

North Carolina Central University

School of Education



Counselor Education Master's Student Handbook

09/15/2026

Table of Contents

Meet the Counseling Faculty.....	6
Faculty & Staff Directory	10
Organization of the Program.....	12
Counselor Education Master's Program Mission.....	12
Counselor Education Master's Program Objectives.....	13
Clinical Mental Health Counseling Mission & Learning Outcomes	13
School Counseling Mission & Learning Outcomes.....	14
Career Counseling Mission & Learning Outcomes	14
Course Numbers and Names.....	15
Advising Process and Procedures.....	16
Academic Expectations and Policies.....	17
Satisfactory Progress and Academic Dismissal.....	18
Grade Appeal Policy and Grievance Procedures.....	18
School of Education Grievance Appeals Policy.....	21
Dispositions / Counselor-in-Training Dispositions and Behaviors.....	27
Transfer of Graduate Credit.....	28
Extension, Deferrals, Readmissions, Withdrawals & Leaves of Absence.....	28

Table of Contents (continued)

Course of Study / M.A. Requirements	29
Additional Requirements.....	34
Graduate Checkout and Thesis Information	38
University Resources	42
Financial Information	45
Professional Organizations.....	46
Plans of Study.....	48
Clinical Mental Health Counseling Plan of Study.....	49
School Counseling Plan of Study	52
Career Counseling Plan of Study.....	54
Dual Degree Information.....	56
Licensed Clinical Addictions Specialist (LCAS) Requirements.....	60
Licensure Information: School & Clinical Mental Health Counseling.....	61
Field Site Placement.....	61
Telemental Health Sessions.....	62
Eagles Counseling, Consultation, and Research Clinic.....	63

North Carolina Central University

Counselor Education Program

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

Global Community

H. M. Michaux, Jr School of Education Building

700 Cecil Street; Durham, NC 27707

(919) 530-7289

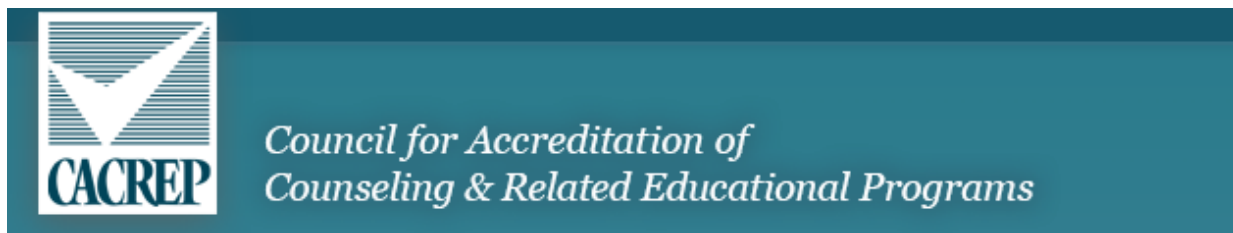
Ms. Juls Joyner, Administrative Support Associate (jjoyner@nccu.edu)

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

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

IRCEP Endorsed: www.IRCEP.org

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



Accreditation Our CACREP accreditation expiration date for all online and campus programs is October 31, 2030.

The Career Counseling program at North Carolina Central University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Clinical Mental Health Counseling program at North Carolina Central University is accredited by CACREP.

The School Counseling program at North Carolina Central University is accredited by CACREP.

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

Meet the Counseling Faculty

	Dr. Jeff Warren, <i>Interim Dean & Professor</i> Dr. Warren is the Interim Dean of the School of Education and a 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. He was awarded two grants as the Principal Investigator in excess of \$3.5 million.
	Dr. Chad Royal, <i>Professor & Chair, Counseling and Higher Education Department</i> Dr. Royal is a Professor of Counseling and the Counseling and Higher Education Department Chair. He is a co-author of three textbooks. Dr. Royal is a Licensed Clinical Mental Health Counselor Supervisor with over twenty-five years of experience working in the counseling field in mental health, school, non-profit organizations, and private practice. His primary research is the use of technology in counseling and counselor education, and he has authored a digital wellness model. Dr. Royal is the recipient of the 2023 NCCA Administrator of the Year Award.
	Dr. Jennifer Barrow, <i>Associate Professor & Director of School Counseling Track</i> Dr. Barrow is an Associate Professor of Counseling, a NC Licensed Clinical Mental Health Counselor Supervisor, a K-12 Licensed 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. Taheera Blount, <i>Associate Professor & Field Site Coordinator</i> Dr. Blount is an Associate Professor of Counseling & serves as our Field Site Coordinator. She is a LCMHC, NCC, and K-12 Licensed Professional School Counselor. She has experience working with children, adolescents, and families as a school counselor and licensed clinician. Dr. Blount is a LEADS Fellow in translational research offered through the University of Pittsburgh. Her research focus includes: student retention among 9th and 10th graders; the use of spirituality and religion to overcome addiction and recovery; and exploring the educational resilience of students whose parents suffer from substance use disorders. Dr. Blount is the 2025 recipient of the NCCA Innovation/Creativity in Counseling Award and the 2026 NCCU Excellence in Teaching Award.
	Dr. Adam Brandt <i>Assistant Professor & Eagles Clinic Co-Director of Community Outreach</i> Adam Brandt, Ph.D., holds a Master of Science in Education in Clinical Mental Health Counseling from the University of Dayton and a Doctor of Philosophy in Counseling and Counselor Education from North Carolina State University. He has clinical experience working with college students, adults, and teenagers. His clinical expertise is in obsessive-compulsive disorder, existential issues, and psycho-spiritual concerns. Adam's research interests include Buddhist psychology and the intersection of faith and multicultural development. He is also the recipient of the 2022 ASERVIC Research Award.
	Dr. Kelsey Hargrove, <i>Assistant Professor & Director of Clinical Supervision – Eagles Clinic</i> Dr. Kelsey Hargrove is a Licensed Clinical Mental Health Counselor Supervisor (LCMHCS), 500-hour Certified Yoga Teacher (CYT), and the founder of Living for Synergy Wellness, an embodied wellness practice dedicated to holistic psychotherapy, yoga, and clinical supervision. Dr. Hargrove's work focuses on integrating storytelling, mental health, cultural consciousness, and embodiment, to create accessible learning environments and wellness spaces. Dr. Hargrove is the recipient of NCCA's 2026 Jane E. Myers Wellness Counseling Award.

	Dr. Mia Kennedy, <i>Assistant Professor, Director of Career Counseling Track, and Eagles Clinic K-12 Partnerships & Outreach Director</i> Dr. Mia Kennedy is a licensed school counselor and clinical mental health counselor-associate with 17 years of professional counseling experience across K-12 and higher education settings. A proud graduate of North Carolina A&T State University (B.S., M.S) and North Carolina State University (Ph.D.), she has dedicated her career to promoting equitable access, culturally responsive support, and advocacy for students and families. Her research centers on school counselor preparation, career development, and anti-racist counseling practices, and she has shared her work at local, state, and national conferences. As the K-12 Partnerships and Outreach Director, Dr. Kennedy brings a strong foundation in community engagement, educational collaboration, and student-centered counseling. Her passion aligns seamlessly with the Eagle Counseling, Consultation, and Research Clinic's mission and vision.
	Dr. Kyla Kurian, <i>Associate Professor & Director of Doctoral Studies</i> Dr. Kurian is an Associate 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 served as the previous Chair of the NC Board of Licensed Professional Counselors and is presently serving as Co-Chair of the CACREP Board of Directors.
	Dr. Helen Lupton-Smith, <i>Professor & Co-Coordinator of Counseling</i> Dr. Lupton-Smith has served as one of the founding faculty and now Clinic Faculty Liaison to the Counselor Education program's community counseling clinic. She is passionate about teaching, supervision, clinic development/impact, and university/community partnerships and her research interests are in all those areas. She has counseling experience in school, agency, and college settings. Dr. Lupton-Smith served as 2025-26 President of the North Carolina Association of Counselor Education and Supervision (NCACES). She is the recipient of the 2026 NCCA Presidential Service Award.

	Dr. Karlesia Montague, <i>Assistant Professor & Director of the Addiction Studies Program</i> Dr. Montague is an Assistant Professor in the Department of Counseling and Higher Education. She is a Licensed Clinical Mental Health Counselor, Licensed Clinical Addiction Specialist, Nationally Certified Counselor, and Clinical Supervisor Intern. Dr. Montague has experience working with adolescents and adults in inpatient and outpatient settings. Her research interests include suicide prevention within marginalized populations, crisis preparation, and multicultural issues in mental health and higher education, specifically focusing on the Black/African American population. Dr. Montague also serves as a site team member for CACREP.
	Dr. Bredell Moody, <i>Assistant Professor & Director of Clinical Mental Health Counseling Track</i> Dr. Bredell Moody is an Assistant Professor in the Counselor Education Program. He received his Ph.D. in Counseling and Counselor Education from North Carolina State University. Before joining NCCU, Dr. Moody served as the embedded counselor for the NCSU graduate school and the Wilson College of Textiles. He was also a behavioral therapist at Avance Psychiatry and the Avance Care Centers of Excellence in Raleigh. Dr. Moody is a Licensed Clinical Mental Health Counselor, Provisionally Licensed Clinical Addiction Specialist, and a Certified Clinical Trauma professional. He has worked with diverse populations – people from different ethnicities, cultures, socioeconomic status, and different stages of development. His scope of practice includes addressing emotional and behavioral concerns, mood disorders, trauma, anxiety, depression, addictive behaviors, grief, stress management, anger management, and self-esteem concerns.
	Dr. Peggy Whiting, <i>Professor & Co-Coordinator of Counseling</i> Dr. Whiting is a Professor of Counseling, a Licensed Clinical Mental Health Counselor Supervisor, a former Licensed K-12 School Counselor, and a Fellow in Thanatology (grief counseling & education). Her research & clinical practice areas include crisis/trauma/grief counseling, narrative methodologies, grief education, and lifespan development. Dr. Whiting served as the 2021-22 President of the International Association of Death Education & Counseling. She is the recipient of the 2013 NC Outstanding Tenured Professor Award, the 2016 UNC Board of Governors Award for Excellence in Teaching, the 2020 NCCA Administrator of the Year Award and the 2026 ADEC Service Award for Contribution to the Thanatology Field.

	Ms. Juls Joyner, <i>Administrative Support Associate</i> Ms. Joyner is our departmental Administrative Support Associate. She assists with all procedures, forms, protocol, and communications with faculty and other NCCU divisions. Ms. Joyner is the contact person for all departmental inquiries. She is our end-all-be-all person without whom we could not smoothly operate! If you are wise, you will come to know who she is! You may reach Ms. Joyner at 919-530-7289 or jjoyner@NCCU.EDU.
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Faculty & Staff Directory

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

Jennifer Barrow, Ph.D., North Carolina State University

Associate Professor, Director of the School Counseling Track

(919) 530-6353 Office – #2131

jbarrow4@nccu.edu

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

Assistant Professor, Coordinator of Field Site Placement

(919) 530-5207 Office – #2126

tblount5@nccu.edu

Adam Brandt, Ph.D., North Carolina State University

Assistant Professor, Eagles Clinic Co-Director of Community Outreach

(910) 530-7072 Office -#2022

abrandt1@nccu.edu

Kelsey Hargrove, Ph.D., North Carolina State University

Assistant Professor & Director of Clinical Supervision – Eagles Clinic

(919) 530-6212 Office – #2123

khagr17@nccu.edu

Juls Joyner, Administrative Support Associate

Department of Counseling and Higher Education

(919) 530-7289 Office - #2088

jjoyner@nccu.edu

Mia Kennedy, Ph.D., North Carolina State University

Assistant Professor, Director of Career Counseling Track, and Eagles Clinic K-12 Partnerships & Outreach Director

(919) 530-7476 Office-#2023

mkenne17@nccu.edu

Kyla Kurian, Ph.D., North Carolina State University*Associate Professor, Director of Doctoral Studies*

(919) 530-6692 Office - #2122

kkurian@nccu.edu**Helen Lupton-Smith, Ph.D., North Carolina State University***Professor, Co-Coordinator of the Counseling Programs*

(919) 530-7584 Office - #2087

hluptons@nccu.edu**Karlesia Montague, Ph.D., University of North Carolina Charlotte***Assistant Professor, Director of the Addiction Studies Program*

(919) 530-5049 Office - #2125

kmontagu@nccu.edu**Bredell Moody, Ph.D., North Carolina State University***Assistant Professor, Director of Clinical Mental Health Program*

(919) 530-6691 Office - #2128

bmoody8@nccu.edu**Chad Royal, Ph.D., North Carolina State University***Professor, Chair of the Department of Counseling and Higher Education*

(919) 530-6691 Office – #2127

croyal@nccu.edu**Jeff Warren, Ph.D., North Carolina State University***Interim Dean, School of Education*

(919) 530-5180 Office – #2062

jeffrey.warren@nccu.edu**Peggy P. Whiting, Ed.D., Vanderbilt University***Professor, Co-Coordinator of Counselor Education*

(919) 530-6182 Office – #2021

pwhiting@nccu.edu

Organization of the Program

The Counselor Education Program at North Carolina Central University is housed within the Department of Counseling and Higher Education which consists of two graduate programs, Counselor Education and Higher Education Administration. Counseling graduates approximately 30 students per 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. NCCU began a Ed.D. program in Counseling, Counselor Education, and Supervision in the Fall 2025.

The Counselor Education Master's Programs are fully accredited by the Council for the Accreditation of Counseling & Related Educational Programs (CACREP) through 2030. 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. Dual majors must complete a minimum of 18 additional semester hours of credit including a 600-hour internship in a setting appropriate for that second major. Students will need to complete the form "[Dual Degree: Special Request to Add Second Major](#)" and submit it to their adviser for processing.

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 (100 clock hours) and internship (600 clock hours).

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 MASTER'S PROGRAM MISSION

The Counselor Education Master's 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 MASTER'S 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 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

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; Telehealth Counseling; Counseling in Rural Areas
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	Treatment of Addictive Disorder
CON 5328	Family Counseling and Addictions
CON 5331	Psychosocial Development and Behavioral Dynamics
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

Each student is assigned an academic adviser as your central point of contact for registration, career pathing decisions, troubleshooting, and general guidance. You will work with this adviser to set up your class sequence. Midway through each semester you should contact your adviser 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.

You have been 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 received 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 Banner 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.” Select “Student Registration” followed by “Register for Classes”. Select the Term you wish to register for and you will be prompted to provide an alternate PIN. Your alternative PIN is provided to you by your adviser and changes each semester. The alternate PIN is changed every semester to ensure that you and your adviser 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 adviser and copy Juls Joyner (jjoyner@nccu.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. We will help troubleshoot registration problems.

Registration Advising

It is essential that you communicate with your adviser on a regular basis. You should also look for announcements on the student section of the Program website (www.nccucounseling.com) at least ***weekly*** so you can remain up to date regarding any information you need. Please subscribe to our listserv at nccucounseling.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 (www.nccu.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 adviser. This ALT pin changes each semester to ensure you are meeting with your adviser 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 adviser 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 adviser and the Department Chair. Students using financial aid must take a minimum of 6 hours. For more information on registration see the [university catalog](#) (when the web page comes up, look for the drop-down menu in the photo header and choose the latest 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. A student may not graduate with more than one C. When a second C is earned, the student must retake one of the courses where a C was earned.

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 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**

The grade appeal policy is intended to provide a standardized, formal process for graduate students to resolve instances of alleged unfair or improper treatment in academic matters. The policy seeks to protect both students and faculty from acts of caprice, while preserving the integrity of the teaching/evaluation process. The policy is written to be consistent with the university's concern for due process through a system of appeals.

A student is allowed to remain in class during an appeal except in cases where the student's remaining in class would endanger human life or the integrity of the academic program.

Step 1: A student who believes that he or she has been graded unfairly or improperly must first schedule a conference with the concerned faculty member to attempt to arrive at a mutual understanding and to resolve any differences in an informal, cooperative manner. The student must express the appeal clearly, in writing, and listen to the instructor's rationale. The meeting should be scheduled within 10 class days of the incident or two weeks after the student could reasonably be expected to be informed of the assigned grade.

Step 2: If consultation with the instructor is impractical (e.g., death of the instructor or instructor is no longer at NCCU) or if the student is dissatisfied with the results of the initial conference with the instructor, the student must seek the assistance of the department chair within five class days of meeting with the instructor. If the instructor involved is the department chair or if a satisfactory solution is not reached, the student should seek the assistance of the associate dean. This contact should be made within five days of the meeting with the department chair. The associate dean's role is

to guide the student through the remaining steps of the appeals process. In no way is the role of the associate dean to be construed as that of advocate for either the student or the instructor.

Step 3: A student may choose to file a formal grievance. However, a formal grievance may be filed only after conferring with the associate dean. The grievance must include the following: (a) date of incident; (b) date of first meeting with instructor; (c) reasons for which the student contends that the assigned grade is improper or unfair; (d) reasons for which the student believes that the grade should be changed or for why other corrective action should be taken; and (e) copies of any and all pertinent examinations, papers, and other relevant materials.

Step 3a: To file a formal grievance, the student must submit four copies of the formal grievance to the associate dean. This formal grievance should be submitted on the form designed for that purpose. The grievance must be filed with the associate dean within 20 class days of the initial meeting with the instructor (Step 1).

(In cases of doubt concerning time limits, the associate dean will determine whether proper procedures have been followed.)

Failure to meet these deadlines forfeits the student's right of appeal under this policy. Further, it is understood that only issues documented in the grievance statement will be considered at the subsequent hearing.

Step 4: After a formal grievance has been filed, the associate dean must within two class days forward a copy of the student's grievance to the instructor, the instructor's immediate supervisor, and to the chairperson of the unit's Grade Appeals Board.

Step 5: The chair of the unit's Grade Appeals Board shall convene a meeting of the board not sooner than five and no later than 10 class days after receipt of the grievance statement. In a closed hearing, the student shall present the grievance, including any additional supporting evidence and pertinent arguments. The instructor will be allowed to respond to the student's grievance in the meeting.

Decisions by the Grade Appeals Board shall be determined as follows:

A vote concerning the student's grade appeal shall be taken by the faculty board members and a separate vote shall be taken by the student board members. If a majority of the faculty group or a majority of the student group vote against the student's appeal, the student's appeal is denied. If a majority of either group votes in favor of the student's appeal, the board shall recommend that the student appeal be granted.

Step 6a: If an appeal is determined to be unfounded at the hearing, the chair of the appeals board shall provide written notification of that fact to the student, the faculty member, and the immediate supervisor.

Step 6b: If an appeal is deemed valid, the appeals board shall forward its recommendation to the appropriate dean, including a written account of its deliberations and its recommendations for redress. The dean shall take whatever action is deemed appropriate.

Step 7: Should either the student or the faculty member be dissatisfied with the decision of the dean, a formal, written appeal may be made to the vice-chancellor for Academic Affairs, who will review all written material and make final disposition of the appeal. This final appeal must be filed within five class days of notification of the decision of the dean.

Exceptions to the procedure

If a student is unable to file an appeal because it is the end of classes for a spring or a summer session, the student must, within 20 days of the end of that session, notify the concerned instructor and department chair in writing of his or her intention to appeal a grade when classes resume in the fall. The timetable described in Step 1 is initiated by the beginning of classes in the fall semester.

If the aggrieved student is graduating, a separate process designed to expedite the matter will be followed. The latter process is described as follows:

Step 1: Conference with instructor

Step 2: Conference with department chair or associate dean if the matter cannot be resolved in the department.

Step 3: Meet with appeals board. To expedite the matter, the appeals board will establish a time to hear any grievance for which redress is sought. Such a time for hearings should be set not less than 24 hours before the graduation ceremony is scheduled to begin.

**NCCU SCHOOL OF EDUCATION
GRIEVANCE APPEALS POLICY
REVISED BY THE SCHOOL OF EDUCATION FACULTY AUGUST 16TH, 2013**

1. Introduction

This regulation provides a procedure for graduate and professional students to make claims that their rights under law or university policy have been violated. This procedure is to be used to resolve grievances against decisions or actions that were made by employees or agents of North Carolina Central University (NCCU).

2. What May Be Grieved

2.1 Student grievances are limited to matters that both:

2.1.1 Adversely affect the student; and

2.1.2 Involve a misapplication or misinterpretation of university policy, regulation, or rule, or a violation of state or federal law. Grievances may not be used to challenge policies or procedures of general applicability.

2.1.3 Claims of Discrimination. If a student claims a violation of the NCCU Equal Opportunity and Non-Discrimination Policy Statement as a basis for a grievance, the matter shall be referred to the NCCU Director for EEO in the Department of Human Resources for review.

3. What May Not Be Grieved

The following items may not be the basis for a grievance:

3.1 Test grades or partial grades;

3.2 Claims based on purchases or contracts;

3.3 Claims not directly related to a faculty member or administrator's status as an employee at NCCU;

3.4 Student Disciplinary decisions, since there is a separate procedure (administered by the Office of Student Rights and Responsibility) for them; or

3.5 Complaints, grievances or appeals that are subject to another university procedure (e.g.residency appeals, FERPA grievances, research misconduct).

4. Coverage

The procedures set forth below may be used by persons who are enrolled as NCCU graduate and professional students. The person filing the grievance must be the alleged victim of unfair treatment that is related to his or her status as a graduate/professional student. A grievance cannot be filed on behalf of another person.

5. Other Remedies

The existence of this procedure does not bar a student from also filing claims in other forums to the extent permitted by state or federal law.

6. Time Limits

Any grievance should be filed within sixty (60) calendar days from the decision, action, or event forming the basis of the grievance. Filing occurs when the written grievance is provided to the department head, dean, or vice chancellor. This time limit may be extended by the applicable department head, dean, or vice chancellor for good cause shown, if the grievant makes a request for extension within the sixty (60) day period.

7. Informal Resolution, Generally

7.1 Grade Grievances. Before submitting a written grievance, the student must first pursue informal resolution of grade grievances by discussing the matter with the instructor who issued the grade to the student. If informal resolution is not satisfactory, the student may proceed in accordance with Section 8.

7.2 Academic Performance or Guidance Grievances. If the grievance is related to the student's overall academic performance or to the quality of the guidance received from the student's advisor or advisory committee, the student should consult first with the chair of the advisory committee. If satisfactory resolution is not attained, the student should consult next with the department chair of graduate/professional programs in their school or college for his or her program. The Dean of Graduate Studies (DGS) should investigate the matter and may, as appropriate, consult with the department head, the Graduate School (Law School, etc.), and the advisor and advisory committee. If the program is interdepartmental, consultation with more than one department head may be appropriate. If the DGS is the advisor, the informal process may proceed to the department head with supervisory authority over the DGS. If informal resolution is not satisfactory, the student may proceed in accordance with Section 9.

7.3 Other Grievances. Before submitting a written grievance, the student should first attempt resolution of the issue with the person(s) responsible for the action or decision being grieved. If the parties are interested in mediation, they may contact the Department of Human Resources (Employee Relations) about the use of mediation as part of an informal resolution process. If informal resolution is not satisfactory, the student may proceed in accordance with Section 10.

8. Grade Grievances- Formal Resolution

8.1 These procedures apply to grievances relating to the misapplication or misinterpretation of university policy, regulation, or rules that affect a student's final course grade. Test grades or partial grades cannot be the basis of a grievance.

8.2 If informal resolution has failed (see Section 7.1) a student may file a written grievance with department head of the instructor of the course. The grievance must state that informal resolution was

attempted and resulted in an unsatisfactory outcome. The department head (or designee) shall review the matter and issue a written decision to the student and instructor. If the student remains unsatisfied, he or she may grieve in writing to the dean of the college with supervisory authority over the department head. The dean shall inform the instructor of the student's appeal, and allow the instructor to file a written response to the appeal within five (5) business days of the instructor's receipt of notice. The dean (or designee) shall review the appeal and the department head's decision. The dean (or designee) may at his or her discretion convene an advisory panel to review the appeal and provide recommendations for a decision on the matter. Composition and tasking of the panel will be at the dean's (or designee's) discretion. The dean (or designee) shall prepare a written decision and send it to the student, instructor, and department head. All documents and recordings that are part of the dean's review will become part of the official record. If the matter is appealed beyond the dean's office, the appeal will be governed by Sections 11 and 12 below.

8.3 In no event shall persons who review a grade grievance substitute their subjective judgment for the judgment of the instructor. However, grievances may be substantiated if it is determined on the basis of the evidence that the grade was based on a factor other than academic merit, or if there has been a clear error in grading based on objective criteria.

9. Academic Performance Or Guidance Related Grievances– Formal Resolution

9.1 These procedures apply to grievances involving overall academic performance or to the quality of the guidance received from the student's advisor or advisory committee.

9.2 If informal resolution results in an unsatisfactory outcome (see Section 7.2), students may file a written grievance to the department chair with supervisory authority over the program(if the student's program is within a single department). The grievance must state that informal resolution was attempted and resulted in an unsatisfactory outcome. The department chair shall investigate the matter and issue a written decision to the student with a copy to the dean of the college with supervisory authority over the department chair. If the grievant remains unsatisfied, he or she may submit written notice, along with copies of the written documents exchanged with the department chair and dean, to the Dean of Graduate Studies (Dean of the Law School). The Dean shall work with the department head and the appropriate college dean with supervisory responsibility for the program, in an attempt to resolve the matter. The Dean of Graduate Studies (Dean of the Law School) will respond in writing to the student within a reasonable period of time.

9.3 If the student is in an interdepartmental or multidisciplinary program where no single department head has authority over the program, the initial written complaint should be submitted to the Dean of Graduate Studies (Law School), who will work with the department chair and the dean of the college with supervisory responsibility for the program to produce a written response to the student.

9.4 If the matter is appealed beyond the Dean Graduate Studies (Law School), the appeal will be governed by Sections 11 and 12 below.

10. Other Grievances- Formal Resolution

10.1 These procedures apply to grievances that do not fall under Sections 8 and 9 but are permissible under Section 2 of this regulation.

10.2 If informal resolution is not successful in resolving the matter (see Section 7.3) a student may file a written grievance with the person having supervisory responsibility (or higher administrative authority) over the individual against whom the grievance is filed. The grievance must state that informal resolution was attempted and that an unsatisfactory outcome was the result. The supervisor (or higher administrative authority) shall investigate and review the matter, and issue a written decision to the student. If the supervisor (or higher administrative authority) is a dean, he or she may convene an advisory panel to review the grievance and provide a recommendation for resolution of the matter. Composition and tasking of the panel will be at the dean's discretion, but shall be comprised of at least one graduate student. All documents and recordings that are part of the review will become part of the official record. If the decision is appealed, the appeal will be governed by Sections 11 and 12 below.

10.3 If the student claims violation of NCCU Equal Opportunity and Non- Discrimination Policy Statement as a basis for all or part of the grievance, the grievance will be held in abeyance while the Equal Opportunity Officer (EEO) reviews the matter. The supervisor (or higher administrative authority) who receives a written grievance from a student is responsible for promptly sending the grievance to the EEO if the grievance includes a discrimination claim. The EEO shall respond promptly and shall notify the supervisor when the EEO role is concluded. Within ten (10) business days from receipt of the EEO response, the supervisor shall then ask the grievant if he/she wishes to continue with the grievance in light of the EEO review and any administrative action on that review. If the grievance proceeds as outlined in Section 10.2 above, either party may offer any the Equal Opportunity Officer report as evidence.

11. Appeal Routes

11.1 Grade grievance decisions may be appealed to the Provost and Vice Chancellor whose decision on appeal is final, and no further appeal is permitted.

11.2 All other grievance decisions may be appealed to the Dean of Graduate Studies (Law School), whose decision on appeal is final, and no further appeal is permitted.

11.2 All Other Grievance Decisions May Be Appealed To The Dean Of Graduate Studies (Law School), Whose Decision On Appeal Is Final, And No Further Appeal Is Permitted.

12. Appeal Procedures

12.1 Depending on the type of grievance, as outlined in Section 11, the aggrieved party may appeal the decision by delivering written notice of appeal to either the Provost or the Dean of the Graduate Studies (Law School) , with a copy to the university administrator whose decision is being appealed, within ten (10) business days after receipt of the decision. Appeals received more than ten (10) days after the decision was received (or delivery of the decision was attempted) may be dismissed.

12.2 The written notice of appeal must:

12.2.1 Identify the person whose decision is being appealed;

12.2.2 Provide a brief statement of the grounds for appeal, which at minimum should contain a list of alleged errors in the decision or decision- making process;

12.2.3 Indicate what remedy is requested;

12.2.4 Be signed and dated by the person filing the appeal; and

12.2.5 Include a copy of the decision being appealed.

12.3 Grounds for an appeal are limited to showing that the decision was clearly erroneous, and that the alleged errors violated applicable university policies, regulations or rules, or federal or state law. The appeal should state which law(s), university policies, regulations or rules were violated by each of the alleged errors.

12.4 Once notice of appeal has been delivered, the responsible university administrator whose decision is being appealed shall forward the official record to person designated to review the appeal. The record shall consist of all information considered in the decision- making process, and the decision(s) of the applicable assistant/associate dean, dean, or supervisor. The record shall be compiled in chronological order to the extent feasible, and shall include a table of contents.

12.5 The Provost or Dean of the Graduate Studies (Law School) may , at his or her discretion, convene an advisory panel to review the appeal and provide recommendations for a decision on the matter. Composition and tasking of the panel will be at the Dean or Provost's discretion, but shall be comprised of at least one graduate student.

12.6 The Provost or Dean of the Graduate Studies (Law School) may ask the parties to submit written statements of their respective positions on appeal. There is no right to a hearing or oral presentation. The person reviewing the appeal will render a written decision, to be sent to the parties, based solely on review of the record of the case, the recommendation of the panel (if any), and any written statements submitted by the parties. The Dean of the Graduate Studies (Law School) or Provost's decision shall be final and no further appeal is permitted.

13. Confidentiality

All persons involved in the grievance proceeding are expected to maintain strict confidentiality regarding the grievance. State and federal laws govern the privacy rights of students. Any questions about the disclosure of information should be directed to the Dean of the Graduate Studies (Law School) or designee in writing, who shall consult with the Office of General Counsel.

14. Modification

The Chancellor may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights, policies of the North Carolina Central University Board of Trustees, or policies and rules of the University of North Carolina.

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 adviser 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 the 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. Annually, each individual student is assessed by the entire faculty regarding dispositional progress or concern. Students will receive a yearly letter summarizing the faculty assessment. Additionally, the Counselor Education program has a committee structure to evaluate student conduct and progress (the Dispositions Committee). This assigned committee convenes when dispositional issues emerge. It is the responsibility of this committee to specify the remediation plan and outcome.

Another critical evaluation occurs at the Mid-Program Review which happens 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 adviser serves as the contact person as the action plan unfolds.

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 to address fit for service, the student can be dismissed from continuation in the program.

Counselor-in-Training Dispositions 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 adviser and the School of Education Graduate Council. To request that coursework be transferred, a student must complete the transfer request form located on the counseling website at <http://www.nccucounseling.com/student2/index.php/forms> . The form must be submitted with two official transcripts of the coursework to your Faculty Adviser. 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.

The North Carolina Board of Licensed Clinical Mental Health Counselors has recently made changes about the criteria for courses acceptable for licensure. To ensure your previous coursework fulfills requirements, you will find more information here: <https://www.ncblcmhc.org/licensure>.

Extension, Deferrals, Readmissions, Withdrawals, and Leaves of Absence

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 to secure the admission slot. Students who are enrolled in classes but need to **withdraw** may discuss this with their adviser 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 adviser and submit the **Leave of Absence Form** on our website. All of these forms can be found at <http://www.nccucounseling.com/student2/index.php/forms>.

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 majors require a cumulative GPA of 3.0 or higher. All three majors 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	Multicultural and Gender Issues in Counseling				
CON 5351	Principles and Procedures of Group Counseling				

Each major track (Career, School, Clinical Mental Health) has specialty courses related to counseling delivery in that setting. For complete plans of study:

<https://www.nccucounseling.com/student2/index.php/advising/plans-of-study>

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 Treatment of Addictive Disorder (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 Family Counseling and Addictions (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 Clinical 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. Organization and Administration of Higher Education (3) This course introduces 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 during 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 follow instructions for the CPCE given on the counseling website and in the newsletter.

A student who fails to pass the CPCE, after a period of one semester, may apply for and secure re-examination. Should a second failure occur, a third examination is possible upon recommendation of the program coordinators and department chair. 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.

Mid-Program Review

Students must complete the Mid-Program Review before they can be placed in Practicum. The Mid-Program Review occurs during the Pre-Practicum class. 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 Review is for endorsement by faculty for field placement. Faculty serve as gatekeepers for the public.

Legal Transparency Before Field Placement

Students who encounter legal charges while in our program must be truthful and transparent about these charges, following the ACA Code of Ethics professional value of "veracity." They are required to share any pending criminal charges with the Field Service Coordinator and Committee. This includes providing a description of the charges and their current status. If charged with the crime, this will impact the student's ability to receive licensure as a School Counselor and/or Clinical Mental Health Counselor. Charges also may prohibit 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. All paperwork must be typed with appropriate signatures. A student request is needed for a current place of employment to be considered as an appropriate field placement. Students may find this form at <http://www.nccucounseling.com/student2/index.php/forms>. Students must obtain liability insurance by becoming members of a professional organization like the American Counseling Association (ACA).

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. 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 the form for requesting placement at a place of employment at <http://www.nccucounseling.com/student2/index.php/forms>. Students must obtain liability insurance by becoming members of a professional organization like the American Counseling Association (ACA).

Final Defense

All degree-seeking students must successfully complete a final defense assignment in their final internship class in order to graduate. Students will be given a case study related to their major as the final applied, integrative learning experience. The final defense demonstrates the student's mastery of the program learning outcomes of their major. The internship faculty supervisor determines a passing evaluation for each student.

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 virtually upon admission to the program and serves as an introduction to faculty, fellow students, and program expectations. Attendance at the virtual 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 days in length, and attendance is required and non-negotiable.

Graduate Student National Certified Counselor (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 upon passing of the CPCE. 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 Associate 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 (LCMHC-A). Students in this program should become familiar with the North Carolina Board website (<https://ncblcmhc.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 Professional School Counselors. Students in this program should prepare to take the Praxis II specialty exam in professional school counseling during their final semester of studies.

North Carolina Department of Public Instruction (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. Students preparing for graduation will initiate the application for graduation form. This form is completed digitally prior the stated deadline. The academic advisor follows the student’s application by completing the academic approval form verifying readiness for graduation.

Approval for Thesis

Admission to Candidacy for the Master’s degree when the thesis option is selected usually follows successful completion of a minimum number of credit hours of graduate course work in the program and passing a comprehensive written examination or acceptance of thesis proposal by the college/school. Once the graduate student has met eligibility requirements, the student’s Graduate Faculty Advisor starts the recommendation for admission to candidacy by preparing application forms provided by the School of Graduate Studies.

The student in consultation with his/her Graduate Faculty Advisor (must have graduate faculty status) identifies two or more other graduate faculty members to serve on the student’s Graduate Committee for the thesis. The Graduate Faculty Advisor serves as the chairperson of the student’s Graduate Committee. The student with his/her Graduate Committee develops a plan for the thesis. The Title and Plan for the Thesis is approved by the academic department for the graduate program.

After department and college/school approval, the application for Admission to Candidacy for the Master’s Degree is submitted to the Dean of the School of Graduate Studies. The Dean of the School of Graduate Studies reports the admission to candidacy to the University Registrar for posting on the

student's transcript and notifies the graduate student that he/she is approved as a Candidate for the Master's Degree.

Admission to candidacy should be met no later than one semester before the student wishes to apply for graduation. Students should refer to program specific eligibility requirements for candidacy in non-thesis, internship/practicum portfolio or coursework option graduate programs.

Candidates for the master's degree must produce an acceptable Thesis when this is the chosen option in the graduate program. The preparation of the thesis should show the capacity of the student under guidance to accomplish independent investigation, and it must demonstrate mastery of the methodology of research. It is not expected or required that the thesis in every case be an original contribution to knowledge. The student, in the preparation of the thesis, is concerned with knowledge and the evidential bases on which the knowledge rests.

Each semester the student is working on thesis he/she must be registered for at least one (1) credit hour of thesis course. Credit equal to that of one full course (3 semester hours) will be granted when a thesis is successfully defended. A maximum of six credit hours can be awarded for a thesis. The student's Graduate Committee chaired by the Faculty Advisor serves as the student's graduate examining committee for the thesis and oral defense. Review and approval of the thesis is the responsibility of the student's graduate examining committee and the academic department for the graduate program.

An electronic copy of an acceptable thesis must be inspected in the Graduate Office for compliance with the Graduate School's requirements of form and style. Final approved documents must be recorded in the Office of Graduate Studies-Enrolled Student Services not later than the date specified in the academic calendar. A copy of the regulations regarding form, style, and physical requirements for theses and procedures for electronic submission may be obtained here:

<https://myeol.nccu.edu/sites/default/files/2021-04/Thesis-and-Project-Guidelines.pdf>

 NORTH CAROLINA CENTRAL UNIVERSITY FOUNDED 1910	SCHOOL OF GRADUATE STUDIES	PLAN OF THE THESIS OR PROJECT
---	----------------------------------	--------------------------------------

STUDENT ID
NUMBER

8	2	0	-			-			
---	---	---	---	--	--	---	--	--	--

NAME (Please **PRINT**): _____

E-mail: _____

Proposed Title of: ☐ Thesis ☐ Project:

Please give a brief summary of the proposed work.

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: _____

The Final Report on the Master's Thesis Defense document can be found at

<https://www.nccucounseling.com/student2/index.php/forms/file/5-final-report-on-the-master-s-thesis-defense>

For those who opt to complete a thesis, you will need to bring three typed copies of this document with you to your scheduled thesis defense.

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 [NCCU Accommodate Website](#) and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised 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 must register with SAS.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at <https://www.nccu.edu/administration/ola/policies-regulations-and-rules>. Any individual may report a violation of the Sexual Harassment 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 www.nccu.edu/titleix

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. <https://www.nccu.edu/dsa/health-wellness/counseling-center>

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://www.nccu.edu/dsa/student-support/cpdc>.

Veterans Services

One of the goals of the faculty and the NCCU Veterans Affairs Office (VA) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VA'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 VA during the first weeks of class so that we may support and assist you. During your matriculation, the VA 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](https://www.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 919-530-6317, 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 919-530-7523. <https://www.nccu.edu/administration/administration-and-finance/campus-enterprise/eagle-card-office>

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 <https://www.nccu.edu/library> 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>

Engagement (formerly Office of Spiritual Development and Dialogue)

Engagement is the cornerstone of the Eagle experience at NC Central. The Engagement segment encompasses Student Development and Support, New Student and Family Programs, Spiritual Development and Dialogue, and Student Engagement and Leadership (SEAL).

Contact Info: (919) 560-6201 or <https://www.nccu.edu/dsa/engagement>

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 Police 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)530-6106.

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 \(FAFSA\)](https://www.fafsa.gov) must be completed online at [www.FAFSA.gov](https://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

For a breakdown of costs, please click [HERE](#).

Application Process for Summer Financial Aid

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 \(FAFSA\)](https://www.fafsa.gov) 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 adviser 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://www.nccu.edu/sgs/funding-your-graduate-education>. Some graduate assistantships include tuition remission if students render services as teaching assistants, research assistants or office assistants. A per semester stipend may also be awarded.

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.

North Carolina State Organizations – 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 <https://www.n2ca.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 <https://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 <https://nccdaonline.org/>.

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>, contact Dr. Bredell Moody, or see our chapter site at <https://www.csi-net.org/members/?id=18210486>.

Plans of Study

- Second degree students are those who have completed and been awarded another graduate masters or doctoral degree. These students have individualized plans of study that may waive courses that have been previously taken. All students graduating with a master's degree must complete a minimum of 36 hours. Academic advisers will detail the individual plans if any courses are waived. Clinical Mental Health students must be aware of state licensure requirements and what courses are acceptable for that state's license.
- Non-degree students have previously taken NCCU courses that fit with the plan of study for their major. These classes are automatically included on the NCCU transcript.
- Transfer credits are those graduate courses deemed acceptable from another university or another NCCU graduate program. Students in other graduate programs at NCCU or other counselor education programs must go through the formal Counselor Education Program admission process to be considered for admission. If admitted, a maximum of 12 hours of approved coursework can be transferred into one of our programs. That coursework must be comparable to the courses at NCCU and formally approved by the program for transfer. Transferable courses will be less than two years old, and the student must have received a B or better in them.

<http://www.nccucounseling.com/student2/index.php/forms>

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 Clinical 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 Counseling	3			
PHASE II:				
EDGR 5910 Statistics	3			
CON 5371 Pre-Practicum*	3			
CON 5361 Assessment, Eval, & Analysis in Counseling	3			
CON 5362 Diagnosis, Assessment & Psychopathology	3			
CON 5373 Consultation	3			
Adviser Approved/Electives	3			
PHASE III:				
CON 5372 Practicum**	3			
CON 5390 Internship***	6			
EDGR 5920 Educational Research	3			

TOTAL HOURS:	60			
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*Complete Mid-program Review

**Complete CPCE, Complete Application for Candidacy

*** Complete Application for Graduation, Complete Final Defense

_____ Student	_____ Date	_____ Adviser
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Student Address: _____

Telephone Number: _____

Major: _____

Date Admitted _____

Admission to Candidacy:

_____ Thesis Proposal Submitted to Adviser _____
(Date)

Comprehensive Exam (s):

Written: _____ Date Applied

_____ Date Taken

_____ Results

Final Forms

_____ Date thesis report signed by adviser (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, Eval & Analysis in Counseling	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			
Adviser-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

 Adviser

Student Address: _____

Telephone Number: _____

Major: _____

Date Admitted _____

Admission to Candidacy:

 _____ Thesis Proposal Submitted to Adviser _____
 (Date)

Comprehensive Exam (s):

Written: _____ Date Applied

_____ Date Taken

_____ Results

Final Forms

_____ Date thesis report signed by adviser (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 Organization and Administration of Higher Education	3		
PHASE II:			
EDGR 5910 Statistics	3		
CON 5371 Pre-Practicum*	3		
CON 5361 Assessment, Eval, & Analysis in Counseling	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			
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*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
Adviser

Student Address: _____

Telephone Number: _____

Major: _____

Date Admitted _____

Admission to Candidacy:

_____Thesis Proposal Submitted to Adviser _____
(Date)

Comprehensive Exam (s):

Written: _____ Date Applied _____

Date Taken _____

Results

Final Forms

_____ Date thesis report signed by adviser (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

Dual Degree

If you decide to add a second major, aka, "dual-major" (in other words, add another program of study to your current one), there will be some classes that you will need to add to your current program of study (or "major"). You will need to discuss this plan with your adviser - and gain their approval before adding an additional program. There will be some additional elements that you will need to complete:

- You will need to complete the form "Dual Degree: Special Request to Add Second Major" and submit it to your adviser for processing. This form is located in the forms area. Look for "Adding a Second Major".
- When it comes time to fill out your Application for Graduation, you will need to fill out two sets of documents (one for each major). When you graduate, you will receive two diplomas - and both degrees will be noted on your transcript.

Below are the different options for completing two degrees:

***If you are admitted as a School Counseling major and you would like to add Clinical Mental Health Counseling Program of Study:**

You will complete your School Program of Study and add the following classes:

- CON 5362: Advanced Assessment / Diagnosis, Assessment, and Psychopathology (3 hours)
- CON 5306: Intro to Addictions Counseling (3 hours)
- CON 5307: Crisis, Trauma, and Grief Counseling (3 hours)
- CON 5321: Intro to Family Counseling (3 hours)
- CON 5381: Intro to Mental Health Counseling (3 hours)
- CON 5390: Internship in Mental Health Counseling (600 hours - 6 hours) (NOTE: This is in addition to your 600-hour school counseling internship)

These additions will add 18 hours to your current School Counseling Plan of Study if you took one of the above classes as your "advisor-approved elective".

***If you are admitted as a School Counseling major and you would like to add the Career Counseling Program of Study:**

You will complete your School Program of Study and add the following classes:

- CON 5325: Advanced Career Counseling (3 hours)
- CON 5303: Intro to School OR HEA 5001 Org and Admin of Higher Ed (3 hours)
- CON 5304: Adv School OR HEA 5010: College Students and Campus Env (3 hours)
- CON 5340: Couns. Children OR HEA 5020: Diversity in Higher Ed (3 hours)
- CON 5390: Internship in Career Counseling (600 hours - 6 hours) (NOTE: This is in addition to your 600-hour mental health counseling internship)

These additions will add 18 hours to your current School Plan of Study unless you took one of the above classes as your "advisor-approved elective". If you are using one of the above courses as your "advisor-approved elective", you will need to select an additional 3-hour school counseling or higher

education administration elective. You MUST complete 18 hours (beyond the 60-hour school counseling plan of study) to receive dual degrees.

***If you are admitted as a Clinical Mental Health Counseling major and you would like to add the School Counseling Program of Study:**

You will complete your Clinical Mental Health Program of Study and add the following classes:

- CON 5303: Intro to School Counseling (3 hours)
- CON 5304: Advanced School Counseling (3 hours)
- CON 5308: Counseling Children and Adolescents (3 hours)
- CON 5340: Counseling Students with Special Needs (3 hours)
- CON 5350 Clinical Interventions in Events of Crisis, Grief, and Trauma (3 hours)
- CON 5390: Internship in School Counseling (600 hours - 6 hours) (NOTE: This is in addition to your 600-hour mental health counseling internship)

These additions will add 18 hours to your Clinical Mental Health plan of study if you took one of the above classes as your "advisor-approved elective".

***If you are admitted as a Clinical Mental Health Counseling major and you would like to add the Career Counseling Program of Study:**

You will complete your Clinical Mental Health Program of Study and add the following classes:

- CON 5325: Advanced Career Counseling (3 hours)
- CON 5303: Intro to School OR HEA 5001 Org and Admin of Higher Ed (3 hours)
- CON 5304: Adv School OR HEA 5010: College Students and Campus Env (3 hours)
- CON 5340: Couns. Children OR HEA 5020: Diversity in Higher Ed (3 hours)
- CON 5390: Internship in Career Counseling (600 hours - 6 hours) (NOTE: This is in addition to your 600-hour mental health counseling internship)

These additions will add 18 hours to your current Mental Health Plan of Study unless you took one of the above classes as your "advisor-approved elective". If you are using one of the above courses as your "advisor-approved elective", you will need to select an additional 3-hour school counseling or higher education administration elective. You MUST complete 18 hours (beyond the 60-hour Mental Health counseling plan of study) to receive dual degrees.

***If you are admitted as a Career Counseling major and you would like to add the Clinical Mental Health Counseling Program of Study:**

You will complete your Career Program of Study and add the following classes:

- CON 5362: Advanced Assessment / Diagnosis, Assessment, and Psychopathology (3 hours)
- CON 5306: Intro to Addictions Counseling (3 hours)
- CON 5307: Crisis, Trauma, and Grief Counseling (3 hours)
- CON 5321: Intro to Family Counseling (3 hours)
- CON 5381: Intro to Mental Health Counseling (3 hours)
- CON 5390: Internship in Mental Health Counseling (600 hours - 6 hours) (NOTE: This is in addition to your 600-hour career counseling internship)

These additions will add 18 hours to your current Career Counseling Plan of Study if you took one of the above classes as your "advisor-approved elective".

***If you are admitted as a Career Counseling major and you would like to add the School Counseling Program of Study:**

You will complete your Career Program of Study and add the following classes:

- CON 5303: Intro to School Counseling (3 hours)
- CON 5304: Advanced School Counseling (3 hours)
- CON 5308: Counseling Children and Adolescents (3 hours)
- CON 5340: Counseling Students with Special Needs (3 hours)
- CON 5350 Clinical Interventions in Events of Crisis, Grief, and Trauma (3 hours)
- CON 5390: Internship in School Counseling (600 hours - 6 hours) (NOTE: This is in addition to your 600-hour career counseling internship)

These additions will add 18 hours to your current Career Counseling Plan of Study if you took one of the above classes as your "advisor-approved elective". This option is ONLY available for those Career Counseling students who complete the HEA route for their primary plan of study.

Licensed Clinical Addictions Specialist (LCAS) Requirements

(please discuss the sequence and requirements of these classes with your adviser)

NCCU's Criteria C program meets the eligibility for the North Carolina Addictions Specialist Professional Practice Board requirement of 180 hours of substance abuse specific education for the LCAS credential. Students interested in pursuing an addiction credential outside of NC must contact that specific state addiction board for information about their educational requirements. In essence, students who complete our program are only eligible for the LCAS in the state of NC.

In order to add the requirements for Licensed Clinical Addictions Specialist (LCAS), students are required to take the following classes:

- CON 5306: Introduction to Addiction Counseling
- CON 5326: Traditional and Contemporary Issues in Addiction
- CON 5327: Treatment of Addictive Disorder
- CON 5328: Family Counseling and Addictions
- CON 5390: Internship, 3-hours in an addiction treatment setting*

*The site supervisor must be a qualified addiction counselor. Appropriate credentials include LCAS, CSI or CCS.

Students will not qualify for Criteria C if they do not complete a Criteria C approved internship in the appropriate setting. Students are required to complete a 300-hour internship at an addiction specific treatment facility. Students will engage in 120 direct hours of addiction specific clinical work and 180 indirect hours of counseling related work. Students are expected to participate in activities related to the 12 core functions of a substance abuse counselor under the supervision of an approved supervisor. Direct and indirect counseling related activities will be tracked using our counseling log.

All students who are pursuing the LCAS credential are enrolled in CON 5390 in the designated addiction internship section. During internship, students will attend and participate in group counseling to obtain the required 30 hours of clinical supervision by the university supervisor. The assigned university supervisor/faculty member is a NC Board approved addictions clinical supervisor. Site supervisors will have the appropriate licensure to include LCAS, CCS or CSI.

Vetting Process for Placement: Field placement is discussed during two prerequisite classes: CON 5351 Group Counseling and CON 5371 Pre-Practicum. Students are also provided with a list of approved placement sites. However, students are permitted to explore clinical sites not on the list. If students desire to intern at a site not on the approved list, they will notify the Field Placement Committee to initiate an interview with the prospective site supervisor. The committee will schedule an interview with the site supervisor to ensure the site and supervisor meet the LCAS program requirements (i.e., appropriate site, site supervisor has the appropriate credentials and experience, etc.). The Field Placement Committee includes faculty with the LCAS credential who will guide the vetting of addiction-specific sites.

Information about Licenses to Practice School Counseling & Clinical Mental Health Counseling

Our curricula for school counseling and clinical mental health counseling are aligned with the standards to practice in North Carolina. Students should consult the Department of Education in the state where they hope to practice for additional prerequisites for the professional school counseling credential. Additionally, students should consult the clinical mental health counseling board in the state where they hope to practice for additional prerequisites for the license to practice clinical mental health counseling.

Licensure is granted in both school and clinical mental health by the state where counseling practice will occur.

Field Site Placement

Students are required to complete a 100-clock hour practicum and a 600-clock hour internship in a setting related to their primary major. These hours include both direct and indirect service to clients. Students adding a second major are required to complete an additional 300-clock hour internship. Approved site supervisors are required to attend the program's Field Site Orientation conducted by the Field Site Coordinator. Below is relevant information related to the student placement:

- * All students must purchase professional liability insurance.
- * Students may not see clients outside of the time parameters of the semester they are enrolled (without faculty supervision students may not see clients given the limitations of student liability insurance).
- * Site supervisors must have a Master's degree in Counseling, Social Work, or Psychology and at least 2 years of clinical experience.
- * As part of our role to monitor student progress, students must be able to record a minimum of 6 audio recordings of sessions with clients conducted with written consent.

* Clinical mental health agencies must provide security procedures for client check-in to ensure safety.

* Before assigning a student to any case, the clinical supervisor will ensure the appropriate assignment and consider the developmental needs of students. Clinical supervisors should not assign high-stakes cases (i.e. cases of divorce, custody battles, Child Protective Services) to practicum or internship students.

* We prefer that sites provide the practicum/internship student with a workspace computer. If the student is using their personal laptop, client documentation **must** protect confidentiality that complies with the ACA Code of Ethics.

Telemental Health Sessions

We will not endorse placements that do not have a physical site for students to conduct Telemental Health.

We are only endorsing Telemental Health sites that provide the following:

- 1). Telemental Health is provided at the agency's site location - 100% of any Telemental Health counseling services occur at the site.
- 2). No Telemental Health counseling can be conducted at the student's home.
- 3). The designated Site Supervisor (or a designated alternative supervisor- communicate in writing) must be present at the site to supervise the student and provide support in the case of an emergency.
- 4). The site must provide the necessary technology to conduct Telemental Health counseling - such as a computer (preferred), secure network access, HIPPA-compliant electronic management system (if used), access to agency telephone, office supplies, and sufficient office space for students to conduct client sessions.

An officially signed Memorandum of Agreement (MOA) must be complete and on file prior to the beginning of field site placement. Students must adhere to deadlines for this document given by the Field Site Coordinator. Students wishing to use an employment site for placement must be endorsed to do so by the Field Service Committee after completing the required application.

To find the most updated Memorandum of Agreement (MOA), please click [HERE](#).

Eagles Counseling, Consultation, and Research Clinic

The mission of Eagle Counseling Clinic is to provide affordable, accessible counseling services founded in cultural awareness, social justice, and wellness principles to improve the overall mental and emotional health of the Durham community and beyond, while providing clinical training experiences for graduate counseling students.

Our vision is to serve as a model of counseling services, counselor training, and research focusing on community outreach and engagement, total wellness, substance use recovery support, telehealth counseling options, and school and community partnerships. Learn more about the clinic here: <https://www.nccucounseling.com/student2/index.php/clinic-homepage>