

North Carolina Central University
School of Education



Counselor Education Student Handbook

10/01/20

North Carolina Central University

Counselor Education Program

*Developing Leaders Who Promote Social Justice and Dedicate Themselves to the
Well-being of the Global Community*

North Carolina Central University

H. M. Michaux, Jr School of Education Building

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Ms. Juls Joyner, Administrative Support Associate (jjoyner@nccu.edu)

Web page: <http://www.nccucounseling.com>

CACREP Accredited: <http://www.CACREP.org>

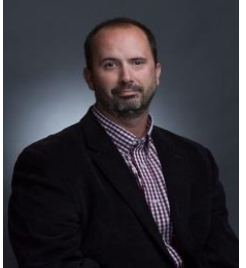

Criteria C Licensed Clinical Addictions Specialist Program: www.ncsappb.org



*Council for Accreditation of
Counseling & Related Educational Programs*



Meet the Counseling Faculty

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|  | <p>Dr. Jeff Warren</p> <p>Dr. Warren is the Associate Dean of the School of Education and an Associate Professor of Counseling. He is a Licensed Clinical Mental Health Supervisor and a Licensed Professional School Counselor. Dr. Warren is the author of <i>School Consultation for Student Success: A Cognitive Behavioral Approach</i> and co-author of <i>Developing Online Learning in the Helping Professions: Online, Blended, and Hybrid Models</i>. His research focuses on educational access and equity and includes Rational Emotive Behavior Therapy, noncognitive factors, school consultation, implementation science, and teacher beliefs.</p> |
|  | <p>Dr. Chad Royal</p> <p>Dr. Royal is a Professor of Counseling and the Chair of the Department of Allied Professions. Dr. Royal is a co-author of two textbooks, <i>Counselor as Consultant</i> and <i>Career Counseling: An Anthology of Relevant Career Counseling Research</i>. Dr. Royal is a Licensed Clinical Mental Health Counselor Supervisor with over fifteen years of experience working in the counseling field in clinical mental health, school, non-profit organizations, and private practice. His primary research is the use of technology in counseling and counselor education. Dr. Royal has authored a digital wellness model.</p> |
|  | <p>Dr. Peggy Whiting</p> <p>Dr. Whiting is a Professor of Counseling and Coordinator of the Counseling Program. She is also a Licensed Clinical Mental Health Counselor Supervisor, a Licensed Professional School Counselor, and a Fellow in Thanatology (grief counseling & education). Dr. Whiting's research & clinical practice area is crisis, trauma, and grief counseling. She is the current Vice President of the International Association for Death Education & Counseling, President-Elect for 2021-22.</p> |



Dr. Jennifer Barrow

Dr. Barrow is a Licensed Clinical Mental Health Counselor Supervisor in NC, a Licensed Professional School Counselor, and a National Certified Counselor. With over 10 years of professional school counseling experience, she has previous work experience in rural, urban, and Title 1 public high schools, as well as working in the private sector providing staff development. She has conducted groups related to female self-esteem, healthy relationships, and media influences. She was awarded the 2019 Counselor Educator of the Year from the North Carolina School Counseling Association. Dr. Barrow is the Director of the School Counseling track.



Dr. Latasha Hicks-Becton

Dr. Becton is an Assistant Professor of Counselor Education and a Licensed Clinical Mental Health Counselor. Dr. Becton has over a decade of clinical practice experience and specializes in the treatment of substance use disorders from initial experiences with abstinence to long-term recovery management. She continues her clinical work as a counselor at Fellowship Hall in Greensboro, NC. She served a three-year term as an appointed member of the American Counseling Association Ethics Committee and is currently co-chair of the ethics committee for the International Association of Addictions and Offender Counselors. Dr. Becton will assist with the Addictions Certification Program at NCCU.



Dr. Taheera Blount

Dr. Blount is an Assistant Professor of Counseling & serves as our Field Site Coordinator. She is a Licensed Clinical Mental Health Counselor, National Certified Counselor, and Licensed Professional School Counselor. She has experience working with children, adolescents, and families as a school counselor and licensed clinician. Her research interests include reducing student retention among 9th and 10th graders, the use of spirituality and religion to overcome addiction and recovery and exploring the educational resiliency of students whose parents suffer from substance use disorders.



Dr. Robert Horne

Dr. Horne is an Assistant Professor of Counseling. He is a National Board of Certified Counselors and Substance Abuse and Mental Health Services Administration Minority Fellow. Dr. Horne is a Licensed Clinical Addictions Specialist and a Licensed Clinical Mental Health Counselor. He has extensive experience working with clients who are dually diagnosed with substance abuse and mental health disorders as well as trauma. Dr. Horne primarily teaches classes for students seeking the Licensed Clinical Addictions Specialist credential and directs the Addictions Certification Program initiative at NCCU.



Dr. Kelly King

Dr. King is an Assistant Professor of Counseling and a Licensed Clinical Mental Health Counselor Associate. Her scholarly focus is culturally responsive skills and the development of counselors' multicultural orientation. Currently, she provides counseling services to persons in recovery from addiction at Triangle Residential Options for Substance Abusers (TROSAs), with additional experience counseling teens and university students with diverse presenting concerns. Dr. King is the co-faculty advisor for the NCCU chapter of Chi Sigma Iota, the international counseling honor society.



Dr. Kyla Kurian

Dr. Kurian is an Assistant Professor of Counseling and a Licensed Clinical Mental Health Counselor. She has experience working with dually diagnosed college students, veterans and women in the USA and South Africa who are at risk for STIs, rape and physical violence. She completed a 3-year National Institute on Drug Abuse Diversity Fellowship at RTI International where she was trained in substance abuse and HIV interventions. Dr. Kurian serves as the Vice-Chair of the NC Board of Licensed Clinical Mental Health Counselors. Dr. Kurian is the Director of the Clinical Mental Health Counseling track.



Dr. Levette Scott

Dr. Scott is an Assistant Professor of Counseling and a Licensed Professional School Counselor. She is a Licensed Clinical Mental Health Counselor Associate. She has been a registered nurse for more than twenty years and a school counselor for ten years in the Bahamas specializing in career counseling. She has worked in hospital settings, high schools, and elementary schools. Dr. Scott serves as a co-advisor for the NCCU chapter of Chi Sigma Iota. Her research focuses on career development for student athletes and persons diagnosed with a chronic illness and on group interventions. Dr. Scott is the Director of the Career Counseling track.



Dr. Regina Gavin Williams

Dr. Williams is an Assistant Professor & the Coordinator of the Higher Education Administration Program. She is a Licensed Clinical Mental Health Counselor. Dr. Williams' research focuses on the career and college readiness and adult self-sufficiency of adolescents aging out of the foster care system, training therapeutic foster caregivers, and assisting adolescents with post-secondary education and career decision-making. She also focuses on enhancing the multicultural and social justice counseling competencies of counselors-in-training. Dr. Williams is the Past President of the NC Association of Multicultural Counseling & Development and served as Member-at-Large, Government Relations on the 2017-18 North Carolina Counseling Association Governing Council.

Accreditation

The Career Counseling program at North Carolina Central University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through March 31, 2022. Both the online and campus programs are CACREP accredited.

The Clinical Mental Health Counseling program at North Carolina Central University is accredited by CACREP. The accreditation runs through March 31, 2022. Both the online and campus programs are CACREP accredited.

The School Counseling program at North Carolina Central University is accredited by CACREP. The accreditation runs through March 31, 2022. Both the online and campus programs are CACREP accredited.

The Licensed Clinical Addictions Specialist Program is designated as a Criteria C program by the North Carolina Substance Abuse Professional Practice Board.

Faculty Directory

All full-time faculty hold doctoral degrees. Their areas of specialty and research interests are diverse.

Jeff Warren, Ph.D., North Carolina State University

Associate Dean, School of Education
(919) 530-5180 Office – #2066
jwarren7@ncsu.edu

Chad Royal, Ph.D., North Carolina State University

Professor, Allied Professions Department Chair
(919) 530-6465 Office – #2127
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Peggy P. Whiting, Ed.D., Vanderbilt University

Professor, Coordinator of Counselor Education
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Jennifer Barrow, Ph.D., North Carolina State University

Assistant Professor, School Counseling Track Director
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Latasha Hicks-Becton, Ph.D., University of North Carolina at Greensboro

Assistant Professor
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Taheera Blount, Ph.D., North Carolina State University

Assistant Professor, Coordinator of Field Site Placement
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Robert Horne, Ph.D., North Carolina State University

Assistant Professor, Director of Addiction Certification Program
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Kelly King, Ph.D., The University of North Carolina at Greensboro

Assistant Professor
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Kyla Kurian, Ph.D., North Carolina State University

Assistant Professor, Clinical Mental Health Counseling Track Director
(919) 530-6692 Office - #2122
kkurian@ncsu.edu

Levette Scott, Ph.D., University of South Florida

Assistant Professor, Career Counseling Track Director
(919) 530-6212 Office – #2123
levette.scott@ncsu.edu

Regina Gavin Williams, Ph.D., North Carolina State University

Assistant Professor, Coordinator of Higher Education Administration
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Organization of the Program

The Counselor Education Program at North Carolina Central University is housed within the Department of Allied Professions which consists of two graduate programs, Counselor Education and Higher Education Administration. Counseling graduates approximately 30 graduates a year in three specialty areas: clinical mental health, career, and school counseling. Students may apply for admission to either the campus or online programs in all three of these specialty tracks. In addition, the Program offers four classes required for the clinical addictions specialty license. The Counselor Education Program is fully accredited by the Council for the Accreditation of Counseling & Related Educational Programs (CACREP). Students may prepare for the National Certified Counselor credential offered by the National Board of Certified Counselors, the NC Licensed Clinical Mental Health Counselor Associate credential offered by the NC Board, the Certified Career Counselor credential offered by the National Career Development Association and the Licensed Professional School Counselor credential granted by the NC Department of Public Instruction. Additionally, the counselor education program is recognized as a Criteria C school for Licensure as a Clinical Addictions Specialist (LCAS). The Master of Arts degree in Counselor Education is completed within one of the three specialization tracks although a student may decide to become a dual major and complete all requirements for more than one course of study.

All program tracks share core courses fundamental to becoming a competent counselor and each track includes specialty classes designed to expand the knowledge base of a particular specialization in clinical mental health, school, or career counseling. A major emphasis of the training is on culminating clinical experiences in partnership with local agencies and organizations, community service entities, and universities and schools. All students complete supervised field placement in both practicum and internship.

Courses are offered on campus, through online instruction, and in hybrid formats that combine campus and online learning. Students may complete a thesis if they desire to engage in original research. Several electives are offered both within the program and in other related NCCU graduate programs.

COUNSELOR EDUCATION PROGRAM MISSION

The Counselor Education Program prepares counselors to work in clinical mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice integrating research data into evidence-based practices;
2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
3. Formulate a professional identity that responds to the needs of their client populations while utilizing culturally competent practices and appropriate assessment tools and procedures;
4. Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
5. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development and consult with other professionals concerning the developmental needs of culturally diverse clients;
6. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access.

Clinical Mental Health Counseling Mission and Program Learning Outcomes

The mission of the clinical mental health counseling program is to prepare counselors who will work in clinical capacities in a variety of mental health settings including agencies, private practice, hospitals, and prisons. The program provides students with comprehensive curricular and supervised experiences for professional licensure with the North Carolina Board of Licensed Clinical Mental Health Counselors and for initial preparation in other mental health counseling specialty areas. This specialization track is 60 semester hours and 3 additional classes are required if the student also desires to become licensed as a clinical addictions

specialist. The clinical mental health counseling program may be taken on campus or online with two required campus residencies.

The clinical mental health counseling program has the following program learning outcomes. The program develops clinical mental health counselors who will:

1. Counsel with cultural competence all individuals, groups, and families and advocate for equity and social justice in a diverse world.
2. Apply ethical and legal considerations specifically related to the practice of clinical mental health counseling, including credentials, profession standards, and management of clinical mental health programs.
3. Use diagnoses, diagnostic criteria, and diagnostic tools to interview, evaluate, assess, and manage a caseload with assigned clients dealing with mental and emotional disorders.
4. Evaluate the impact of crisis, disasters, and other trauma-causing events on people and identify how counselors can tie into emergency management response.

School Counseling Mission and Program Learning Outcomes

The mission of the school counseling program is to prepare school counselors who will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. The school counseling program provides students with all the curricular and supervised experiences required by the Department of Public Instruction (DPI) for NC licensure as a professional school counselor. Students must successfully pass the Praxis II specialty test in school counseling in addition to completing the 60-hour plan of study in order to be licensed by the DPI. The school counseling program may be taken on campus or online with two required campus residencies. The school counseling program has the following program learning outcomes. The program develops school counselors who:

1. Implement a comprehensive developmental counseling program that is data-driven in elementary, middle, and secondary schools based upon the ASCA National Model.
2. Identify and evaluate the academic, career, and personal/social development of all K-12 students, including those with special needs.
3. Apply legal and ethical standards related to school counseling and educational policy.
4. Counsel with cultural competence all individuals and groups and advocate for an equitable school climate that removes barriers to effective learning.

Career Counseling Mission and Program Learning Outcomes

The mission of the career counseling program is to prepare students to work as career development professionals with people of all ages in a variety of settings. These settings include, but are not limited to, career services delivery in colleges, universities, community colleges, K-12 public and private schools, nonprofit organizations, and private companies. The

career counseling program is 60 hours and may be taken on campus or online with two required campus residencies. Graduates of the Career Counseling Program qualify for the Certified Career Counselor credential offered by the National Career Development Association. NCCU is the first CACREP accredited online career counseling program in the United States.

The career counseling program has the following program learning outcomes. The program develops career counselors who:

1. Apply techniques of career development, career counseling, career choice, career programming, and associated information delivery with consideration of personal, family, and cultural differences.
2. Organize, administer, and evaluate a data-driven career counseling and development program.
3. Identify, select, administer, score, and correctly interpret and report appropriate career assessment tools with clients.
4. Apply legal and ethical standards specific to the practice of career counseling.

Course Numbers and Names

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|----------|---------------------------------------------------------------------------------|
| CON 5201 | Ethical and Professional Orientation to Counseling |
| CON 5303 | Introduction to School Counseling |
| CON 5304 | Advanced School Counseling |
| CON 5305 | Special Topics: Human Sexuality; Clinical Supervision |
| CON 5306 | Introduction to Addiction Counseling |
| CON 5307 | Crisis, Trauma and Grief Counseling |
| CON 5308 | Counseling Children and Adolescents |
| CON 5310 | Theories and Techniques of Counseling |
| CON 5320 | Vocational Theory and Career Development |
| CON 5321 | Introduction to Family Counseling |
| CON 5325 | Advanced Career Counseling |
| CON 5326 | Traditional and Contemporary Issues in Addictions |
| CON 5327 | Prevention, Treatment, & Intervention of Alcohol, Drug, & Behavioral Addictions |
| CON 5328 | Alcohol, Drug, and Behavioral Addictions: Family and Crisis Interventions |
| CON 5331 | Psychosocial Development and Behavioral Dynamics |

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|-----------|--------------------------------------------------------------|
| CON 5340 | Counseling Students with Special Needs |
| CON 5350 | Clinical Interventions in Events of Crisis, Grief and Trauma |
| CON 5351 | Principles and Procedures of Group Counseling |
| CON 5360 | Multicultural and Gender Issues in Counseling |
| CON 5361 | Assessment, Evaluation and Analysis in Counseling |
| CON 5362 | Diagnosis, Assessment and Psychopathology |
| CON 5371 | Pre-practicum in Counseling |
| CON 5372 | Supervised Practicum in Counseling |
| CON 5373 | Consultative/Referral Processes in Counseling |
| CON 5381 | Introduction to Clinical Mental Health Counseling |
| CON 5390 | Internship in Counseling |
| EDGR 5910 | Introduction to Statistical Methods |
| EDGR 5920 | Procedures in Educational Research |

Advising Process and Procedures

On the plan of study, you will find the name of the faculty advisor you have been assigned from the Counselor Education Program. You will work with this advisor to set up your class sequence. Midway through each semester you should contact your advisor to pre-register for the next semester. It is critical that you register at the appropriate time since Counselor Education courses have a tendency to reach maximum capacity quickly. After orientation, you will be assigned a Banner ID number that begins with 820. This will allow you to access myEOL. To do so, go to www.nccu.edu and select “myEOL.” You will need an NCCU email account and password to log into the system. During orientation, you will receive information on how to set up an NCCU email and password. Initially your Banner Student PIN Number will be your date of birth. For example, if you were born on June 1, 1980, your Banner Student PIN Number would be 060180. Once you log into “Self-Service Banner” (SSB) you will receive a message that your PIN has expired. You will select a new PIN. Make sure you remember this PIN because you will need this throughout your program of study.

After you log into myEOL, select “Banner SSB.” Select “Student and Financial Aid” followed by “Registration” and then “Add/Drop Classes.” Select the Term you wish to register for and eventually you will be prompted to provide an alternate PIN. The alternate PIN is changed every semester to insure that you and your advisor meet at least twice each academic year. Once you input your alternate PIN you will be taken to the “Add/Drop Classes” menu. Select “Class Search.” You will find Counselor Education courses under “Counselor Education.” Statistics

and Educational Research courses will be found under “Educ in Grad and Prof Studies.” Special Education courses are found under “Educ of Exceptional Children.” At times, you may have difficulty registering for a course. For example, you could receive an error message like “Prerequisite Required.” If you have trouble registering for a course, email your advisor and copy Dr. Royal (croyal@ncu.edu). Include your Banner ID number as well as the course reference number (CRN), course number, and section of the class you are trying to take.

Registration Advising

It is essential that you communicate with your advisor on a regular basis. You should also look for announcements on the student section of the Program website ([www.ncu.edu/Counseling.com](http://www.ncu.edu/Counseling)) at least ***weekly*** so you can remain up to date regarding any information you need. Please subscribe to our listserv at ncucounseling.com. By doing this, you will receive bi-weekly newsletters and other alerts.

Registration for any semester begins on the day that Banner opens for students. The registration period is limited to the periods listed on the NCCU Website (<http://www.ncu.edu>). You are permitted to enter classes at all times Banner is open. Banner allows students to register online with your ALTERNATE pin number given to you by your advisor. This ALT pin changes each semester to ensure you are meeting with your advisor before registering for classes. You may also drop or add classes with Banner. Banner allows students to check course availability as well as your account summary. Some courses have restricted access that demands an override form for registration. Your advisor will alert you if/when you need the override form for a particular course.

There is a late registration period that begins just prior to the first days of classes. All students who have not completed registration and paid their bills in full before the first day of classes are charged a late registration fee. Students who have registered but have not completely paid their bills by this date will have their classes dropped, be charged a late registration fee, and must begin registration over again.

A drop/add period begins with the first day of classes and only continues for several days. Classes may not be added after the drop/add period.

Graduate students may take 9 hours without restriction. Students who wish to take more than 9 hours need to have approval from their advisor and the Department Chair. Students using financial aid must take a minimum of 6 hours. For more information on registration see the [graduate catalog](#) (when the web page comes up, look for the drop down menu and highlight 2019-2020 Graduate School Course Catalog).

Academic expectations and policies

The Counselor Education Program follows the universities policies regarding academic requirements. The University recognizes the grades that follow in the evaluation of the performance of graduate students:

A= Work of superior quality

B= Satisfactory passing work

C= Low passing work

I= Work that has not been fully completed. A grade of I is only given in extreme circumstances. (This does not apply to a thesis. The work must be completed within one year of the grade or the course will have to be repeated for credit.)

W= Represents withdrawal from all courses for the semester

WC= Represents withdrawal from the course

F= Failure

PR= This is given for thesis enrollment.

AU= Represents audited course

A cumulative GPA of at least a 3.0 is required for graduation.

Satisfactory Progress and Academic Dismissal

When a student's cumulative grade point average falls below a 3.0, she/he is automatically placed on academic probation for up to one calendar year. Failure to raise the cumulative grade point average to 3.0 within one calendar year will result in dismissal from the program.

A student who receives a grade of "F" may not continue in graduate school. A student who receives a grade of "C" is automatically placed on probation. A second grade of "C" results in dismissal from the program. Students may not graduate with more than one C.

Grade Appeal Policy and Grievance Procedures

A student enrolled in the School of Education who believes that she/he has received an improper grade in a course is accorded due process on this matter. The procedures described below must be followed in order for a student to appeal a grade. Any action taken by the student must be taken within 30 days of the end of the term.

NCCU SCHOOL OF EDUCATION ACADEMIC GRADE APPEALS POLICY

APPROVED BY THE SCHOOL OF EDUCATION FACULTY NOVEMBER 1, 1994

The student grade appeals policy is intended to provide a standardized process for undergraduate and graduate students to resolve instances of alleged unfair or improper treatment in academic matters. The policy seeks to protect students and faculty, while maintaining the integrity of the teaching and evaluation process. The policy strives to be consistent with the university's concern for due process throughout the system of appeals.

APPEAL POLICY AND PROCEDURES FOR A FINAL GRADE IN A COURSE

A student enrolled in a course in the School of Education who believes that he/she has received an incorrect or improper final grade in a course will be accorded due process. To appeal this final grade, the student must initiate action within 30 days after the end of the semester in which the grade was earned. To appeal this final grade, the student must follow the steps as outlined, understanding that failure to do so may jeopardize his/her right to appeal.

Step 1. The student must schedule a conference with the concerned faculty member to attempt to arrive at a mutual understanding and resolve differences in an informal, cooperative manner. The student will express the appeal to the instructor clearly and listen to the instructor's rationale for his/her grade assignment. The instructor will provide appropriate documentation relevant to the assignment of the grade in question.

Step 2. If the conference with the instructor does not result in a satisfactory resolution, the student will contact, in writing, the appropriate, Department Chair in the School of Education requesting a conference. This contact must be made within five working days of the conference with the instructor. The Department Chair will listen to the student's argument for the alleged incorrect grade and review the steps of this procedure, should the student choose to file a formal appeal.

The Department Chair will confer with both the concerned student and the concerned faculty member, but the role of the Department Chair in no way is to be construed as that of an advocate for either the student or the instructor. In the case of a student enrolled in a course in the School of Education but having no assigned program or where the Department Chair is the concerned faculty member, Step 2 may be omitted.

Step 3. If the meeting with the Department Chair does not result in a satisfactory resolution, and the student wishes to file a formal appeal, the student will provide a written statement explaining the grievance and requesting an appeal. An undergraduate student will send the written statement to the Assistant Dean and Director of Teaching Education, while a graduate student will send the written statement to the Associate Dean for Graduate Studies. This letter must be received in the appropriate office within five working days of the meeting with the Department Chair. This written statement must include:

1. the name, address, and phone number of the student filing the appeal.
2. the course number, title, section, and dates of the course,
3. the name of the instructor,
4. the reason(s) for the proposed grade change,
5. the date of the meeting with the instructor (Step 1),
6. the date of the meeting with the Department Chair (Step 2), and
7. copies of exams, papers, and/or other relevant materials.

Step 4. After receipt of the student's written statement requesting an appeal, the Assistant Dean or Associate Dean may arrange a meeting of the student, faculty member, and Assistant Dean or Associate Dean within 10 working days of receipt of the statement in an attempt to settle the matter in an informal, cooperative manner.

Step 5. If the meeting in Step 4 does not result in a satisfactory resolution, the Assistant or Associate Dean will forward the student's written request for an appeal, including any supporting evidence and pertinent information, to the Chairperson of the School of Education Academic Appeals Committee (AAC). This action would take place within 5 working days of the meeting in Step 4. The Chairperson of the AAC will call a meeting of the Committee for the purpose of a hearing (to be held within 10 working days after receipt of the student's request for appeal). The AAC Chairperson will notify the student and involved instructor (by email, telephone or registered letter) of this meeting.

Step 6. The Chairperson of the AAC will convene a closed hearing. The student will present the written grievance (Step 3). The instructor will present, in writing, reasons supporting the assigned final grade. Both student and instructor have the option of presenting their statements and documents in writing only, rather than appearing at the hearing in person. Only issues documented in the written statement (Step 3) will be considered at the hearing. After the parties are dismissed (should they choose to attend the hearing,) the AAC shall determine, by majority vote, the outcome of the appeal. The Chairperson of the AAC will provide written notification of the outcome of the AAC's voting, in form of a recommendation, to the Dean.

Step 7. The Dean will make the final decision after receiving the recommendation of the AAC and all prior correspondence related to the appeal. The Dean will provide written notification of the decision to the Chairperson of the AAC, the student, the instructor, the Assistant Dean and Director of Teacher Education or the Associate Dean for Graduate Studies, and the Department Chair.

The Grievance Procedure may be followed if a student wishes to file a grievance about improper treatment. The Grievance Procedure is located in the box that follows and must be filed within 30 days of the incident.

**NCCU SCHOOL OF EDUCATION
GRIEVANCE APPEALS POLICY
APPROVED BY THE SCHOOL OF EDUCATION FACULTY NOVEMBER 1, 1994**

A student enrolled in a course or using the computer laboratories or other facilities in the School of Education who believes he/she has received incorrect or improper assessment or treatment by a faculty or staff member will be allowed to make an official complaint using the following procedures. To report such an incident, the student must initiate the report within 30 days of said incident.

Step 1. The student is advised to schedule a conference with the involved faculty or staff member to attempt to clarify, arrive at mutual understanding, and resolve the dispute in an informal, cooperative manner.

Step 2. If the conference with the faculty or staff member does not result in a satisfactory resolution, the student will contact, in writing, the Department Chair in the School of Education requesting a conference. A copy of this letter must be sent to the involved faculty or staff member. This contact must be made within 10 working days of the conference with the faculty or staff member. The Department Chair will listen to the student's complaint of inaccurate or improper assessment or treatment and review the steps of this procedure, should the student choose to file a complaint. The Department Chair will confer with both the involved student and the involved faculty member and attempt to mediate the dispute, but the role of the Department Chair in no way is to be construed as that of an advocate for either the student or the faculty or staff member.

In the case of a student enrolled in a School of Education course, but having no assigned department, or where the Department Chair is the concerned faculty or staff member, Step 2 may be omitted.

Step 3. If the meeting with the Department Chair does not result in a satisfactory resolution, and the student wishes to file a formal complaint, the student will provide a written statement explaining the complaint. An undergraduate student will send the written statement to the Assistant Dean and Director of Teaching Education, while a graduate student will send the written statement to the Associate Dean for Graduate Studies. This letter must be received in the appropriate office within 10 working days of the meeting with the Department Chair. This written statement must include:

1. the name, address, and phone number of the student filing the complaint,
2. the name of the faculty or staff member,
3. the nature of the complaint,
4. the date of the meeting with the faculty or staff member (Step 1),
5. the date of the meeting with the Department Chair (Step 2), and
6. copies of pertinent materials.

Step 4. After receipt of the student's written statement, the Assistant Dean or Associate Dean may arrange a meeting of the concerned student, the concerned faculty or staff member, and the Assistant Dean or Associate Dean within 10 working days of receipt of the statement in an attempt to settle the matter in an informal, cooperative matter. If this meeting results in satisfactory resolution, no formal complaint will be recorded, and the student's written statement will be returned to the student.

Step 5. If the meeting in Step 4 does not result in satisfactory resolution, the Assistant or Associate Dean will share, within five working days, the student's written complaint with the involved faculty or staff member. The involved faculty or staff member may prepare a rebuttal statement for the official record. The statements of complaint and rebuttal will be filed in both the student's and the faculty or staff member's permanent files within the School of Education.

Step 6. Should either party wish to appeal the action in Step 5, the written statement and a request for a hearing will be directed to the School of Education Academic Appeals Committee (AAC) by the Assistant or Associate Dean. This action must be taken within five working days of the Assistant or Associate Dean's notice in Step 5. Either party must send a copy of such a request to the concerned parties.

The Chairperson of the AAC will call a meeting of the Committee for the purpose of a hearing (to be held within ten working days after receipt of the request for a hearing). The AAC Chairperson will notify the student and involved faculty or staff member (by email, phone or registered letter) of this meeting.

Step 7. The Chairperson of the AAC will convene a closed hearing in which the student or faculty or staff member will present the complaint or defense, including any supporting evidence and pertinent arguments. The other party will be allowed to present arguments supporting the complaint or defense. Both student and instructor have the option of presenting their statements and documents in writing only, rather than appearing at the hearing in person. Only issues alleged or documented in the original written statement (Step 3) will be considered at the hearing. After the parties are dismissed (should they choose to attend the hearing,) the AAC will determine by majority vote the outcome of the appeal. The Chairperson of the AAC will provide written notification of the outcome of the AAC's voting in the form of a recommendation to the Dean.

Step 8. The Dean will make the final decision after receiving the recommendation of the AAC and reviewing all prior correspondence relative to the grievance. The decision will result in the formal complaint and defense either being retained in or omitted from the involved parties' permanent records. The Dean will provide written notification of the decision to the Chairperson of the AAC, the student, the faculty or staff member, the Assistant Dean and Director of Teacher Education or Associate Dean for Graduate Studies, and the Department Chair.

Dispositions

The NCCU Counselor Education Program is committed to admitting, retaining, and graduating students who are a good fit for the nature of the work of being a capable counselor. We have university policies surrounding academic expectations, GPA, and standing in the program. Each student is assigned an academic advisor who will regularly meet with them for academic planning and performance. Sometimes a student might find challenges with being in the role of a counselor. The student may recognize these difficulties, or they may receive feedback from faculty and others in the field indicating the counseling role may not be the best career option and fit. We are concerned about the well-being of our students and their readiness to engage in the responsibilities and ethics of counseling. The faculty serves as gatekeepers for the counseling profession, meaning we are ethically bound to discern best fit in terms of attitudes, characteristics, skills, judgment, and dispositions. We assess these non-academic but essential factors from the onset of applicant interest in the program and during the application interview.

In some cases, however, dispositions reveal themselves after admission is granted. Faculty discusses the progress of each student on a regular basis and any concerns are addressed with a plan of action for remediation and re-evaluation. The program also has formal points of review. One critical evaluation occurs at the Mid-Program Review which occurs as the student is moving from Pre-Practicum into Practicum. This review allows the faculty to endorse students for readiness to engage in field supervision. If the student is not assessed as ready for site placement, a remediation plan is put into action with a written contract specifying what needs to be done and within what timeframe. The advisor serves as the contact person as the action plan unfolds. Additionally, the Counselor Education program has a committee structure to evaluate student conduct and progress. This assigned committee convenes when dispositional issues emerge. It is the responsibility of this committee to specify the remediation plan and outcome.

It is important that you understand the critical nature of the dispositions factor. As gatekeepers, faculty use best judgment in protecting the public from any questionable characteristic or behavior of a counselor-in-training that could impair professional and ethical service to clients. Faculty will give direct feedback when necessary and will direct the student toward resources that could help the student develop greater fit or redirect his/her career direction. The action plan could include not allowing the student to move ahead into supervised field experience. Faculty works with any student who is assessed to have these kinds of difficulties and options for remediation and remedy are given to the student with an appropriate timeframe before another evaluation is made. If at any time during the student's training, faculty receive information about unethical professional behavior or if the student is unwilling to comply with the requirements of the stated remediation plan in order to address fit for service, the student can be dismissed from continuation in the program.

Counselor-in-Training Disposition and Behaviors

Counselor professional values provide a conceptual basis for ethical principles. These principles are the foundation for ethical behavior and decision making of counselors and counselors-in-training. The fundamental principles of professional ethical behavior are

- **autonomy**, or fostering the right to control the direction of one's life;
- **nonmaleficence**, or avoiding actions that cause harm;
- **beneficence**, or working for the good of the individual and society by promoting mental health and well-being;
- **justice**, or treating individuals equitably and fostering fairness and equality;
- **fidelity**, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
- **veracity** or dealing truthfully with individuals with whom counselors come into professional contact.

Transfer of Graduate Credit

Up to 12 hours of graduate work from other institutions may be transferred into your program of study upon approval of your faculty advisor and the School of Education Graduate Council. To request that course work be transferred, a student must complete the transfer request form located on the counseling website at www.nccucounseling.com. The form must be submitted with two official transcripts of the coursework to your Faculty Advisor. The course must have been taken within the past two years, the student must have earned a grade of B or better, and the course must meet CACREP standards for the transfer to be considered.

Extension and Readmissions

Students are given six years from the time they are admitted in their program to complete the master's degree. If circumstances arise beyond the student's control and he/she is not able to complete the degree, an extension for up to one year may be granted if requested in writing by the student. A student must have been admitted to candidacy and must be able to complete all degree requirements within the year that the extension is granted. Students receiving an extension of time to complete the degree requirements are subject to all program requirements in effect at the time the extension is granted and may be required to retake courses or to take additional courses.

All students who do not meet the extension guidelines or who have not taken courses within the last six years must reapply for admission. An **extension request** must be made to the Department Chair in writing. Students who are newly admitted but have not yet started classes, may request a **deferral of admission** for one semester. This must be done in writing with the Deferral of Admission Form provided on our [website](#) in order to secure the admission slot. Students who are enrolled in classes but need to **withdraw** may discuss this with their advisor and submit the proper withdrawal form located on our [website](#). Students should be aware of the difference between withdrawal from classes and withdrawal from the university. Students who are enrolled and need to take a leave of absence for extenuating circumstances should discuss this with their advisor and submit the **Leave of Absence Form** on our [website](#).

Course of Study

Graduate programs in Career, Clinical Mental Health and School Counseling offer courses leading to the Master of Arts degree in Counselor Education. The curricula are the same for the campus and online programs.

Requirements for the Master of Arts in Counselor Education

All three concentrations require a cumulative GPA of 3.0 or higher. All three concentrations have the same required core courses. The core courses are divided into phases indicating the general sequence in which the courses are to be taken. Only Phase 1 courses are available to non-counseling majors.

Core Courses:

| | Phase 1 | | Phase 2 | | Phase 3 |
|----------|----------------------------------------------------|-----------|---------------------------------------------------|-----------|------------------------------------|
| CON 5201 | Ethical and Professional Orientation to Counseling | EDGR 5910 | Introduction to Statistical Methods | EDGR 5920 | Procedures in Educational Research |
| CON 5310 | Theories and Techniques of Counseling | CON 5361 | Assessment, Analysis and Evaluation in Counseling | CON 5372 | Supervised Practicum |
| CON 5320 | Vocational Theory and Career Development | CON 5373 | Consultative/Referral Processes in Counseling | CON 5390 | Internship in Counseling |
| CON 5331 | Psychosocial Development and Behavioral Dynamics | CON 5371 | Pre-Practicum in Counseling | | |
| CON 5360 | Cultural Diversity and Gender Issues in Counseling | | | | |
| CON 5351 | Principles and Procedures of Group Counseling | | | | |

COURSE DESCRIPTIONS (All Core and Specialty Track Courses)

CON 5201. Ethical and Professional Orientation to Counseling (3)

This course is designed to provide an understanding of the ethical and professional issues in the field of counseling. Additionally, identity of the professional counselor, the characteristics of an effective counselor, and self-exploration in relation to that role are also examined.

CON 5303. Introduction to School Counseling (3)

This course is an introductory course in the school counseling program and provides an in-depth overview to school counseling at the K-12 level. The class is designed so that students can comprehend the academic, career, and personal/social needs of all K-12 students, including those with special needs. This course is designed to give students an overview of current trends, practices, and policies of school counseling on the local, state, and national levels. Students will examine the American School Counseling National Model as the basis for developing a comprehensive, developmentally appropriate school counseling program in a K-12 setting.

CON 5304. Advanced School Counseling (3)

Prerequisites: CON 5303. This course is an advanced course in school counseling designed for students to learn how to organize and administer a comprehensive, developmentally appropriate school counseling program in a K-12 setting. This course further examines contemporary issues within education, legal and ethical policies in school counseling, cultural competence critical for the diverse/global society, and proactive programming to meet the issues of children and adolescents.

CON 5305. Special Topics: Workshop in Counseling (1-6)

This course involves special workshops and short intensive courses on theory, methods, supervision, and other special topics in counseling.

CON 5306. Introduction to Addiction Counseling (3) This course is designed to provide an overview of substance abuse counseling and psychopharmacology for clinical mental health counselors. Topics discussed include addiction issues, diagnosis, treatment planning and individual and group counseling strategies with diverse populations. Additionally, students will be exposed to the fundamentals of psychotropic medications. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed. Boundaries of practice and practical issues of assessment and referral will be covered.

CON 5307 Crisis, Trauma, and Grief Counseling (3)

This course will provide specialized instruction for candidates in the Clinical Mental Health Counseling concentration of the Counselor Education Program. Candidates will learn advocacy, consultation, crisis intervention and clinical strategies for assisting clients facing life changes, transitions across the lifespan, and loss and traumatic events.

CON 5308 Counseling Children and Adolescents (3)

This course expands on the Counseling Theories (CON 5310) course by providing a further evaluation of the theories, techniques, and strategies especially helpful when working with school aged populations and their families. The course explores counseling issues and provides specific techniques and strategies for working with children and adolescents with emphasis on supervised practice sessions. Discussions include methods for designing and evaluating treatment plans and the application of ethical standards and legal requirements with K-12 children.

CON 5310 Theories and Techniques of Counseling (3)

This course provides a comprehensive study of the major approaches to counseling and psychotherapy, the philosophy, theorists, techniques, and research associated with them. Students will develop an initial philosophy of practice and will identify preferred treatment procedures for selected client problems.

CON 5320. Vocational Theory and Career Development (3)

This course provides a survey of the major theories of career choice and development with demonstrations on how to translate these theories into meaningful practice in the counselor-client relationship. Candidates will demonstrate the ability to use computerized assistance guidance systems and career development techniques across the life span.

CON 5321. Introduction to Family Counseling (3)

Prerequisites: CON 5201 & CON 5310. This course consists of an in-depth study of the history, theory, and practice of family therapy. The focus will be on the understanding of families, therapeutic approaches to working with families, special populations in family therapy, and professional issues in family therapy.

CON 5325. Advanced Career Counseling (3)

Prerequisites: CON 5320. This course will provide specialized instruction for candidates in the Career Counseling concentration of the Counselor Education Program. Candidates will be provided instruction in the foundations of career counseling and the contextual dimensions of career counseling. Knowledge and skill requirements for career counselors will be emphasized, covering the application of career information systems, research and evaluation in career counseling, and ethical and legal issues specific to career counselors.

CON 5326 Traditional and Contemporary Issues in Addictions (3)

This course is designed to give insight into the complex fields of traditional and current drug abuse, compulsive behaviors, treatment, recovery, and prevention. Additionally, this course will provide insight on: a) traditions and philosophies of recovery treatment models and support groups; and b) ethics, confidentiality, and legal issues. It is further designed to give a global perspective on current issues in the addiction treatment field.

CON 5327 Prevention, Treatment, & Intervention of Alcohol, Drug, and Behavioral Addictions (3)

This course focuses on substance use and behavioral health issues as related to addiction prevention, treatment, intervention, and their effective implementation with all individuals. The course will cover the 12 core functions of addiction counseling. Additionally, this course will cover prevention, treatment and intervention methodologies related to substance use.

CON 5328 Alcohol, Drug, and Behavioral Addictions: Family and Crisis Interventions (3)

This course examines the range of substance abuse issues impacting the family system, including crisis intervention. Topics will include: a) etiology of substance abuse and addiction within the family; b) impact upon members of the system and its dynamics; c) family and crisis interventions and treatment approaches; and d) long-term recovery issues associated with family and crisis interventions.

CON 5331. Psychosocial Development and Behavioral Dynamics (3)

This course provides a focus on the developmental process and the behavioral dynamics of individuals over the life span. Theories of personality and their relevance for client understanding will be explored.

CON 5340. Counseling Students with Special Needs (3)

This course provides an overview of the role of the school counselor in the education of children with special needs. This course will explore strategies for collaborating with community agencies that provide case management, range of therapies, health, counseling, social and recreational, vocational, work-place-training, independent living and adaptive/assistive technology. This course is required for all school counseling majors.

CON 5350. Clinical Interventions in Events of Crisis, Grief and Trauma (3)

This course presents contemporary best practice interventions in events of crisis, grief, and trauma. This course educates helping professionals in crisis response leadership, psychological first aid, and trauma-informed care principles in schools, clinics and communities. This course is required for all school counseling majors.

CON 5351. Principles and Procedures of Group Counseling (3)

Prerequisites: CON 5201 and CON 5310. This course provides a study of the dynamics, processes, and functions of group work in counseling. Candidates will identify the therapeutic forces for behavioral change within a counseling group. Students will develop the skills to lead a group and, through participation in a group, will demonstrate their ability for interaction and growth.

CON 5360. Multicultural and Gender Issues in Counseling (3)

This class gives an overview of the knowledge base from the research on multicultural counseling and gender issues as they relate to counselor effectiveness. The course will provide experiential opportunities for awareness enhancement and skill building for practitioners in diverse cultural contexts. Multicultural critical incidents will be examined.

CON 5361. Assessment, Evaluation and Analysis in Counseling (3)

Prerequisites: Phase 1 completion. This class provides an examination of the clinical skills used in client assessment and diagnosis with an overview of the Diagnostic and Statistical Manual of Mental Disorders. Experience in selecting, administering, scoring and interpreting tests and other assessment tools commonly used by counselors will be provided.

CON 5362. Diagnosis, Assessment and Psychopathology (3)

Prerequisites: Phase 1 and CON 5361 completion. This class provides an advanced examination of the clinical skills used in client assessment and diagnosis with an overview of the Diagnostic and Statistical Manual of Mental Disorders. Experience in selecting, administering, scoring and interpreting tests and other assessment tools commonly used by counselors will be provided.

CON 5371. Pre-practicum Counseling Skills (3)

Prerequisites: Phase 1 completion. An opportunity is provided for candidates in all program tracks to learn and demonstrate through micro counseling and video sessions the skills of counseling interviews. Emphasis is placed on applying techniques through role-playing and practicing skills in classes. This is a practice-oriented course with major emphasis on applying counseling techniques, considering multicultural issues and analyzing counseling style and performance through a reflection and self-evaluation process. Candidates must achieve a grade of B or better in this course before placement in CON 5372 and or CON 5390.

CON 5372. Supervised Practicum in Counseling (3)

Prerequisites: Phase 2 completion and a B or better in CON 5371. Advanced candidates in counseling will participate in a clinical instructional environment under the supervision of a faculty member. Candidates will receive supervision from a faculty member as they obtain individual and group counseling experience. The practicum is a 100-hour field experience in a clinical mental health, career, or school counseling setting.

CON 5373. Consultative/ Referral Processes in Counseling (3)

Prerequisites: Phase 1 completion. This course provides an examination of the theories of consultation and the skills needed in working with parents, families, agencies, and organizations. Opportunities to practice consultation in class and the field will be provided. The development of treatment plans will be discussed as well as procedures and processes for making referrals.

CON 5381. Introduction to Mental Health Counseling (3)

This class gives students an opportunity to explore the organization and functions of various local, state and federal agencies responsible for community mental health. The student will be able to identify problems peculiar to various clinical mental health agencies and will examine prevention and treatment strategies related to community mental health counseling.

CON 5390. Internship in (Career, School, or Clinical Mental Health) Counseling (3-6)

Prerequisites: Phase 2 completion and a B or better in CON 5371 and CON 5372. This class provides an opportunity for advanced candidates in counseling to demonstrate the ability to perform all counseling duties and responsibilities with individuals and groups in their applied sites. The internship is a 600-hour field placement experience.

FOR CAREER COUNSELING MAJORS OR TO BE USED AS ELECTIVES:

HEA 5001. Introduction to Student Affairs and Higher Education Administration (3)

This course provides an introduction to the roles of student affairs educators, the history of the student affairs profession, and trend in contemporary student affairs divisions on college and university campuses. The course is principally designed for graduate students who aspire to serve in professional staff and administrative positions in student affairs. Such work is performed in the midst of complicated interactions among diverse groups of people, complex organizational structures, and key events that are shaped by an institution's mission, history and traditions, current exigencies and priorities, and evolving student characteristics. Knowledge and appreciation of the historical and philosophical underpinning of the field, as well as current and forthcoming issues facing higher education will enable one to productively navigate complex organizational settings and contribute to learning, student development, and institutional effectiveness. This introductory course serves as a foundation for lifelong learning about college students and student affairs practice.

HEA 5005. Theories of College Student Development (3)

This course is designed to provide students with a general overview of student development theories that offer insight to the processes of student development, learning and growth that occur during post-secondary years. Student development theory allows for student affairs practitioners to have a greater understanding of how college students construct themselves and (more specifically) understand themselves through their experiences on campus, their relationships with other people, and the natural way of knowing. Special emphasis will be placed on understanding the impact such theories have on policies and practices of higher education administration and student affairs, particularly student services.

HEA 5010. College Students & the Campus Environment (3)

The purpose of this course is to decipher the affect college environments have on students and their student experiences. In addition, as higher education practitioners, students will become familiar with literature and theoretical concepts related to campus environments. Furthermore, students will have the opportunity to enhance their critical thinking skills, through a research project, to facilitate campus environments that will maximize student success for all students.

HEA 5020. Diversity in Higher Education (3)

This course will focus on learning how to have conversations about systemic oppression, power, issues of privilege, and multiple issues and being informed on the needs of various student groups on campus. This course will also serve as a venue through which students will act as both learners and teachers, requiring all participants to think deeply about their own personality in relation to diversity and social justice and the extent to which they are prepared to advocate for creating more equitable environments.

Additional Requirements

Comprehensive Examination

Students must make a passing score on the Counseling Preparation Comprehensive Examination (CPCE). This examination is a standardized test taken the semester before the student intends to graduate. This examination is established in the academic calendar. There is a fee for the CPCE. Students should check the counseling website for due dates.

A student who fails to pass the CPCE, after a period of one semester, may apply for and secure reexamination. Should a second failure occur, a third examination is possible upon recommendation of the program coordinator and a favorable vote from the Graduate Council. If the student's request to take the comprehensive examination is denied, or in the event of a third failure, the student will be dismissed from the program. For more information about the CPCE go online to <http://www.cce-global.org>.

Mid-Program Review

Students must complete the Mid-Program Portfolio Review before they can be placed in Practicum. The review will consist of an individual interview with faculty to discuss progression and readiness for field site placement. During this review, the faculty and student will discuss the student's field placement plans. Should there be any academic, readiness, or disposition concerns, a remediation plan will be discussed. The purpose of the Mid-Program Portfolio Review is for endorsement by faculty for field placement.

Practicum

* Field site experiences in Practicum and Internship for online students may be completed in the geographic region where the student resides as long as the criteria for placement are met.

Students are eligible to take Supervised Practicum (CON 5372) after they have completed Pre-practicum (CON 5371) with a B or better, completed Phase 1 of the counseling program, and received an endorsement from the faculty after the Mid-Program Review. An application must be made to the Field Site Coordinator by dates designated on the website. The Practicum is a 100 hour experience in a field setting that includes 40 hours of direct service activities with clients. The student spends approximately 10 hours each week at the site. Students meet weekly for group and triadic supervision from a faculty member. All sites must be approved, in advance, by the Field Site Coordinator and appropriate paperwork must be approved by NCCU administrators and legal affairs. Students will be charged on their student account for liability insurance during this placement. All paperwork must be typed with appropriate signatures. A student request is needed in order for a current place of employment to be considered as an appropriate field placement. Students may find this form at [website](#).

Internship

* Field site experiences in Practicum and Internship for online students may be completed in the geographic region where the student resides as long as the criteria for placement are met.

The internship is a 600 hour field experience. The student receives group supervision from a faculty member and individual supervision from a qualified site supervisor. Forty percent (240 hours) of the time at the site must be spent in direct services to clients. Students who conduct the entire internship in one semester register for 6 hours of credit. Students may choose to divide the internship across two semesters (3 hours of credit each semester) and conduct 300 hours each semester. All sites must be approved, in advance, by the Field Site Coordinator and appropriate paperwork must be approved by NCCU administrators and legal affairs. Students will be charged on their student account for liability insurance during this placement. All paperwork must be typed with appropriate signatures. A student request is needed in order for a current place of employment to be considered as an appropriate field placement. Students may find this form at [website](#).

Final Defense

All degree-seeking students must successfully complete a final defense interview with faculty in order to graduate. The defense is scheduled during your last semester in school. As part of the defense process, you are required to answer questions similar to those asked in a job interview.

Students receive feedback about career steps, licensure requirements, and entry into the field. The internship instructor will prepare the student for the final defense expectations.

Required Campus Residencies for Online Students

All students admitted in the online programs in clinical mental health, school, and career counseling must participate in campus residencies during their course of study. Orientation is conducted through WebEx upon admission to the program and serves as an introduction to faculty, fellow students, and program expectations. Attendance at the WebEx orientation is required. Residency 1 occurs on our Durham campus within CON 5351, Principles and Procedures of Group Counseling. Residency 2 occurs on our Durham campus within CON 5371, Pre-Practicum Counseling Skills and includes the student's Mid-Program Review. Campus residencies are generally 2-3 days in length, and attendance is required and non-negotiable.

Graduate Student NCC Application

Students who pass the CPCE (Comps) are eligible to take the National Counselor Examination (NCE) through the National Board of Certified Counselors. Students will be invited by the board to take the NCE. Please note that this process is different from licensure as a Licensed Clinical Mental Health Counselor in North Carolina, although students may request that their NCE scores be reported to the North Carolina Board of Licensed Clinical Mental Health Counselors.

NCC applicants can choose either the National Counselor Examination for licensure and certification (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) as the certification exam. Please remember only those students completing a 60-semester-hour clinical mental health track may apply for the NCC and the Certified Clinical Mental Health Counselor (CCMHC) combined credential simultaneously. For information about how to prepare for the NCE exam go to NBCC's website (<https://www.nbcc.org/>).

Licensed Clinical Mental Health Counselor in North Carolina

The clinical mental health counseling program is designed to prepare students to pursue initial licensure in North Carolina as Licensed Clinical Mental Health Counselor Associate (LCMHCA). Students in this program should become familiar with the North Carolina Board website (<http://www.ncblpc.org/>).

School Counseling Licensure in North Carolina

The school counseling program is designed to prepare students to pursue licensure in North Carolina as K-12 Licensed School Counselors. Students in this program should prepare to take the Praxis II specialty exam in school counseling during their final semester of studies. Students are required to complete the Praxis workshop before taking the Praxis II.

NCDPI Licensure Procedures

Completers should:

1. Create an account and log-in to <https://vo.licensure.ncpublicschools.gov/>
2. Enter background information—full name, address, social security number, date of birth, telephone number, sex, race, and questions related to convictions or revoked certificates/licenses.
3. Upload official, degree-dated transcripts** from all colleges/universities attended (except those that NCDPI already has from previous licenses, if applicable). If licensure-only, request final transcripts *with final grades posted*.
4. Upload Praxis II test scores, as required by NCDPI for the program.
5. Pay online with a credit/debit card.
6. Please also upload your official transcript, Praxis scores, and School of Education data form to when requested. These documents provide us important information for accreditation and to expedite verification by NCCU's licensing officer (see item #2 below).

**Items uploaded only stay for 30 days. After 30 days you will have to upload documents again. It may be mid-January (for December graduates) and mid-June (for May graduates) before your official transcript is sent to you and it may be easier to wait until you receive your transcript before uploading all required documents.

Note 1: Upload all materials at the same time once you receive your degree-dated/final transcripts. The licensure website will not archive your documents for more than thirty days without an action on your license (which cannot be done without all required materials).

Note 2: If you have ever had a license with NCDPI, we may have to use a hard copy process.

For the Licensure Officer to verify a completer for NCDPI Licensure on the website:

1. Upload a copy of the transcripts and Praxis test scores when requested.

2. Upload the SOE Data and Verification form, *signed by the program coordinator*, when requested.

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.” In order to fulfill this requirement, letters of recommendation prepared by the program’s faculty members will indicate the program in which each student was enrolled (i.e., career counseling, clinical mental health counseling or school counseling) and will describe the nature of the internship that the individual completed (i.e., setting, population served). In addition, program faculty will only recommend individuals for licenses and certificates for which they are qualified by having met the requisite standards.

Graduate Checkout

As a student nears graduation, several forms are required and may be found on the counseling website at www.nccucounseling.com. These forms must be completed and turned into the registrar prior to the deadline set at www.nccucounseling.com. All forms should be typed and submitted electronically to the student’s advisor. The Application for Admission to Candidacy form must be submitted in the semester before a student plans to graduate.

In addition to the Application for Admission to Candidacy, students must also complete the Application for Graduation form and the Academic Approval form the semester they intend to graduate. These forms can also be found at www.nccucounseling.com.

Approval for Thesis

Students may also complete a thesis. Students can register for up to 6 hours of thesis. However, the maximum credit that can be awarded for thesis is 3 semester hours. Students who complete a thesis satisfactorily will be granted an additional 3 semester hours.

The Graduate Council and the University’s Institutional Review Board must approve a student’s thesis proposal prior the initiation of the project. The completed thesis is defended orally before a thesis committee.

The preparation of the thesis is a research experience. It should show the capacity of the student under guidance of a faculty advisor to accomplish independent investigation, and a mastery of the technique of research. It is not expected or required that the thesis shall in every case be an

original contribution to knowledge. The student, in the preparation of the thesis, is concerned with the materials of knowledge and the evidential basis on which the knowledge rests.

The original and three copies of the thesis must be inspected in the Office of Graduate Studies for compliance with the requirements of form and style. The documents must be deposited in the Office of Graduate Studies no later than the date specified in the *Calendar of Events*. At that time, the binding fee should be paid in the Bursar's office. A copy of the regulations regarding form, style, and physical requirements for the thesis follows.

REQUIREMENTS FOR THESIS

I. STYLE

The Graduate Division of the School of Education requires the Publication Manual of the American Psychological Association, Sixth Edition (2009) (commonly called the APA Manual) as the standard reference for writing theses and projects. All manuscripts of theses and projects must be reviewed in the Graduate Office of the School of Education, Room 206 Taylor Education Building. The inspection deals with style, form, physical requirements, and consistency in following the requirements of the Graduate Division. When projects or theses meet Graduate School guidelines, they are sent to the Registrar's Office. It is imperative that the manuscripts reach the Graduate Division by the deadline listed on the academic calendar each semester.

The Graduate Division's requirements are described below and apply to all theses and projects, even if at times they may be at variance with the APA Manual.

II. FORMAT

Preliminaries

A. Title Page -- The title page should bear the following information: (a) the title of the thesis or project; (b) the name of the candidate; (c) the following statement: A thesis (or project) submitted to the Faculty of North Carolina Central University in partial fulfillment of the requirements for the degree of Master of Arts (or Master of Education) in the School of Education; (d) at the bottom of the page the words: Durham, 20____; (e) on the right-hand side the words: Approved by, followed by a line for signature. (See the attached example.)

B. Abstract -- The content of the abstract should include a succinct statement of the purpose, two or three summary statements regarding the literature review a brief explanation of the methodology or procedures used to conduct the research, and the major findings or results of the study. The abstract should not exceed 150 words or more than one typewritten page. The title shall be arranged and typed one inch from the top of the page. (See Example 1.)

Example 1

ABSTRACT

JOHN W. JONES. Educators for Diverse Cultural Contexts. (Under the director of DR. WALTER M. BROWN.)

(The summary begins here.)

Note: The names of the author and the professor directing the research are printed in capital letters.

C. Acknowledgements -- Statements of gratitude to persons who assisted you with the completion of your research project or thesis are included in this section. This might include the advisor, subjects used in the study, persons who gave permission to conduct the study, parents for various kinds of support, friends who offered encouragement or support, and/or any other persons the student may wish to acknowledge.

D. Dedication -- The dedication page is optional. However, some students dedicate their thesis or project to a person or persons for various reasons.

E. Table of Contents -- Acknowledgements, Dedication, and List of Tables should be listed here. In addition, the title of each chapter should be identified, along with major or first-order headings and corresponding page numbers. The Bibliography or Reference List and Appendices are also listed in the Table of Contents.

F. List of Tables -- Each table in the paper and corresponding page numbers should be identified by number and title on this page.

III. TEXT

In general, theses or projects have four or five chapters. Consult your advisor for his/her preference. Following is a suggested format:

Chapter 1 -- Introduction

Rationale -- Provide background information about the development of the problem or issue.

Statement of Problem -- State the purpose(s) of your study as succinctly as possible.

Significance of the Study -- Indicate the importance of studying the problem(s) specified. Point out the significance of the information or what the study will reveal. How will the findings impact on or contribute to the field of Education?

Methodology -- Briefly describe the procedures that were used to conduct the research. (This section will be presented in greater detail in Chapter III.)

Definition of Terms -- Define any words or phrases with special meanings (as used in the study) to assist the reader in better understanding the research. The definition of a term may be dependent on your use of the word in your study.

Assumptions (if any) -- In order to complete the study, what assumptions did you make? Assumptions may be phrased in the form of hypotheses or research questions.

Chapter II -- Review of Literature

Search the library and other sources for current books, journal articles, and any other materials related to the topic area. Synthesize and organize this information in a coherent, readable manner. This chapter should be divided into sub-topics as appropriate. All information from written sources should be appropriately referenced using APA style.

Chapter III -- Methodology

Description of Sample -- The subjects used in the study should be described in detail. This might include the number of subjects, age, range, gender, and any other identifying characteristics.

Description of Instrument -- The instrument used to collect the data should be described, including the name and type of instrumentation (questionnaire, etc.), how it was developed, number of items (if appropriate), etc. If a standardized instrument is chosen, reliability and validity information should be included.

Description of Procedure -- The sequence of steps taken to conduct the research study should be described in detail.

Limitations -- Shortcomings of the research study should be specified in this section. Reporting the circumstances related to sampling procedures and/or statistical analysis that may have interfered with the generalizability of the results is an example.

Note: Projects or theses involving units of instruction or manuals should include the complete versions as part of Chapter III. Project or theses involving videotapes should describe them fully in Chapter III. Consult your advisor regarding guidelines for "non-traditional" projects.

Chapter IV - - Presentation and Analysis of Data

Discuss the results of the study in narrative form and, if appropriate, provide tables. Title each table and number tables in sequential order. Discuss any important and/or statistically

significant findings. In some cases, findings that are not statistically significant should be discussed.

Chapter V - Summary, Conclusions, and Recommendations

Summarize briefly chapters 1-4. Restate purpose(s); review salient literature; describe the significant findings; draw conclusions; and offer recommendations regarding future related research.

Note: For some projects Chapters III and IV may be combined. Consequently, only four chapters will be included in these projects or theses.

Bibliography

All written sources must be alphabetized (following APA guidelines) and included in this section.

Appendix (es)

Any questionnaires, letters, or other documents important to the development of the paper should be included in this section.

Remember: This is merely a suggested format. Your program area will have additional information for you regarding the project/thesis.

Typing Requirements

All chapter titles designed must be in large Roman numerals and typed in capital letters. Typing must begin on the tenth line from the top of the first page of each chapter. The remaining parts of each chapter must be numbered on the fifth line from the top in the upper right-hand corner.

IV. PHYSICAL REQUIREMENTS

A. Required Copies

The original and three copies of the thesis or project are required. Each copy shall be placed in a 10" X 13" manila envelope. Each envelope shall have a label on the upper left-hand corner bearing the student's name and the title of the thesis or project (with the original labeled "original").

After approval by the advisor, theses and projects are submitted to the Office of Graduate Studies unbound, without staples or perforations in manuscripts in the required envelopes. After inspection, the Office will transmit the approved copies to the Office of the Registrar.

Copies of the thesis or project will be distributed as follows: two copies to the Shepard Memorial Library, one copy to the School of Education, and one copy to the students. The student copy can be picked up from the Registrar's Office at least one semester after it is submitted to that office.

Note: Before copies are made and your project or thesis has been typed in final form, you must have it checked by the Coordinator of Graduate Programs for style, form and physical requirements.

B. Paper

Twenty lb. bond, 100 percent cotton content, 8½" X 11" paper is required. All four copies must be submitted on the required paper.

C. Pagination of the Text

Arabic numerals must be used to number the pages. These numerals shall begin with page one of the text which bears the number at the bottom of the page, with succeeding page numbers in the upper right-hand corner within the margin line at the right.

D. Type Style

Either elite or pica type may be used, but unusual type styles and smaller or larger sizes are not acceptable. A black ribbon is required. The manuscript must be neat and easily readable with the same typeface used throughout. The manuscript must be proofread accurately, and the errors corrected by the typist. Letter quality computer print may be used. Since a manuscript will not be accepted if the print and size do not conform to the above specifications, a student in doubt should consult the Coordinator of Graduate Studies of the School of Education for guidance.

E. Margins and Spacing

The left margin should be two inches, and one inch at the top, right and bottom of the page must be left. The body of the thesis or project must be double spaced, using only one side of the sheet.

F. Pictures, Tables, Charts, etc.

Illustrations done by hand must be done on the same quality and size paper as the rest of the thesis or project. Margins must be consistent with the graphs and other visual displays. A printed page may face another printed page.

G. Symbols

Special symbols--such as Greek Letters, accent marks, or mathematical signs--must be made in India ink if not available on a typewriter.

H. Bibliography

A bibliography must be appended to the thesis or project. It should list alphabetically by author all references consulted by the student. All citations should be consistent with APA style.

ATTACHMENT 1

EDUCATORS FOR DIVERSE CULTURAL CONTEXTS

by

John B. Jones

A thesis (or project) submitted to the Faculty of the North Carolina Central University in partial fulfillment of the requirements for the degree of Master of Arts (or Master of Education) in the School of Education.

Durham

2012

Approved by:

Advisor



STUDENT ID NUMBER

8 2 0 - - - - -

NAME (Please PRINT): _____ E-mail: _____

Proposed Title of: Thesis Project:

[Empty box for Proposed Title]

Please give a brief summary of the proposed work.

[Empty box for Summary]

Attach a written plan for your thesis or project

- 1. Purpose and Objectives of the proposed work
2. Description of how the topic will be examined and work plan
3. Briefly describe the data collection and data analysis
4. Comment on the value and significance of the Thesis or Project

Student's Signature: _____ Date: _____

****Do not write below this line. To be completed by Department or Program Chairperson ****

The Department or Program Chairperson recommends that this thesis or project be directed by:

Committee Chair: _____

Second Committee Member: _____

Third Committee Member: _____

I certify:

[] That student's plan has been examined and approved by the Department or Program Chairperson of the student's major

[] That the investigation or project has merit as a learning experience for the student or as a minor problem in the current research program of the Department or Program.

[] That the student has sufficient background to undertake the task.

Approved:

Graduate Committee, Chair: _____ Date: _____

Department or Program Chairperson: _____ Date: _____

This application must be properly signed before submission to the Graduate School Office for review by Graduate Council.

Approved:

Graduate School Dean: _____ Date: _____

University Resources

Statement of Inclusion/Non-Discrimination

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

Student Accessibility Services

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or SAS@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at <https://www.nccu.edu/sas> and logging into *Eagle Accommodate*. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with the Office of Student Accessibility Services.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (POL 01.04.4). NCCU faculty and instructors are considered to be *mandatory reporters* and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form located at <http://www.nccu.edu/titleix>.

Student Advocacy Coordinator

Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530- 7492, studentadvocacy@nccu.edu

Counseling Center

The NCCU Counseling Center is staffed by licensed psychologists and clinical mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

Career Services

The Career and Professional Development Center is committed to partnering with graduate students to ensure student success inside and outside of the classroom. Their mission is to foster campus collaborations that will connect and empower students through transformative career and professional development. For more information, please contact the Career and Professional Development Center at <https://legacy.nccu.edu/cpdc/index.cfm>

Veterans Services

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000, veteransaffairs@nccu.edu or visit their website at nccu.edu/enrollment/veterans-affairs.

Student Health Services

The mission of the Student Health Center is to provide a collaborative and holistic health climate that provides service, care, wellness, and education. For appointments and general information call 530-6317, and for more information, please visit <https://www.nccu.edu/life-nc-central/health-and-well-being/student-health-center>.

Student ID

The NCCU ID (Eagle Card) is a one-card access to a variety of campus services and facilities, including the library. Students receive a personal Eagle Card as part of the tuition. Eagle Cards can be obtained from the Eagle Card Office located in room 117 of the Lee Biology Building. They can be contacted at 530-7523.

The Eagle Card can also be used to purchase books in the campus bookstore (by having funds from financial aid placed onto the Eagle Card) or to use the book voucher process.

Library Services

As a NCCU Graduate student, you have access to various resources located in the Curriculum Materials Center (CMC) Library, the James E. Shepard Memorial Library, the Music Library, the School of Law Library, and the School of Library and Information Sciences Library. Students also have borrowing privileges from Duke University, UNC-Chapel Hill, and N.C. State through the

Triangle Research Libraries Network. Additionally, students have access to a wide variety of electronic databases, including [NC Live](#), to conduct literary reviews and research. These electronic resources are available through web.nccu.edu/shepardlibrary and can be accessed both on and off campus.

The Graduate Student Association

The Graduate Student Association (GSA) is the governing body of North Carolina Central University's graduate students. The organization represents graduate students at formal university sponsored meetings, provides a forum for dialog between graduate students and other campus units, including university faculty and administrators. The GSA also organizes events and programs design to foster intellectual growth and interchange within the graduate community. The GSA office is located in the Students Services Building on the campus of North Carolina Central University.

Contact Info: NCCU Graduate Students Association Office Phone Number: (919) 530-6126 or <https://www.nccu.edu/sgs/graduate-student-association>

Office of Spiritual Development and Dialogue

The Office of Spiritual Development and Dialogue office works with community spiritual leaders to give NC Central students an opportunity to enhance their spiritual awareness and encourage interfaith dialogue among fellow students and community members. Throughout the year, the Office hosts activities that allow students to explore and discuss their spirituality in a safe and caring environment. There are numerous opportunities for students to become involved in community service projects.

Contact Info: (919) 560-6201 or <https://legacy.nccu.edu/spiritualdevelopment/index.cfm>

Safety

University Police Department

The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu or <https://www.nccu.edu/administration/university-police>.

Escort Program

The Campus Police Department will provide escorts to the University family at night from one section of the campus to another, when requested. To receive an escort, students must contact the Department at (919)530-6106.

Crime Stopper

The University Police Department is a member of the Durham Police Department's Crime Stopper program. Any information about a crime committed can be reported to the Durham Crime Stoppers Program at (919) 683-1200.

Emergency

Blue light emergency phones are located throughout the campus. These telephones are for use when police assistance is needed. The telephone system provides your location to the University Police as

soon as the red button is pushed. This alerts the University Police to respond immediately.
Contact info: (919) 530-5326.

Financial Information

Scholarships & Student Aid

The purpose of the Office of Scholarships and Student Aid (OSSA) is to assist in the recruitment and retention of students by providing financial resource information and access to funding. The OSSA provides financial assistance and guidance through appropriate communication and learning activities that empower students to fulfill their academic aspirations. The Office of Scholarships and Student Aid is committed to providing timely and exemplary service to its students and families.

Financial aid is available in the form of scholarships, grants, loans and work study. Most federal and state funded financial aid programs are awarded on the basis of proven financial need. The OSSA ensures that funds are awarded in a consistent and equitable manner. For each student who desires financial assistance, a [Free Application for Federal Student Aid \(FAFSA\)](#) must be completed online at www.FAFSA.gov beginning on October 1. The student must reapply each academic year for financial aid. Applicants should make sure the correct award year is selected and the school code of 002950 is listed in section six. NCCU does not certify private loans.

For more information, please contact the Office of Scholarships and Student Aid at 919-530-6180 or <https://www.nccu.edu/ssa>

Cost of Attendance

The cost of attendance reflects the maximum amount of financial assistance (grants, scholarships, work assistance, and loans) a student may receive for the enrollment period (a semester, an academic year, or summer term). The cost of attendance is listed on the award notification. In addition to the cost of required fees, the financial aid office considers other living expenses students may incur during the school year. The cost of attendance is the sum of the following:

- Actual tuition and fees or the school's average tuition and fees
- Cost of room and board (or living expenses for students who do not contract with the school for room and board)
- Cost of books and supplies
- Allowance for transportation
- Allowance for miscellaneous expenses

Application Process for Summer School & Priority Dates

Students who are interested in receiving financial assistance during the first, second, and/or dual sessions of summer school must have a valid student aid report on file. The expiration date for the [Free Application for Federal Student Aid \(FAFSA\)](#) is June 30th. Students receiving financial assistance for the first time during the summer session should closely monitor the deadline date to ensure that the FAFSA is processed before June 30th. The deadline date for the FAFSA appears prior to the start date for the second session of summer school.

In addition to the FAFSA or Renewal FAFSA, students must complete the NCCU Summer School Financial Aid Application, to receive financial assistance for summer school. Applications will be issued with students who are registered for summer school. Therefore, please make sure that you have been advised by the academic advisor and registered for your classes prior to requesting a summer school application. The applications will be available on March 15th.

The types of financial aid available during the summer are Pell Grant, SEOG, Federal Work-Study, Perkins, Stafford Loans, and PLUS Loans. Funds are reserved in SEOG and Perkins to assist students who have exhausted their Pell and Stafford Loan eligibility. These funds are awarded on a first come first served basis and are depleted quickly.

Assistantships

Graduate Assistantship positions are available for students pursuing their graduate level degrees. These are awarded in the spring with a beginning date of fall semester. Students generally work up to 20 hours per week in programs at NCCU. For more information, please see <https://legacy.nccu.edu/academics/sc/graduatestudies/funding.cfm>. Some graduate assistantships include tuition remission if students render services as teaching assistants, research assistants or office assistants. A per semester stipend is also given.

External Scholarships

Each year we learn that over millions of scholarship dollars are unclaimed because students fail to apply for the funds. For more information on external scholarships, please visit the Office of Scholarships and Student Aid website at <https://www.nccu.edu/ssa/scholarships>

Professional Organizations

ACA

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings

The American Counseling Association offers award-winning, informative publications and scholarly journals that are valuable resources to counseling professionals and those interested in human development. Other benefits, such as the opportunity to gain continuing education units (CEU's), networking opportunities, and professional liability and other insurance programs are just some of the many benefits available to members. To find out more about ACA go to www.counseling.org.

ASCA

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more

than 27,000 professional school counselors around the globe. To find out more about ASCA go to www.schoolcounselor.org.

AMHCA

AMHCA is a growing community of almost 6,000 clinical mental health counselors. Together, we make a critical impact on the lives of Americans and give a voice to our profession nationwide. To find out more about AMHCA go to www.amhca.org.

NCDA

The National Career Development Association (NCDA) is a founding division of the American Counseling Association (ACA). The mission of NCDA is to promote the career development of all people over the life span. NCDA recognizes NCCU's career counseling program as one of eight programs of excellence in the United States. NCCU was the 1st CACREP accredited career counseling online program in the nation. For more information about NCDA go to www.ncda.org.

NCCA/NCSCA/NCCDA

The North Carolina Counseling Association represents diverse interests of its membership through an Executive Council, geographically located members, specialty organizations, and committees. To find out more about NCCA go to www.nccounseling.org. The North Carolina School Counseling Association has the mission to promote excellence in the profession of school counseling and the development of all students. To find out more about NCSCA go to www.ncschoolcounselor.org. The North Carolina Career Development Association is comprised of professionals engaged in the field of career counseling and development. NCCDA is organized and governed in accordance with the by-laws of the National Career Development Association. NCCDA is a division of the North Carolina Counseling Association. To find out more about NCCDA go to nccdaonline.org/about

CHI SIGMA IOTA

Chi Sigma Iota is the international honor society for counselors-in-training, counselor educators, and professional counselors. CSI's mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. Students may apply for membership after completion of 9 semester hours with a 3.5 GPA.

The Society was established in 1985 through the efforts of leaders in the counseling profession whose desire was to provide recognition for outstanding achievement as well as outstanding service within the counseling profession. For more information go to <http://www.csi-net.org> or contact Dr. Levette Scott or Dr. Kelly King.

Plans of Study

Clinical Mental Health Counseling Plan of Study

Name _____

IDN: _____

| | Credit Hours | Proposed Year | Completed | Grade |
|----------------------------------------------------|--------------|---------------|-----------|-------|
| PHASE I | | | | |
| CON 5201 Ethical & Prof Orient to Counseling | 3 | | | |
| CON 5310 Theories & Techniques | 3 | | | |
| CON 5321 Intro to Family Counseling | 3 | | | |
| CON 5381 Intro to Mental Health | 3 | | | |
| CON 5331 Psychosocial Development | 3 | | | |
| CON 5320 Voc. Theory & Career Dev. | 3 | | | |
| CON 5360 Multicultural & Gender Issues | 3 | | | |
| CON 5351 Group Counseling | 3 | | | |
| CON 5306 Introduction to Addiction Counseling | 3 | | | |
| CON 5307 Crisis, Trauma & Grief | 3 | | | |
| | | | | |
| PHASE II: | | | | |
| EDGR 5910 Statistics | 3 | | | |
| CON 5371 Pre-Practicum* | 3 | | | |
| CON 5361 Assessment | 3 | | | |
| CON 5362 Diagnosis, Assessment and Psychopathology | 3 | | | |
| CON 5373 Consultation | 3 | | | |
| Advisor Approved/Electives | 3 | | | |
| | | | | |
| | | | | |
| PHASE III: | | | | |
| CON 5372 Practicum** | 3 | | | |
| CON 5390 Internship*** | 6 | | | |
| EDGR 5920 Educational Research | 3 | | | |
| | | | | |
| | | | | |
| TOTAL HOURS: | 60 | | | |

*Complete Mid-program Review

**Complete CPCE, Complete Application for Candidacy

*** Complete Application for Graduation, Complete Final Defense

Student

Date

Advisor

Student Address: _____

Telephone Number: _____

Major: _____

Date Admitted _____

Admission Status: _____ Conditions: _____
(Unconditional) (Conditional)

Conditions Met: _____
Date

Admission to Candidacy:

_____ Thesis Proposal Submitted to Advisor _____
(Date)

Comprehensive Exam (s):

Written: _____ Date Applied

_____ Date Taken

_____ Results

Final Forms

_____ Date thesis report signed by advisor (if applicable)

_____ Date admission to candidacy approved by SOE graduate office

_____ Date application for graduation filed with SOE

_____ Date application for graduation filed with registrar

_____ Date thesis defense if applicable

_____ Mid-Program Review

_____ Final Defense

School Counseling Plan of Study
(for students admitted after August 2018)

Name _____

IDN: _____

| | | | | |
|-----------------------------------------------------------------------|-----------|--|--|--|
| PHASE I | | | | |
| CON 5201: Ethical, Professional Orientation to Counseling | 3 | | | |
| CON 5310: Theories & Tech's | 3 | | | |
| CON 5303: Intro to School Counseling | 3 | | | |
| CON 5304: Advanced School Counseling | 3 | | | |
| CON 5331: Psychosocial Development | 3 | | | |
| CON 5320: Voc. Theory/Career Dev. | 3 | | | |
| CON 5360: Cultural Diversity & Gender Issues | 3 | | | |
| CON 5351: Group Counseling | 3 | | | |
| | | | | |
| PHASE II | | | | |
| EDGR 5910: Statistics | 3 | | | |
| CON 5371: Pre-Practicum* | 3 | | | |
| CON 5361: Assessment | 3 | | | |
| CON 5373: Consultation | 3 | | | |
| CON 5308 Counseling Children and Adolescents | 3 | | | |
| CON 5340 Counseling Students with Special Needs | 3 | | | |
| CON 5350 Clinical Interventions in Events of Crisis, Grief and Trauma | 3 | | | |
| Advisor-Approved Elective | 3 | | | |
| | | | | |
| PHASE III | | | | |
| CON 5372: Practicum** | 3 | | | |
| CON 5390: Internship*** | 6 | | | |
| EDGR 5920: Educational Research | 3 | | | |
| | | | | |
| TOTAL HOURS | 60 | | | |

*Complete Mid-program Review

**Complete CPCE, Complete Application for Candidacy

*** Complete Application for Graduation, Complete Final Defense

Student

Date

Advisor

Student Address: _____

Telephone Number: _____

Major: _____

Date Admitted _____

Admission Status: _____ Conditions: _____
(Unconditional) (Conditional)

Conditions Met: _____
Date

Admission to Candidacy:

_____ Thesis Proposal Submitted to Advisor _____
(Date)

Comprehensive Exam (s):

Written: _____ Date Applied

_____ Date Taken

_____ Results

Final Forms

_____ Date thesis report signed by advisor (if applicable)

_____ Date admission to candidacy approved by SOE graduate office

_____ Date application for graduation filed with SOE

_____ Date application for graduation filed with registrar

_____ Date thesis defense if applicable

_____ Mid-Program Review

_____ Final Defense

School Counseling Plan of Study
(for students admitted prior to fall 2018)

Name _____

IDN: _____

| | Credit Hours | Proposed Year | Completed | Grade |
|----------------------------------------------|--------------|---------------|-----------|-------|
| PHASE I | | | | |
| CON 5201 Ethical & Prof Orient to Counseling | 3 | | | |
| CON 5310 Theories & Techniques | 3 | | | |
| CON 5303 Intro to School Counseling | 3 | | | |
| CON 5331 Psychosocial Development | 3 | | | |
| CON 5320 Voc. Theory & Career Dev. | 3 | | | |
| CON 5360 Multicultural & Gender Issues | 3 | | | |
| CON 5351 Group Counseling | 3 | | | |
| | 3 | | | |
| | | | | |
| PHASE II: | | | | |
| EDGR 5910 Statistics | 3 | | | |
| CON 5371 Pre-Practicum* | 3 | | | |
| CON 5361 Assessment | 3 | | | |
| CON 5373 Consultation | 3 | | | |
| CON 5304 Advanced School Counseling | 3 | | | |
| Advisor Approved/Electives | 3 | | | |
| | 3 | | | |
| | | | | |
| PHASE III: | | | | |
| CON 5372 Practicum** | | | | |
| CON 5390 Internship *** | 3 | | | |
| EDGR 5920 Educational Research | 6 | | | |
| | 3 | | | |
| | | | | |
| TOTAL HOURS: | | | | |
| | 51 | | | |

*Complete Mid-program Review

**Complete CPCE, Complete Application for Candidacy

*** Complete Application for Graduation, Complete Final Defense

Student

Date

Advisor

Student Address: _____

Telephone Number: _____

Major: _____

Date Admitted _____

Admission Status: _____ Conditions: _____
(Unconditional) (Conditional)

Conditions Met: _____
Date

Admission to Candidacy:

_____ Thesis Proposal Submitted to Advisor _____
(Date)

Comprehensive Exam (s):

Written: _____ Date Applied

_____ Date Taken

_____ Results

For school counseling students only: Praxis School Counseling Specialty Exam

Praxis Workshop Completed: _____ (Date)

Prerequisites: All courses and either during or after the internship/practicum

_____ Date Taken _____ Results

Final Forms

_____ Date thesis report signed by advisor (if applicable)

_____ Date admission to candidacy approved by SOE graduate office

_____ Date application for graduation filed with SOE

_____ Date application for graduation filed with registrar

_____ Date thesis defense if applicable

_____ Mid-Program Review

_____ Final Defense

Career Counseling Plan of Study
(for students admitted fall 2021 and beyond)

Name: _____

IDN: _____

| | Credit Hours Proposed | Year Completed | Grade |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|-------|
| PHASE I | | | |
| CON 5201 Ethical & Prof Orient to Counseling | 3 | | |
| CON 5310 Theories & Techniques | 3 | | |
| CON 5331 Psychosocial Development | 3 | | |
| CON 5320 Voc. Theory & Career Dev. | 3 | | |
| CON 5360 Multicultural & Gender Issues | 3 | | |
| CON 5351 Group Counseling | 3 | | |
| CON 5303 Introduction to School Counseling OR HEA 5001 Introduction to Student Affairs & Higher Education Administration | 3 | | |
| PHASE II: | | | |
| EDGR 5910 Statistics | 3 | | |
| CON 5371 Pre-Practicum* | 3 | | |
| CON 5361 Assessment | 3 | | |
| CON 5373 Consultation | 3 | | |
| CON 5325 Advanced Career Counseling | 3 | | |
| CON 5304 Advanced School Counseling OR HEA 5010 College Students & the Campus Environment | 3 | | |
| CON 5308 Counseling Children and Adolescents OR HEA 5005 Theories of College Student Development | 3 | | |
| CON 5340 Counseling Children with Special Needs or HEA 5020 Diversity in Higher Ed | 3 | | |
| PHASE III: | | | |
| CON 5372 Practicum** | 3 | | |
| CON 5390 Internship*** | 6 | | |
| EDGR 5920 Educational Research | 3 | | |
| CON 5360 Internship in School Counseling OR HEA Approved Elective | 3 | | |
| TOTAL HOURS: | 60 | | |

*Complete Mid-program Review

**Complete CPCE, Complete Application for Candidacy

*** Complete Application for Graduation, Complete Final Defense

Note: Career Counseling majors focus on career service delivery in either school or higher education setting.

| | | |
|---------|------|---------|
| Student | Date | Advisor |
|---------|------|---------|

Student Address: _____

Telephone Number: _____

Major: _____

Date Admitted _____

Admission Status: _____ Conditions: _____
(Unconditional) (Conditional)

Conditions Met: _____
Date

Admission to Candidacy:

_____ Thesis Proposal Submitted to Advisor _____
(Date)

Comprehensive Exam (s):

Written: _____ Date Applied

_____ Date Taken

_____ Results

Final Forms

_____ Date thesis report signed by advisor (if applicable)

_____ Date admission to candidacy approved by SOE graduate office

_____ Date application for graduation filed with SOE

_____ Date application for graduation filed with registrar

_____ Date thesis defense if applicable

_____ Mid-Program Review

_____ Final Defense

Career Counseling Plan of Study
(for students admitted prior to fall 2021)

Name: _____

IDN: _____

| | Credit Hours | Proposed Year | Completed | Grade |
|----------------------------------------------|--------------|---------------|-----------|-------|
| PHASE I | | | | |
| CON 5201 Ethical & Prof Orient to Counseling | 3 | | | |
| CON 5310 Theories & Techniques | 3 | | | |
| CON 5331 Psychosocial Development | 3 | | | |
| CON 5320 Voc. Theory & Career Dev. | 3 | | | |
| CON 5360 Multicultural & Gender Issues | 3 | | | |
| CON 5351 Group Counseling | 3 | | | |
| Advisor Approved Elective: | 3 | | | |
| | | | | |
| | | | | |
| PHASE II: | | | | |
| EDGR 5910 Statistics | 3 | | | |
| CON 5371 Pre-Practicum* | 3 | | | |
| CON 5361 Assessment | 3 | | | |
| CON 5373 Consultation | 3 | | | |
| CON 5325 Advanced Career Counseling | 3 | | | |
| | | | | |
| | | | | |
| PHASE III: | | | | |
| CON 5372 Practicum** | 3 | | | |
| CON 5390 Internship*** | 6 | | | |
| EDGR 5920 Educational Research | 3 | | | |
| | | | | |
| | | | | |
| TOTAL HOURS: | 48 | | | |

*Complete Mid-program Review

**Complete CPCE, Complete Application for Candidacy

*** Complete Application for Graduation, Complete Final Defense

Student

Date

Advisor

Student Address: _____

Telephone Number: _____

Major: _____

Date Admitted _____

Admission Status: _____ Conditions: _____
(Unconditional) (Conditional)

Conditions Met: _____
Date

Admission to Candidacy:

_____ Thesis Proposal Submitted to Advisor _____
(Date)

Comprehensive Exam (s):

Written: _____ Date Applied

_____ Date Taken

_____ Results

Final Forms

_____ Date thesis report signed by advisor (if applicable)

_____ Date admission to candidacy approved by SOE graduate office

_____ Date application for graduation filed with SOE

_____ Date application for graduation filed with registrar

_____ Date thesis defense if applicable

_____ Mid-Program Review

_____ Final Defense