

# **NORFOLK STATE UNIVERSITY**

Secondary Education and School Leadership

Master of Arts - Urban Education

**PROFESSIONAL SCHOOL COUNSELING**

**GRADUATE CANDIDATE  
HANDBOOK**

**2022 - 2024**



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## Welcome

The faculty in the School Counseling Program welcomes you! We are delighted you have chosen this program that is designed to professionally train and prepare candidates who wish to pursue careers in school counseling. It is our pledge to cultivate your training and make your study productive, intellectually stimulating, and academically challenging.

To aid in our pledge, a *School Counseling Student Graduate Handbook* has been developed to provide you with the necessary guidelines that will enhance your training experience and aid in your completion of this program. It is also intended to offer guidance in navigating the academic process, enabling you to be more knowledgeable of the responsibilities, expectations, procedures, and deadlines of the program.

**The *School Counseling Student Graduate Handbook* includes materials that are intended to introduce you to the Program regulations and aid your academic progress, not precluding academic advisement. In fact, it is required that you work closely with your advisor to coordinate your program. While each advisor is here to work with you, please be aware that it is *your* responsibility to adhere to all deadlines and complete all graduation requirements.**

All students are provided a digital copy of their graduate program student handbook at their new student orientation which thoroughly reviewed at that time. The department's website also contains copies of each graduate program concentrations handbooks and can be accessed at <https://www.nsu.edu/sesl/documents-forms-and-reports>. It is understood that the graduate program handbook is a working document and if there are changes, students are made aware through website postings, advisory meetings, the student Listserve, and email announcements.

As program faculty, we look forward to working with you, collaboratively, as you aspire to become *competent, compassionate, and collaborative* professionals who are *committed* as leaders in school counseling. To ensure your success, your continuous energy, commitment, and interest are encouraged as well as expected!

*Congratulations!*

## **Scope of this Handbook**

This handbook is designed for students to supplement to the Norfolk State University (NSU) Graduate Catalog (see <https://catalog.nsu.edu/graduate/>). As a result, many policies and procedures set forth in the catalog are not repeated in this handbook but are binding on masters level students in the program. In the event a policy or procedure in this handbook is in conflict with the Norfolk State University Graduate Catalog, the Graduate Catalog provisions take precedence.

Moreover, this handbook may include additional requirements that are not stated in the NSU Graduate Catalog, and the catalog specifically allows graduate programs to set added requirements. The School of Education's handbook should be read and policies and procedures in that document should be followed.



## **Norfolk State University**

### **Mission**

Through exemplary teaching, scholarship, and outreach, Norfolk State University transforms lives and communities by empowering individuals to maximize their potential, creating life-long learners equipped to be engaged leaders and productive global citizens.

### **Vision Statement**

Norfolk State University will be recognized nationally for its outstanding academic programs, innovative research, scholarship, and global outreach, advancing the transformative power of education to change lives and communities.

### **Core Values**

Norfolk State University's strength lies in its value system. These core values, academic excellence, student-centered focus, diversity, integrity, collegiality, and engagement, embody the principles, ideals, and beliefs of our students, faculty, staff, and Board of Visitors. They form the foundation for our actions and reflect what is important to us as members of the Norfolk State University community.

## School of Education

### Mission

The School of Education is responsible for providing leadership, coordination, and evaluation of all teacher education programs at the University. Its central purpose is to provide pre-service and in-service educational programs to prospective teachers, in-service teachers, administrators and others engaged in educational activities in other agencies. Corollary purposes are:

1. To contribute to the knowledge base in the field of educational theory and practice in a multi-cultural, multi-lingual, and multi-racial society.
2. To provide leadership in involving PreK-12 schools, universities, and communities in collaborative educational efforts.
3. To provide service to other agencies engaged in education in such a manner as to promote the realization of equal educational opportunity and equal educational results for all children.

### Conceptual Framework

The conceptual framework adopted by Norfolk State University's professional education programs describes the vision and purpose of the School of Education to prepare educators to work in PreK-12 schools. Consistent with the institution's mission, its focus is to **prepare competent, compassionate, collaborative and committed leaders** capable of meeting the diverse needs of all learners. Supported by a strong knowledge base, the conceptual framework provides a system for ensuring coherence and a well-articulated professional commitment to knowledge, teaching competence, leadership, and student learning. This is reflected in the curriculum, instruction and clinical experiences provided to develop the knowledge, skills and dispositions that are valued in teachers and other professional school personnel.

Norfolk State University seeks to prepare educators who demonstrate the competencies for effective teaching and leadership and accept the responsibility for students for which they are responsible. The current emphasis on accountability demands it. The competence strand focuses on the knowledge and skills to be acquired and is drawn from many sources (the professional specialty organizations, i.e. the National Science Teachers Association and the Educational Leadership Constituent Council, CAEP, the National Board for Professional Teaching Standards, Virginia Department of Education, INTASC) and research.

## **Secondary Education and School Leadership**

### **Mission**

The mission of the Department of Secondary Education and School Leadership is to prepare administrators, counselors, and educators to lead and serve diverse populations in school and community settings.

### **Vision**

To provide our candidates with learning experiences that engenders dispositions and professional behaviors of excellence, equity, and most importantly leadership in the community. The objectives serve as a framework through which the department facilitates candidates in the preparation of competent, compassionate, cooperative, and committed school and community leaders.

### **Goals**

1. To develop school and community leaders with a social justice disposition.
2. To train candidates with a formal education and professional characteristics to be competent, compassionate, and committed school and community leaders.
3. To challenge candidates with a global perspective in promoting excellence in the world community.

### **Program Description**

The Professional School Counseling program is designed for candidates who plan to pursue careers in school settings which include but are not limited to public school settings. Coursework covers the CACREP standards and NBCC core content in the eight core areas of professional orientation and ethical practices, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment and research and program development. The courses are intended to meet the requirements for a Virginia Professional School Counseling Licensure and National Board of Certified Counselor application qualifications. Although the counseling program offers core counseling courses, switching programs is not recommended or encouraged. Questions about transitioning should be directed to both the community and school coordinators.

## **Admission to the Masters of Arts in Urban Education with a Concentration in Professional School Counseling**

### **Masters Program Course Prerequisites**

For admission to any programs in the Department of Secondary Education and School Leadership, each applicant should submit the following to the School of Graduate Studies and Research which included:

- ✓ Graduate application
- ✓ An official transcript for each accredited college or university attended
- ✓ Three letters of recommendation (see SESL Entrance Packet)
- ✓ A personal statement
- ✓ Current criminal background check
- ✓ Interview (for advanced licensure candidates)
- ✓ All candidates must have a baccalaureate degree from an accredited college or university.
- ✓ A minimum grade point average (GPA) of 2.75 for the last 60 credit hours of undergraduate work and accumulative GPA of 2.50
- ✓ A non-refundable application processing fee of \$50.00

Students should have completed ALL of the admission prerequisites and been accepted before enrolling in classes. Accepted students refer to the advisement section of this handbook.

### **Student Matriculation Points**

It is strongly recommended that a student attempt no more than 12 credit hours a semester due to the intensity of the material covered.

#### SESL Exit Requirements:

Candidates must:

1. successfully complete the curriculum in their respective disciplines.
2. have a minimum 3.0 GPA.

### **Non-Degree Status**

The non-degree status is also available to those students who wish to take up to three (3) courses without pursuing a degree, but who wish to take courses only. In addition, applicants unable to meet the minimum GPA or immediate acceptance into a degree seeking program may opt to be admitted as a non-degree matriculating student, provided the committee (or the department head) sanctions it. Non-degree matriculating students are not eligible for financial aid. A non-degree seeking student may apply for admission to a graduate degree program. However, non-degree status does not guarantee future admission.



## **Transfer Credits**

Students who are admitted with previous graduate work may transfer a maximum of up to six (6) credit hours. Those courses submitted for transfer must have a grade of “B” (3.0) or better, must have similar course descriptions as those offered in the curriculum, and must be no more than four years old. Students wishing to receive transfer credits must do so within the first semester following acceptance. Requests submitted after the first semester may not be accepted. Background Verification Please understand that you may have difficulty receiving an education license in the Commonwealth of Virginia if you have been convicted of any felony. If at any time during the duration of your graduate program you receive a criminal charge or proceedings pending against you, you must notify your advisor and the department chair immediately.

## **Endorsement Policy**

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) states that: "A formal endorsement policy by an academic unit with a CACREP accredited program should stipulate endorsement for employment or credentialing only in the program area in which a student received training". The Urban Education program and the College of Education provide endorsements for individuals for licenses and certificates for which they are qualified by having met the requisite standards for completion of an education degree at Norfolk State University. Additionally, the department provides endorsement for graduates of the professional school counseling concentration (previously known as the urban school counseling and urban guidance counseling) program for the purpose of school counseling licensure.

## **Professional School Counseling Program**

### **Program**

A master's degree in counseling from Norfolk State University's Professional School Counseling program is intended to prepare individuals for employment as counselors in professional PreK-12 educational settings or college counseling settings. The program provides masters level students with the necessary information and skills required to carry out duties unique to the counseling profession.

The official name of the master's degree program is a Masters of Education in Urban Education. The program currently adheres to the Council on Accreditation of Counseling and Related Educational Programs (CACREP) standards, the Council for the Accreditation of Educator Preparation (CAEP) standards, and the Virginia Department of Education (VDOE) guidelines.

The program leading to the master's degree consists in school counseling consist of a minimum of 60 semester credits beyond an undergraduate degree, including a clinical practicum and an internship. If the counseling program changes the curriculum while students are completing the program, students may choose to follow their original curriculum contained in the graduate catalog and handbook from the year that the student matriculated (began the program) or the student may change to follow the new curriculum as outlined in the latest graduate catalog and handbook. The curriculum may not be combined, a choice of handbook and catalog is required and student may not switch programs once a counseling track has been selected. All students are required to follow any non-curriculum policy changes implemented.

Norfolk State University's Professional School Counseling program is designed to professionally train and prepare professional counselors in the specialty of school counseling. The Professional School Counseling program prepares students for careers in the preK-12 public and private school settings.

## Program Objectives

The program has specific objectives, which are as follows:

1. Prepare candidates to be counselors that are dedicated to the enhancement of human development throughout the life span.
2. Extend and enrich the candidate's knowledge base by providing opportunities to enhance proficiency in critical/analytical thinking, oral/written communication skills, systematic problem solving, and ethical and legal decision-making.
3. Prepare candidates to be professionals with broad counseling competencies that will be used to assist in the growth and development of each individual.
4. Provide candidates with an education that challenges their intellect and prepares them to assume productive leadership roles in schools and the community.
5. Provide dynamic academic programming and practical training that integrates instruction, research and public service with the intent of developing competent, ethically guided, empathic professional counselors.
6. To provide studies that build on and enhance the education students received in their master's level CACREP aligned degree programs.
7. To provide studies that build a technical foundation for the understanding of counseling theories and principles in practice of counseling, career development, group work, family systems, and consultation.
8. To allow students access to all program information including program policies, admission and disciplinary action which may assist students in making informed choices concerning program based decisions that may affect their professional lives.
9. To engage students in the theories and practices of counselor supervision, pedagogy relevant to multicultural issues and competencies, including the counselor as a change agent in advocacy and treatment planning; design, understanding methods of quantitative and qualitative research; and ethical and legal considerations in counselor education and supervision.
10. To provide workshops, seminars, and other scholarly activities that directly enhance the personal and professional development of students.
11. To provide studies that prepare graduates from the program for leadership roles in school counseling and any related activities that include but are not limited to research, supervision, and practice.

12. To provide practicum and internship experiences at the master's level that give students supervised counseling experience in the counseling profession.
13. To provide studies that builds an ethical and multicultural framework in which to assist students in making ethically sound decisions in the counseling profession.
14. To recruit quality students in such their presence has a notable impact upon the program's educational processes and its presence in the preK-12 school setting and the community.

The program has been developed utilizing a learning-outcomes base that requires candidates to master specified knowledge, skills, and abilities. The program is life-skills oriented and candidates are committed to the development of the highest educational and quality of life potential of all their students. Candidates are expected to maintain a high level of competence, ethics, and integrity while exercising objective professional judgment in the practice of their profession.

In order to prepare effective counselors to work in the school setting, course work and related counseling field experiences emphasize human growth and development; counseling theory and techniques for individuals and groups; career development with components in educational and occupational information; standardized testing in the areas of aptitude, interest, achievement, and career; professional rights and responsibilities; research and evaluation techniques, and organization and administration of counseling programs.

## **Program Points:**

- The majority of classes will be on campus, but some common core courses can be held on the Naval Station Norfolk, Building CEP-87 (inside Gate 5)
- Base Pass & ID are **required** for non-military students

## **Base Pass**

- New base ID and Pass are issued ***every*** semester.
- ID and base passes are obtained only from the Pass Office located on the Naval Base outside opposite gate 5.
- Legal documents are required to obtain an ID and Base Pass. These documents must be federal issued or state issued and must be current.
- Documentation needed to obtain ID and Base Pass
  - ✓ Driver's license
  - ✓ Vehicle registration
  - ✓ Proof of Vehicle insurance
  - ✓ Current vehicle inspection
- Must have both (ID and Pass) to be admitted on the base every time.
- **Please pick up ID and Base Passes 5 days prior to the first day of class.**
- ***Do not wait until the night of class to get your ID because this process can require a significant amount of time and the pass ID office is a high volume area.***

## **Background Check and Clearance**

All students are subject to a background check and clearance which is necessary to enter a security government facility. The military has the option to execute an extensive background check if there are any criminal offenses that appear in the initial background check. Failure to pass the military background check will impact one's ability to receive a base pass which will ***directly*** affect continuation in the program and lead to possible program dismissal.

## **Master of Arts Urban Education Degree (MA.UED.PSC)**

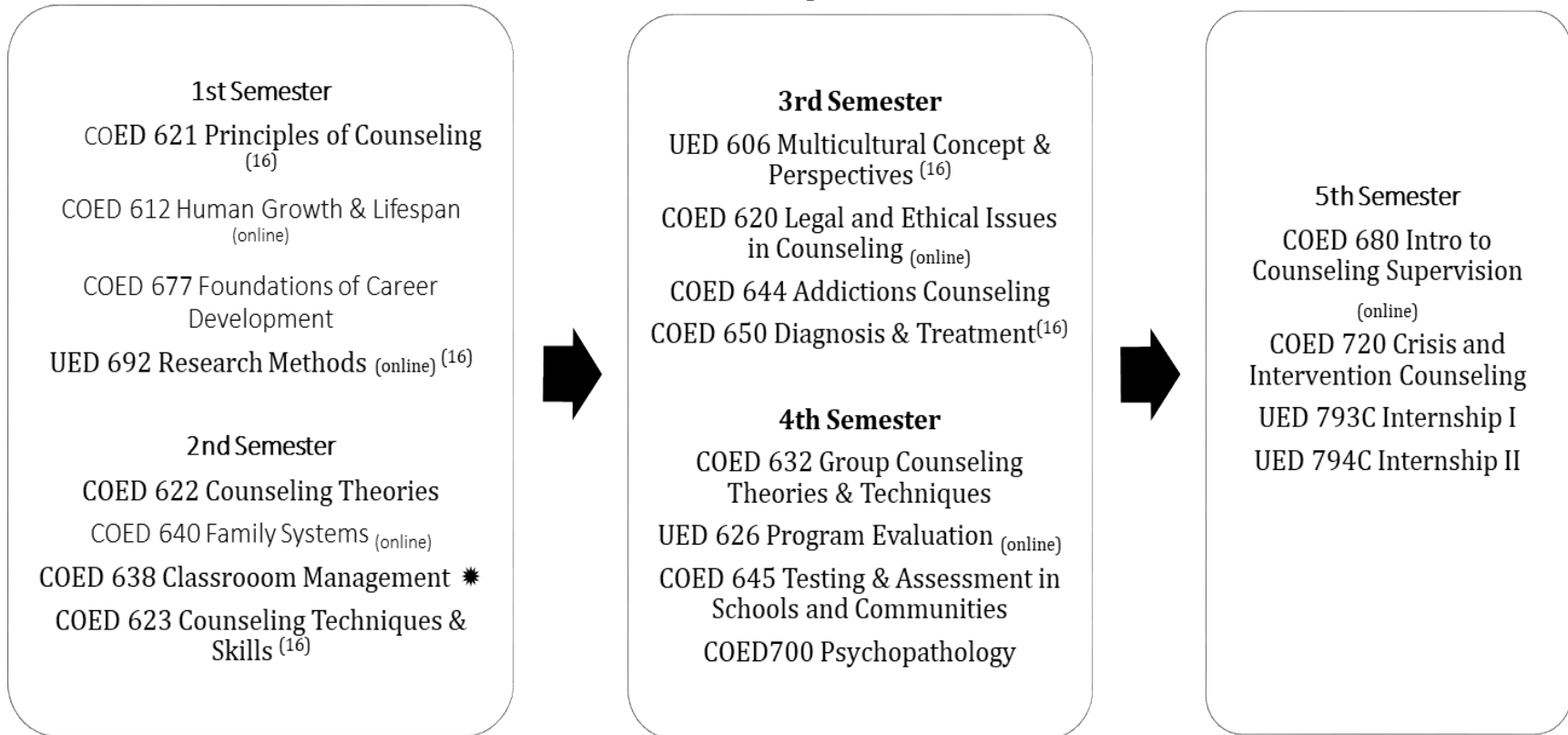
Master of Arts degree program requires 60 semester hours of academic credit (no more than 6 of which may be transferred from another university) and an internship.

### **Curriculum Course**

Course Number	Course Title	Credit Hours
UED 606	Multicultural Concepts and Perspectives	3
COED 612	Counseling for Human Growth & the Lifespan	3
COED 620	Legal and Ethical Issues in Counseling	3
COED 621	Principles of Counseling	3
COED 622	Counseling Theory and Psychotherapy	3
COED 623	Counseling Techniques and Skills	3
COED 632	Group Counseling Theories and Techniques	3
COED 638	Classroom Management for School Counselors	3
COED 640	Family Systems	3
COED 644	Addiction Counseling	3
COED 645	Testing and Assessment in Communities and Schools	3
COED 650	Diagnosis and Treatment	3
COED 677	Career Development and Counseling	3
COED 680	Introduction to Supervision in Counseling	3
UED 692	Research Methods	3
COED 700	Psychopathology	3
COED 710C	Counseling Practicum	3
UED 720	Crisis and Intervention Counseling	3
UED 793	Internship I (300 hours)	3
UED 794	Internship II (300 hours)	3

**TOTAL SEMESTER HOURS      60**

**Master of Arts in Urban Education: -Professional School Counseling  
Course Sequence**



**Online Courses**

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COED 612	COED 620	UED 626
UED 692	COED 640	COED 680

\* denotes classes can be taken in the summer semester or any time during the program.

## **COURSE DESCRIPTIONS - UED (Graduate Courses)**

### **UED 606 Multicultural Concepts and Perspectives**

**3 Credits**

This course examines the impact of culture on behavior and provides knowledge that candidates can use to increase effectiveness in counseling individuals from other cultures. In addition, candidates explore ways in which their respective cultures form their worldview and how this worldview may impact their engagement in the counseling process. Candidates learn about the cultural norms of specific groups and explore ways that counseling may have to be modified to better serve students.

### **COED 612 Human Growth and the Lifespan (on-line)**

**3 Credits**

In this course, candidates will be able to understand the stages of lifespan development with applications to counseling. Current research findings on major developmental issues including physical, social, emotional, speech and language, and cognitive processes of individuals will be emphasized.

### **COED 620 Legal and Ethical Issues in Counseling (on-line)**

**3 Credits**

This course provides an orientation to ethics in the counseling profession through identifying, and exploring relevant issues in counseling practice through research, teaching and examining ethical dilemmas commonly experienced by professional counselors. Coursework covers ACA ethical standards, national and state laws, and regulations as related to accountability, responsibility, client welfare, emotional health, institutional policies, cross cultural and cross social class practices, and their impact on the counseling profession. Focal areas include professional roles and functions, professional identification, the discipline appropriate professional associations and organizations, and publications regarding best practices and strategies in providing counseling services to students, individuals, and families in various counseling settings.

### **COED 621 Principles of Counseling**

**3 Credits**

This course is intended to give the beginning counselor an understanding of counseling theory and strategies. It is intended to aid the prospective counselor in establishing a view of counseling based on a firm foundation supported by acknowledged theories of counseling. In addition, the student will develop skills to work with families, individuals, and crisis interventions. Participants will gain an understanding of the counseling theories used in psychodynamic approaches, humanistic, cognitive, and behavioral genres.

### **UED 622 Counseling Theory and Psychotherapy**

**3 Credits**

This course is designed to explore the counseling process by examining specific theories and the related research. The counseling theories examined in the course include: (a) Psychoanalytic; (b) Adlerian; (c) Existential; (d) Person-Centered; (e) Gestalt; (f) Behavior; (g) Cognitive Behavior; (h)



Reality; (i) Feminist, (j) Postmodern; and, (k) Family Systems with emphasis placed on developing effective techniques for facilitating individual counseling sessions and interviews, helping clients adjust to change, and sponsoring clients' self-exploration, self-understanding, and self-evaluation. This course aims to familiarize counselor candidates with the application of counseling theory in all aspects of the program as well as the counseling profession.

**COED 623 Counseling Technique and Skill**

**3 Credits**

This course focuses on the major counseling techniques used in the profession. Emphasis in coursework is placed not only on the counseling techniques but also on the rationale underlying the practice of counseling, theoretical approaches, counseling techniques, and the ethics of counseling. This course is designed to familiarize counselor candidates with the application of counseling techniques in all aspects of the program as well as the counseling profession.

**UED 626 Program Evaluation and Development (8 weeks)**

**3 Credits**

This course prepares candidates for effective leadership roles in urban systems through an understanding of the relationship between needs assessment, program goals, measurable outcomes and program mission statements. Candidates seeking leadership roles in school divisions, military units, community service agencies and global businesses are introduced to the fundamental principles, theoretical frameworks and techniques associated with program evaluation while strengthening their research methods and data analysis skills.

**COED 632 Group Counseling Theories and Techniques**

**3 Credits**

This course is designed to introduce interpersonal counseling skills necessary in group counseling by exploring group dynamics and group procedures in various counseling settings. This course focuses on analysis of the group process by examining theories and research related to group counseling. Coursework emphasizes the development of effective techniques for conducting group sessions, discussions and interviews, helping clients adjust to change through a group counseling setting, and facilitating clients with self-exploration, self-understanding, and self-evaluation through the group process. The course provides counseling candidates an opportunity to observe and participate in the group counseling process.

**COED 638 Classroom Management for School Counselors**

**3 Credits**

This course will help school counselors understand education in America's public schools and the role of the school counselor. Candidates will acquire knowledge of the principles of classroom teaching and management. They will learn ways to create a positive, supportive, and respectful learning environment, ways to present interesting and meaningful classroom guidance lessons, and effectively address a range of challenges in the pre K– 12 classroom.

**COED 640 Family Systems (on-line)****3 Credits**

This course will introduce students to a family systems perspective in regards to client issues brought to the counseling setting. Students will be introduced to the family development framework and common family issues across the family life cycle. The course will also include an introduction to theories of family therapy along with counseling strategies and techniques as well as research in family counseling and family functioning.

**COED 644 Addiction Counseling****3 Credits**

This course provides a summary of addiction counseling based on practical application of both theory and research. The theoretical and practical pragmatic counseling framework serves counseling candidates who are training to be direct service providers with the substance abuse and process addictions population and clinicians who are new to the field of addiction counseling and recovery. Throughout the course, interactive exercises, such as observation, case studies, and discussion exercises are provided to assist in applying the information and to assist in facilitating the integration of the material into treatment and recovery. This course also addresses the growing trends of the substance abuse counseling profession.

**COED 645 Testing & Assessment in Communities and Schools****3 Credits**

In this course is designed to examine individual and group approaches to formal and informal counseling testing and assessment techniques used in the community and schools. The course includes an examination of the various assessments; use of collaborative information; clarification of assessment concepts; tests selection for various populations; tests administration; results interpretation; statically relevant measures, and ethical and legal issues relative to assessment. Throughout the course, interactive exercises, such as observation, immersive studies, and discussion exercises are provided to assist in applying the information and to assist in facilitating the integration of the material into assessment administration and interpretation. This course addresses the growing trends of assessment in the counseling profession in various setting in community and within school systems.

**COED 650 Diagnosis and Treatment****3 Credits**

This course will provide an in-depth review of a broad spectrum of psychopathological conditions as defined in the DSM-V. The focus of this review will include the etiology, prevalence & incidence, signs & symptoms, and criteria for differential diagnosis. The fundamentals of this course will be on comparing and contrasting different theoretical perspectives on each disorder, as well as reviewing the empirical literature on mental illness diagnoses. This course facilitates a broad understanding of philosophical bases of diagnostic processes and step by step treatment based on research and current treatment trends

**COED 677 Foundations of Career Development and Counseling (on-line) 3 Credits**

This course provides candidates with knowledge, skills, and competencies to respond appropriately to the attitudes, behaviors, feelings and thoughts of clients implementing the career counseling function. Additionally, candidates will learn how to assist students and clients in acquiring, processing, and applying information relative to themselves and the world of work. The course is also designed to assist the candidate in synthesizing theoretical constructs and applications of theory in all career development areas.

**COED 680 Introduction to Counseling Supervision (on-line) 3 Credits**

This course provides the foundation for learning theories and practices of consultation and supervision, including legal and ethical issues. The course includes 3 broad content areas: (a) counseling supervision fundamentals, interpersonal and developmental processes, clinical content, evaluation, gate-keeping, and administrative and case-management tasks (b) individual supervision models, approaches, theories and additional supervision formats; and (c) teaching, learning, and developmental processes for becoming a supervisor. During this course, candidates explore supervision and consultation as unique skills and practices for counseling professionals and counselor educators. Candidates develop their understanding of the purposes of clinical supervision and consultation, theoretical frameworks and models of supervision and consultation, the roles and relationships related to clinical supervision and consultation, and legal, ethical and multicultural issues associated with clinical supervision and consultation.

**UED 692 Research Methods 3 Credits**

This course is designed to assist graduate candidates in education and behavioral sciences to develop skills associated with the systematic investigating, collecting, classifying, interpreting, and reporting of data. Candidates will become familiar with scholarly research, terminology, and methodology for evaluating and writing a research proposal.

**COED 700 Psychopathology 3 Credits**

This course is designed to provide an integrated approach for treatment of psychopathology for helping professionals in counseling and other behavioral health professions. This course covers a wide range of definitions and models that focus on psychological disorders, functioning and abnormal psychological behaviors, and conditions of psychopathology based in the DSM-V with an applied understanding of the diagnostic processes, client symptomology and step by step treatment. The comprehensive multicultural and multiphase coursework focuses on psychopharmacology, prevalent psychotherapies, and theories of abnormal behavior and development in clinical settings which includes using the principles and practices of assessment, diagnosis, treatment, referral, crisis intervention and prevention of mental health disorders to initiate, maintain, and terminate treatment in a variety of behavioral health settings.

**UED 720C Crisis and Trauma Intervention (on-line)****3 Credits**

This course is designed for students to have a conceptual and practical idea of the local, national, and global impact of crises, disasters, and other trauma-causing events while learning a basic understanding of the operations of an emergency management system within clinical mental health agencies and in the community. The course addresses the principles and strategies of crisis intervention for individuals and communities during crises, disasters, and other trauma-causing events and knowing the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP Standards, 2016). Students will explore various assessments, interventions, methods, skills application, and crisis treatment issues in various crises and trauma causing situations while recognizing the overall effect on those suffering with traumatic stress due to various crises and trauma events as well as the effects on the mental health providers

**UED 793 Counseling Internship I****3 Credits**

The internship is structured as the culminating practical experience for the candidates. This experience will vary in depth and range in the following areas: (a) policy and professional ethics, (b) program planning, (c) small group facilitation, (d) individual counseling, (e) lifestyle / career planning, (f) appraisals and assessment, (g) multicultural relevancy, (h) student consultation, and (i) community involvement and service- learning.

**UED 794 Counseling Internship II****3 Credits**

This course serves as an extension of UED 793 (see UED 793)

## Internship Requirements

The Professional School Counseling program requires that an internship assignment be completed for all candidates. The internship provides supervised on-site practice of counseling experiences with applications of counseling theories and strategies.

The internship I and II consists of a minimum of 300-clock hours, for a total of 600- clock hours. While accruing these hours, candidates should be engaged in counseling-related individual and group direct service (face-to-face interaction with students) activities, such as, counseling, consulting, career exploration/planning, program coordination/development, assessments/interpretation, resource coordination, and student advocacy. The candidate must be supervised by a licensed school counselor possessing a master's degree.

Because the program faculty assumes primary responsibility for the practicum and internship candidate's activities, supervision is imperative. Intensive group supervision of practicum and internship candidates will occur in the internship course. This supervision will involve review of direct service activities, didactic instruction, case presentations, and other experiential activities. Additionally, candidates will meet with their on-site supervisor for a minimum of one-hour each week where they will receive feedback, skill critique and review, and suggestions on areas of improvement and growth.

Internship placement involves planning and preparation. Students' adherence to the application deadlines will expedite the process. Students must complete the Office of Clinical Experiences and Student Services application and submit it to their advisor the semester before beginning of the internship. The application can be found on the website at:

<https://www.nsu.edu/ocess>

## INTERNSHIP APPLICATION DEADLINE

### **Deadlines for applications are:**

April 1<sup>st</sup> for Fall Semester

November 1<sup>st</sup> for Spring Semester

**Internship applications are submitted to the director in the Center of Clinical Experiences and Student Services the semester before the internship semester begins. *Students are not able to engage in field experience activities (visit/participate at sites, accrue hours, etc.) if they do not have an approved field experience application on file and are actively enrolled and engaged in a field experience course. Students are not able to begin accruing field placement hours until after the first field experience (practicum or internship) class. Students must complete internship hours during the semester in which they are taking the course. Hours cannot be completed outside of the course thus their inability to be carried over.***

## **Practicum and Internship Expectations**

The Professional School Counseling program in the Department of Secondary Education and School Leadership at Norfolk State University requires students to complete 600 hours of field experience. The 600-hour field experience requirement is broken down into two required counseling courses. These courses include UED 793 (3 credit hours) and UED 794 (3 credit hours). These courses are scaffolded allowing students to gradually progress in their clinical knowledge and skill over a one or two-semester timeframe for 300 hours in each internship experience. Students are required to keep a log in which they record the number of hours spent at the site with clients. Across all field experiences, students must complete 60% of their time in indirect services, and 40% in direct services. For practicum that breaks down to 40 hours of direct counseling services and 60 hours of indirect counseling services. And for internship that breaks down to 120 hours of direct counseling services and 180 hours of indirect counseling services per internship class.

Additionally, students must complete 1.5 to 2 hours per week in group supervision (the classroom portion of field experience with the university supervisor), and 1 hour per week in individual supervision (with the site supervisor).

Students must prepare and receive approval from their advisor to begin their field experiences. Advisors work with departmental faculty to assess student's fitness to enter the profession ongoing. To receive advisor approval, the student must complete all prerequisites, attend the required field experience meeting (the semester before each of their field experiences), complete the field experience application and turn in the application on or before the field experience deadline per semester. Field experience application deadlines are provided at the required field experience meeting each semester.

Once completed field experience applications are turned in, advisors will work with the Office of Clinical Experiences and Student Services (OCESS) to review the necessary documents to be accepted into the chosen field placement. Once the student's background checks clear, OCESS notifies students and their advisor via email of their university requirement clearance. Students will then complete the department's site agreement with their chosen site supervisor. Questions, concerns, or comments about Mental Health Counseling site placements should be directed to the advisor and graduate program coordinator.

SESL faculty and staff work closely with site supervisors to prepare counseling students for the counseling profession. Site supervisors participate in site supervisor training each semester to ensure they understand the requirements and expectations associated with that position.

**Goals:**

According to CACREP standards, the purpose of the counseling practicum is to develop and/or enhance counseling skills, which will conceptually link counseling theory and skills to practice.

**Prerequisite:**

Complete the first four semesters of required courses.

**Objectives:**

- Masters level students will gain supervised experience beyond their quantifiable experience in an undergraduate level degree program.
- Masters level students will gain supervised counseling experience in an environment that encourages the application of counseling knowledge in a variety of educational settings.
- Masters level students will engage in direct and indirect counseling services in an organized, professional environment.
- Masters level students will receive on-site supervision from a qualified professional (a PSC etc., or who holds a masters in a school counseling related field) as well as university supervision from a licensed faculty in the Norfolk State University Secondary Education and School Leadership Department.

## **Benchmarking**

The SESL counselor education faculty has two benchmarking systems in place for monitoring student progress each semester. Each student in the program is benchmarked by faculty each semester. The second benchmark, the Student Benchmark Disposition, is completed by faculty members that teach the designated dispositions points throughout the program (COED 622, UED 606, COED 645 and COED 650) and is done to monitor and collect data on students' matriculation progress more thoroughly. The faculty uses the student benchmark disposition at the designated program dispositions points throughout the program (COED 622, UED 606, COED 645 and COED 650) to ensure that students are progressing according to program's objectives.

If the Benchmark Disposition Points reflects that a student's knowledge and skills do not meet the program's objectives, then the counseling faculty meet with the student to brainstorm interventions for the student and will create a Student Development Plan. A follow up meeting with the faculty and student allows for explanation of the interventions and confirms the student is in agreement and will abide by the proposed interventions in the Student Development Plan. The student's faculty advisor will implement and monitor the Student Development Plan. Next, the student's progress will be measured on the next benchmark disposition program review point. If the student shows some progress but not completely satisfactory, then revisions will be made to the current Student Development Plan for more monitoring on progress unto the next program disposition point. A letter will be issued to the student detailing Student Development Plan progress, emphasizing that if progress is not made the student may be dismissed from the program.

In addition to the department's benchmarking processes, the university's graduate program has measures in place for retention, remediation, and dismissal from the program. The graduate program coordinator uses the NSU's graduate program standards to identify students that fall below the required grade point average (GPA). Students with a GPA below the required 3.0 are notified via email and registered mail of current GPA and the courses that will need to be retaken to raise the GPA. The student is also automatically referred to the counseling faculty for interventions and Student Development Plan. If the student does not raise their GPA to the standards according to the university's graduate program, the university will automatically dismiss the student from the university.



## Procedures and Guidelines for Evaluation

Secondary Education & School Leadership (Graduate)

### Grading System:

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on <b><u>all</u></b> course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity. <b><u>Superior demonstration of being a competent, compassionate, cooperative and a committed leader.</u></b>
3.70	A-	97-95	Outstanding performance on <b><u>all</u></b> course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity. <b><u>Outstanding demonstration of being a competent, compassionate, cooperative and committed leader.</u></b>
3.30	B+	94-88	Good performance on <b><u>all</u></b> course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity. <b><u>Good demonstration of being a competent, compassionate, cooperative and committed leader.</u></b>
3.00	B	89-85	Good performance on <b><u>most</u></b> course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity. <b><u>Good demonstration of being a competent, compassionate, cooperative and committed leader.</u></b>
2.70	B-	84-80	Failed performance on course activities and examinations according to rubrics and test scores. Failed demonstration of knowledge, skills, and dispositions. Below average oral and written communication skills. Below average performance in participation, initiative, and creativity. <b><u>Requires repeating the course.</u></b>
2.40	C	79 and below	Failed performance on course activities and examinations according to rubrics and tests scores. Failed demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Below average performance in participation, initiative and creativity. <b><u>Failed demonstration of being a competent compassionate, cooperative and committed leader. REQUIRES REPEATING THE COURSE.</u></b>

\*\*Letter grades are assigned to indicate the academic achievement of the candidates.

## Academic Standing/Probation

### Minimum grade requirements

A cumulative grade point average (GPA) of 3.00 (B), from semester to semester, is required to (1) maintain good academic standing as a graduate student, and (2) meet requirements for a graduate degree. Any candidate who fails to maintain the 3.00 GPA will be automatically placed in probationary status and must, within two succeeding semesters, elevate his/her GPA to 3.00 in order to remain in the graduate program. Grades in all courses taken as a graduate candidate are used in determining whether a student has met the 3.00 (B) cumulative grade point average requirements to remain in good academic standing.

### Academic Standards

The student is responsible for knowing the academic standards of his/her academic unit and of the School of Graduate Studies and Research. Graduate students must maintain a cumulative grade point average of 3.0 on a 4 point scale and make satisfactory progress towards degree completion to remain in good academic standing. In the SESSL department a “B-” or below is interpreted as a failing grade and a student will be required to repeat the course. If a student receives two (2) or more “B-“ or below in a single semester or on their transcript; the candidate can be removed from the program. Students must *always first* consult with their academic advisor regarding minimum courses grade requirements and policies for repeating courses.

Students obtaining two (2) or more *Incomplete* grades (“I”s) will be prohibited from enrolling in courses until the incomplete grades have been removed. Students must complete all prerequisite courses with a grade of "B" before internship.

Candidates must:

1. Maintain a cumulative 3.0 GPA ;
2. Earn no more than two grades below B-.
  - Candidates must repeat any course in which they receive a B-.
  - Obtaining three (3) grades below a B- may lead to expulsion from the program.
  - Candidates obtaining two (2) or more incompletes will be prohibited from enrolling in courses until the incomplete grades have been removed.
3. Complete all core and primary courses in their respective disciplines with a GPA of B (3.0) before internship.

## **Attendance/Academic Commitment**

A critical component of a student's evaluation and continued matriculation is class attendance and promptness. Responsibility for regular class attendance, submission of class assignments, and academic commitment rests with the student. While specific regulations concerning these areas in a particular course are at the discretion of the professor, the program reserves the right to use these areas to evaluate a student's overall performance in and commitment to the program. Not attending classes, submitting late assignments, and/or not maintaining academic commitment will result in probationary review and possible dismissal from the program.

## **Honor Code/Code of Conduct**

Candidates must adhere to the university policy as it relates to honesty, the honor code, and violations of integrity such as plagiarism. The honor code states:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of Norfolk State University and with the desire for greater academic and personal achievement, we, the members of Norfolk State University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the "*Spartan Code of Ethics*."

Students should be familiar with the Department of Secondary Education and School Leadership Professionalism Code and the Norfolk State University code of conduct as it relates to violations, procedures/resolutions, appeals, academic matters, students' responsibility during the code process, and sanctions. The *Code of Conduct* can be found here: <https://www.nsu.edu/Campus-Life/Services-Resources/Dean-of-Students/Student-Conduct/Student-Conduct-Process>

## **Time Limit**

A student matriculating at Norfolk State University in a master's degree program will be expected to complete all requirements for his/her degree within a four calendar year period. A reasonable exception to the time limit may be granted to a student by written petition to the graduate program coordinator prior to the expiration of the time limit. Exceptions are granted for one year and only two exceptions are allowed. Students requesting an exception must also submit a plan of action for completing all degree requirements.

## **Professionalism**

Professional conduct, dress, and demeanor are required of all candidates and are another critical component of a candidate's evaluation and continual matriculation in the program. The professional criteria are in accordance with the *ethical principles of the American Counseling Association*. Professional identity development is an integral part of training in this program; therefore, this disposition is used as an evaluatory criteria which determines a student's continuation or dismissal from the program.

## **Personal Counseling**

Students in the graduate counseling program are encouraged by the faculty to seek personal counseling services during counseling program enrollment. In keeping with the philosophy of the counseling profession, counseling services can be useful to all persons at any point in their lives, not just individuals who have emotional or mental disorders. Although individuals can effectively function in a graduate school, graduate students are encouraged to learn about themselves by being a client in a counseling relationship.

Students in the graduate counseling program must meet the program requirement of participating in at least 3 counseling sessions. These counseling sessions must be completed in the introductory counseling course (COED 621- Principles of Professional Counseling) primarily taken the first semester in the program. In keeping with the philosophy of the counseling profession, counseling services can be useful to all persons at any point in their lives, not just individuals who have emotional or mental health disorders. This programmatic requirement provides the opportunity for students to enhance their self-awareness, understand both client and therapist/counselor dynamics, provide insight into the mechanics of the therapeutic relationship, and begin building their professional counseling identity.

In addition to the benefit of self-exploration, being in a therapeutic setting provides counseling students with the opportunity to experience firsthand the position on the client, which helps counseling students empathize more fully with clients who seek helping services. Although counseling students may engage in conversations with counseling faculty members regarding personal matters, that is not considered counseling services. It is also unethical and inappropriate for counseling faculty members to become a counselor for a counseling student. Faculty members and counseling students should respectively preserve their roles as faculty and student at all times and are not ethically allowed to engage in any counseling or personal relationships.

Norfolk State University graduate students are entitled to free individual counseling sessions through NSU Counseling Services. Counseling students who seek services in the center can identify themselves as counseling graduate students to ensure they are not assigned to mental health professionals who are not students themselves. Confidentiality of counseling graduate students is insured by the NSU Counseling Services staff members. In addition to individual personal counseling, psycho-educational groups and emergency mental health services are provided.

## **Academic Advisement**

### **Advisor's Responsibility**

Faculty advising can be defined as the process in which a faculty representative (advisor) guides the student (advisee) through the program. Every student in the Department of Secondary Education & School Leadership will be assigned an advisor. The value of the relationship will depend upon the initiative of the student in utilizing the advisor and upon the advisor's commitment to the student.

Your advisor should be prepared to supply information in the following areas:

- ✓ University, college, and departmental area procedures, particularly in the regard to graduation requirements;
- ✓ Services available to help you make wise choices;
- ✓ Career alternatives available in your chosen areas; and
- ✓ Resources to aid in solving problems or alleviating professional concerns.

### **Advisee's Responsibility**

Students are responsible for making an effort to see their advisor. Remember that the advisor can not be expected to remain in his/her office waiting for students to "drop in." Students should make and keep appointments for advising sessions. During each academic semester, students should schedule a conference with their advisor. Academic advising session may include:

- ✓ Academic scheduling, matriculation, and registration.
- ✓ Planning class schedules for the next session; as well as to know the correct courses to registration online through MyNSU: <http://www.nsu.edu/mynsu/>
- ✓ Monitoring progress toward completion of designated degree program;
- ✓ Keeping students apprised of pertinent information such as course requirement changes, academic and departmental procedures, course changes or other department information;
- ✓ Aid students in solving problems or to discuss questions and concerns; and
- ✓ Clarifying information specific to your major as described in the Norfolk State University catalog under which you initially enrolled or declared your current major.

**Professional School Counseling advisors are:**

**Dr. Melendez Byrd**  
757.823-8178  
Email: [mobyrd@nsu.edu](mailto:mobyrd@nsu.edu)

**Dr. Keesha Kerns**  
757.823.8036  
Email: [kmkerns@nsu.edu](mailto:kmkerns@nsu.edu)

**Online Registration**

SpartanShield is Norfolk State University's web-based tool that allows students and faculty access to view and update student course offerings, academic and financial information online. Students are able to register for classes and pay tuition and related fees using their credit card through SpartanShield.

Other information available to students includes their personal course schedule, unofficial transcripts, financial aid award information, and their academic program evaluation information.

*Always seek advice from your academic advisor first when registering for academic classes*

**Graduation:**

A prospective counselor education graduate student must make application with the community of Graduate Studies, Continuing Education, and Outreach to become a candidate for graduation no later than the date set forth in the university calendar for filing applications for graduation. Candidates should obtain an application for graduation and forward it to the advisor for approval/signature. A candidate who fails to file an application for graduation and meet requirements by the designated date for each, automatically voids his/her candidacy for that particular graduation.

## **Certification and Licensure Information**

### **Credentialing**

While in the Counseling Education program, students are welcome to contact any Counseling Education faculty member about the requirements for applying for licensure as a Professional School Counselor (PSC), a Licensed Professional Counselor (LPC), or a National Certified Counselor (NCC). In order to pursue professional licensure beyond graduation, applicants must meet education, coursework, supervision, work experiences, ethics, and examination requirements.

-Specific information regarding the requirements for obtaining an NCC is found on the NBCC website: <https://www.nbcc.org/certification/ncc> and requires a successfully pass the National Counselor Examination (NCE).

-Specific information regarding the requirements for obtaining an LPC is found on the Virginia Department of Health Professional Board of Counseling:

[https://www.dhp.virginia.gov/Forms/counseling/LPC/LPC\\_Licensure\\_Process\\_Handbook.pdf](https://www.dhp.virginia.gov/Forms/counseling/LPC/LPC_Licensure_Process_Handbook.pdf).

-Specific information regarding the requirements for obtaining a Virginia School Counseling licensure is found on the VDOE website: <https://www.doe.virginia.gov/programs-services/student-services/specialized-student-support-services/school-counseling-and-advisement>.

### **Professional Association Affiliation**

Candidates matriculating in the Counselor Education program are strongly encouraged to become active in professional associations such as the American Counselor Association (ACA), the American Mental Health Counselor Association (AMHCA), and the Virginia Counselor Association (VCA). Benefits of membership are numerous and include identification with current professional issues, opportunity to attend state and national conferences, and an opportunity to network and interact with other counseling professionals. Student memberships are available at a reduced cost. For more information inquire at the following web sites:

American Counseling Association - [www.counseling.org](http://www.counseling.org)

American Mental Health Counselor Association - [www.amhca.org](http://www.amhca.org)

Virginia Counselors Association – [www.vcacounselors.org](http://www.vcacounselors.org)

Virginia School Counseling Association – [www.vsca.org](http://www.vsca.org)

## **School Counseling Faculty**

Preparing competent, compassionate, collaborative and committed leaders

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205 Bozeman Education Bldg. Suite 206

Dr. Keesha Kerns, Associate Professor  
Graduate Program Coordinator  
205 Bozeman Education Bldg. Suite 211

757.823.8178

Email: [kmkerns@nsu.edu](mailto:kmkerns@nsu.edu)  
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