessa N. Dominguez**  
[vdomingu@odu.edu](mailto:vdomingu@odu.edu)

Dr. Vanessa Dominguez serves as the Clinic Director for the CHS Counseling Center and is a Clinical Assistant Professor at ODU. Her primary clinical and research interests include individual and relational stability in underserved populations, particularly for LGBTQ+ communities, transgender mental health, mindfulness stress reduction-based and trauma-informed approaches, social determinants of health impacting treatment adherence, as well as training counseling and other allied helping professionals in Integrated Behavioral Health (IBH) settings. She received her Master's in Couples, Marriage, and Family Therapy and Mental Health Counseling from the University of Central Florida (UCF) and her PhD in Counseling at ODU. She has dedicated the majority of her career to promoting safe, healthy, and satisfying relationships. Dr. Dominguez is a Licensed Marriage and Family Therapist in Florida and Resident in Counseling in Virginia.

**Dr. Emily Goodman-Scott**  
[egscott@odu.edu](mailto:egscott@odu.edu)

Dr. Emily Goodman-Scott is an Associate Professor of Counseling at ODU, Graduate Program Director of the master's & EdS program, and the School Counseling Coordinator. Her primary research interest is in school counseling including multi-tiered systems of support; preparation, and practice; counseling children with special needs; and prevention. She earned both a Ph.D. and M.A.Ed. from Virginia Tech and a B.S. from James Madison University. Dr. Goodman-Scott is a licensed school counselor in Virginia, a Licensed Professional Counselor in Virginia, a Nationally Certified Counselor, a Nationally Certified School Counselor, and an Approved Clinical Supervisor.

**Dr. Tim Grothaus**  
[tgrothau@odu.edu](mailto:tgrothau@odu.edu)

Dr. Tim Grothaus is an Associate Professor of Counseling and Department Chair for Counseling and Human Services. His scholarship areas include school counseling, multicultural and social justice issues, and supervision. Dr. Grothaus received his Ph.D. in counseling from the College of William and Mary. He is certified as a school counselor and is a National Certified Counselor (NCC), National Certified School Counselor (NCSC), and Approved Clinical Supervisor (ACS).

**Dr. Gulsah Kemer**  
[gkemer@odu.edu](mailto:gkemer@odu.edu)

Dr. Gulsah Kemer is an Associate Professor of Counseling. Dr. Kemer's primary research interests include counselor training, clinical supervision, and supervisor development/training. Dr. Kemer received her Ph.D. in Counseling and Counselor Education from the University of North Carolina Greensboro. She is a National Certified Counselor (NCC), Approved Clinical Supervisor (ACS), and a Resident in Counseling (VA).

**Dr. Jeff Moe**  
[jmoe@odu.edu](mailto:jmoe@odu.edu)

Dr. Jeff Moe is an Assistant Professor of Counseling. He received his Ph.D. in Counselor Education & Supervision from the University of Toledo in 2007. His primary research interest is sexual and gender diversity in counseling, including applying strengths-oriented perspectives to work with lesbian, gay male, bisexual, and transgender clients. He has also written about consultation theory, counselor education practice, and the counseling needs of underserved populations. Dr. Moe is a licensed professional counselor with supervisory endorsement (L.P.C.-S.) in Texas. He is also a National Certified Counselor and Certified Clinical Mental Health Counselor with the National Board for Certified Counselors.

**Dr. Ed Neukrug**  
[eneukrug@odu.edu](mailto:eneukrug@odu.edu)

Dr. Ed Neukrug is a Professor of Counseling, Endowed Chair of Counseling, and a Fellow of the American Counseling Association. His major scholarship areas include professional issues in counseling, ethics, testing and assessment, counseling theories and skills, and family counseling. He has written 12 books and dozens of articles. Dr. Neukrug received his Ed.D. from the University of Cincinnati. He is a Licensed Professional Counselor (LPC) in Virginia and a Licensed Psychologist in Massachusetts.

**Dr. Judith Wambui Preston**  
[Jpreston@odu.edu](mailto:Jpreston@odu.edu)

Dr. Judith Wambui Preston is a Clinical Assistant Professor of Counseling at ODU. Her primary research interests include multicultural and social justice issues, diversity, equity and inclusion, and supervision. Her clinical practice includes providing trauma-informed care to BIPOC, underserved and marginalized populations. Dr. Wambui Preston received her Ph.D. and M.S.Ed. in Counseling from ODU and BA from the University of Nairobi (Kenya). She is a licensed professional counselor in Virginia (LPC), a National Certified Counselor (NCC), and an Approved Clinical Supervisor (ACS).



**Dr. Lauren Robins**  
[lrobins@odu.edu](mailto:lrobins@odu.edu)

Dr. Lauren Robins is a Clinical Assistant Professor of Counseling at ODU. Her research background includes qualitative and quantitative research that focuses on interprofessional collaboration, underserved populations, equity, social justice, and social determinants of health. Her clinical background includes working with individuals from underserved populations. She earned both a PhD and MA from Regent University and a BS from ODU. In all that Dr. Robins does, she realizes and emphasizes the importance of equity and inclusion that is centered upon an anti-racist framework.

**Dr. Woody Schwitzer**  
[aschwitz@odu.edu](mailto:aschwitz@odu.edu)

Dr. Alan (Woody) Schwitzer is a Professor of Counseling. His major scholarship areas of interest and specialties include university and college student adjustment, development, learning, and counseling, as well as diagnosis, case conceptualization, and treatment planning. Dr. Schwitzer received his Ph.D. in Counseling Psychology from Virginia Commonwealth University. He is a Licensed Psychologist.

**Dr. Stephanie Smith-Durkin**  
[ssmithdu@odu.edu](mailto:ssmithdu@odu.edu)

Dr. Stephanie Smith-Durkin considers herself a quadruple Monarch. She earned her Bachelors, Masters, and PhD at Old Dominion University. Currently, she is an Assistant Professor of Counseling at ODU. Here, she works to effectively prepare counselors for culturally affirming and antiracist professional practices and ethical behaviors. Dr. Smith-Durkin is a former school counselor with nearly two decades of experience working with children and their caregivers. She is also a dedicated member of the Counselors for Social Justice (CSJ) School Counseling Task Force, secretary for the Association of Child and Adolescent Counseling, and faculty advisor for the ODU chapter of Counselors for Social Justice. Dr. Smith-Durkin's research is centered on topics about PK-12 student mental health, social justice, multiculturalism, antiracism, culturally affirming counseling practices, and multi-tiered systems of support (MTSS). She is also a National Certified Counselor (NCC) and Resident in Counseling in Virginia.

**Dr. Brittany Suggs**  
[bsuggs@odu.edu](mailto:bsuggs@odu.edu)

Dr. Brittany G. Suggs serves as the Graduate Clinical Coordinator and Clinical Mental Health Counseling (CMHC) Area Coordinator at Old Dominion University. Her research emphasizes clinical technology competence, collaborative mental health care, multicultural competence, peer consultation, social determinants of health, race-based traumatic stressors, and emerging adulthood. Global mental health, spiritual integration, and technology in counseling extend into her clinical work and professional paradigms, coupled with a passionate commitment to sociocultural advocacy and equity promotion. Dr. Suggs received her Ph.D. from Regent University, M.A. from Hampton University, MPH from George Mason University, and B.A. from the University of Notre Dame. She is a licensed professional counselor and board-approved supervisor in Virginia.

**APPENDIX I: KEY PERFORMANCE INDICATORS**

<b>CACREP Common Core Area</b>	<b>KPI</b>	<b>Assessment I</b>	<b>Assessment II</b>
<b>6.B.1 Counseling</b>	Students will show knowledge of case conceptualization process from multiple theoretical perspectives.	<p><i>Case Formulation Assignment:</i> Students will develop a case formulation for a designated client from a psychodynamic, existential-humanistic, cognitive-behavioral, and postmodern perspective. The case formulation will take into account the history of the client, current issues facing the client, diagnosis formulation, and treatment goals based on the theoretical school being examined.</p> <p>Class: Coun 842</p>	<p><i>Case Conceptualization Presentation Assignment:</i> Students will complete two (2) case presentations during the semester in group supervision, one by mid-term and one at the end of the semester. The case presentation should be accompanied by a 10-15-minute audio or video clip of at least one session with a client.</p> <p>Class: Coun 869</p>
<b>6.B.2 Supervision</b>	Students will demonstrate skills of clinical supervision.	<p><i>Final Self-Assessment of Supervision Skills Paper:</i> In 4 to 5 pages, provide (1) a description and conceptualization of your supervisees and (2) an assessment of your supervision skills from your practices during the semester. In your paper, first, please provide a two-page conceptualization of your supervisees' development as counselors throughout the semester. In the second part of your paper, based on your reflections and received feedback, summarize your major strengths and areas that you need to grow more in regard to your supervision skills.</p> <p>Class: Coun 846</p>	<p><i>Supervision case presentation:</i> Students will complete a case presentation on a supervision session during the semester in group supervision. The case presentation should be accompanied by a 10-15-minute audio or video clip of at least one session with a supervisee</p> <p>Class: Coun 868</p>

<p><b>6.B.3 Teaching</b></p>	<p>Students will learn effective methods of teaching that includes active learning.</p>	<p><i>Teaching Presentation:</i> Students will present a lesson on how to teach a particular course in counselor education. They will use teaching guidelines that they have studied to plan both the process and content of their lesson. The presentation will be evaluated by means of a rubric that assesses Evidence of strong preparation, overall thoroughness of topic coverage, clear statement of problems/issues in this area, review/description of chosen method(s) for teaching, and ability to effectively lead a discussion, ask questions, and lecture.</p> <p>(Coun 820)</p>	<p><i>Theory Presentation:</i> In small groups, students will present for approximately 90 minutes on a contemporary theory of counseling (e.g., DBT, ACT, MI, EMDR). The presentation will include history of the theory, view of human nature, key concepts, key techniques, therapeutic process, efficacy, and social and cultural issues. A role-play of a counselor using the theory with a client should be included. The presentation should end with “symbol sharing” where all students bring a symbol in that reflects something meaningful in their lives and is related to the theory being discussed. Students will be rated for their presentation skills on a variety of attributes related to clarity, keeping student interest, depth, presentation skills, engagement, time management, and more.</p> <p>Class: Coun 842</p>
<p><b>6.B.4 Research and Scholarship</b></p>	<p>Students will develop appropriate research questions for professional research and publication.</p>	<p><i>Research Proposal:</i> Each student will develop a research proposal that focuses either on a quantitative or mixed method approach to a study. Contents: Title page, literature review, method, limitations, reference page.</p> <p>Class: Coun 835</p>	<p><i>Dissertation Research Proposal:</i> Instructor to approve an initial draft of possible dissertation research proposal.</p> <p>Class: Coun 898</p>
<p><b>6.B.5 Leadership and Advocacy</b></p>	<p>Students will demonstrate ethical and culturally relevant leadership and</p>	<p><i>Leadership Self-Assessment and Goals Paper:</i> Students will conduct a self-assessment to determine their leadership style, skills/abilities, and professional interests in the field of</p>	<p><i>Advocacy Proposal:</i> Students will compose a proposal for advocacy in teams, to include:</p> <p>a) A 100-word abstract</p>

	<p>advocacy practices.</p>	<p>counseling or counselor education. Students will read/analyze leadership models/theories. Students will determine leadership opportunities at the program/local/state/regional/national levels and identify at least two opportunities that appeal to their professional interests and leadership abilities. Further, students will write a 5-10-page paper that includes an analysis of their leadership style, leadership opportunities, leadership theory/model, an action plan for leadership contributions, and ethical, cultural, and advocacy issues related to leadership.</p> <p>Class: Coun 801</p>	<p>b) Introduction: overview, purpose, rationale, problem statement, significance, and multicultural-social justice concerns</p> <p>c) Critical Literature Review: Locate the problem focus and study within the context of current scholarship, reference pertinent theories and models,</p> <p>d) Baseline Method: Description of, setting, stakeholders, and key informants, processes for engagement and collaborative problem identification, awareness of systems-level concerns, and proposal for collecting baseline data related to identified problem.</p> <p>e) Proposed Intervention: Describe a change, intervention, or action that could be implemented at your team's chosen setting, making sure it is grounded in the problem and the lived experience of your collaborative stakeholders.</p> <p>f) References and APA style</p> <p>Class: Coun 848</p>
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**APPENDIX II: KEY PROFESSIONAL DISPOSITIONS**

<b>Counseling Dispositions Assessment Tool</b>						
	<b>Expectations Indicator</b>					
<b>Behavioral Domains</b>	5	4	3	2	1	<b>Unabl e to Obser ve (UO)</b>
	<b>Exceeds (Demonst rates Compete ncy)</b>	<b>At Level (At Compete ncy)</b>	<b>Near (Develop ing Compete ncy)</b>	<b>Below (Insufficie nt or Unaccept able)</b>	<b>Harm ful</b>	
<b>Professionalism</b>						
1. Demonstrates ethical behavior as per the ACA code of ethics						
2. Adapts to expectations/professional requirements in clinical/school settings						
3. Uses effective communication						
4. Demonstrates reflective practice (self-reflection about counseling practice)						
5. Demonstrates multicultural and diversity-sensitive practice						
6. Demonstrates professional demeanor appropriate for setting						
<b>Accountability/Conscientiousness</b>						
7. Effectively organizes record						
8. Demonstrates punctuality and attendance						
9. Writes grammatically correct reports						
<b>Self-Regulation</b>						
10. Demonstrates capacity to be resilient or to cope with stressful situations						
11. Demonstrates appropriate disclosure of emotions and experiences						
12. Manages emotions and conflict						

<b>Interpersonal Skills</b>						
13. Demonstrates self-awareness						
14. Demonstrates other-awareness						
15. Deals well with ambiguity						
16. Draws appropriate boundaries						
17. Demonstrates empathy						
18. Demonstrates the ability to understand multiple perspectives						
<b>Adapted from:</b>						
Garner, C. M., Freeman, B. J., Lee, L. (2016). Assessment of student dispositions: The development and psychometric properties of the Professional Disposition Competence Assessment (PDCA). <i>VISTAS Online</i> , 52, 1-14.						
Lambie, G. W., Mullen, P. R., Swak, J. C., & Blount, A. (2015). The Counseling Competencies Scale: Validation and refinement. <i>Measurement and Evaluation in Counseling and Development</i> , 51(1), 1-15. doi:10.1080/07481756.2017.1358964						