

Doctoral Student Handbook for the Counseling, Counselor Education, and Supervision Program



NC Central
U N I V E R S I T Y

2026-2027



North Carolina Central University
Department of Counseling and Higher Education Administration
Counselor Education Program
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Developing Leaders Who Promote Social Justice and Dedicate Themselves to the Well-being of the Global Community

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Programs within the Counselor Education Program

Master of Arts (M.A.) in Career Counseling
Master of Arts (M.A.) in Clinical Mental Health Counseling
Master of Arts (M.A.) in School Counseling
Doctorate of Education (Ed.D.) in Counseling, Counselor Education, and Supervision

Accreditation and Endorsements

The Career Counseling program, Clinical Mental Health Counseling program, and School Counseling program at North Carolina Central University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Our CACREP accreditation expiration date for online and campus programs is **October 31, 2030**.

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

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

Our Counselor Education Program is endorsed by The International Registry of Counsellor Education Programs (IRCEP). IRCEP was developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to respond to a growing request for an international quality assurance recognition review process for Counsellor education and training programmes around the world.

IRCEP Endorsed: www.IRCEP.org

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Forward

This Handbook is intended to familiarize students with the Ed.D. Program in Counseling, Counselor Education, and Supervision (CCES) at North Carolina Central University and serve as a primary source of information for students enrolled in the program. Our CCES doctoral program is housed in the Department of Counseling and Higher Education within the School of Education. The doctoral program has been developed in accordance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP;

<https://www.cacrep.org/>). We are seeking to gain CACREP accreditation of our doctoral program to add with our other accredited programs in Career, Clinical Mental Health, and School Counseling. The Counseling, Counselor Education, and Supervision (CCES) doctoral degree expands on the Master’s degree in Counseling and is individually tailored to provide emphases in counseling, supervision, teaching, research, leadership, and advocacy.

The Ed.D. program in CCES was developed with the expressed goal of training master clinicians and clinical supervisors to address the mental health needs in our nation, especially the state of NC. The Doctor of Education degree program curriculum and training focus on addressing identified real-life problems experienced in the field. Our program will prepare graduates work in the field as master clinicians, as well as faculty in colleges and universities teaching and supervising future counselors, researchers adding to the knowledge base of the counseling profession, and leaders, advocates, and supervisors within their organizations.

Regardless of work setting, our graduates consider their role to be that of leaders and advocates for social justice in addition to being scholars and educators who contribute to the advancement of the counseling profession in a diverse world.

Faculty and staff are willing to assist you to the greatest extent possible; however, you are expected to review this Handbook prior to seeking program-related information from them. This Handbook is not intended to take the place of direct contact with faculty and staff, and you are strongly encouraged to regularly interact with faculty, staff, and other students as you progress through your degree program. In addition to the information in this Handbook, you are responsible for all of the policies set forth by the School of Graduate Studies

(<https://www.nccu.edu/sgs>) and the NCCU Graduate School Course Catalog (<https://ecatalog.nccu.edu/index.php?catoid=26>). If you wish to seek clarification or further information about our Ed.D. Program, please contact the Program Co-Coordinator: Dr. Peggy Whiting (pwhiting@nccu.edu) and the Director of Doctoral Studies Dr. Kyla M. Kurian (kkurian@nccu.edu).

Doctoral Faculty and Staff



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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.



***Peggy P. Whiting, Ed.D., Vanderbilt University
Professor & Co-Program Coordinator***

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Dr. Whiting is a Professor and Counseling Program Co-Coordinator, 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 for 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, and the 2020 NCCA Administrator of the Year Award.



***Helen Lupton-Smith, Ph.D., North Carolina State University
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Dr. Lupton-Smith is an Associate Professor & Co-Coordinator of the Counseling Program. She received her Ph.D. in Counselor Education from North Carolina State University. Previously, Dr. Lupton-Smith was the Clinical Coordinator/Assistant Teaching Professor in

the Counselor Education program at NC State University. At NCCU, 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 where counseling services are provided to underserved populations as well as training experiences for graduate counseling students. She is passionate about teaching, supervision, clinic development/impact, and university/community partnerships and her research interests are in all of those areas. She has counseling experience in school, agency, and college settings. Dr. Lupton-Smith serves as President Elect for the North Carolina Association of Counselor Education and Supervision (NCACES).



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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 on the CACREP Board of Directors as Vice Chair.



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



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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!

OVERVIEW OF DOCTOR OF EDUCATION IN COUNSELING, COUNSELOR EDUCATION, & SUPERVISION

Counseling, Counselor Education, & Supervision (Ed.D.) Program Mission Statement

The UNC system's mission is to contribute to the solution of societal problems and enrich the quality of life for residents of the state. In that same spirit, North Carolina Central University, with a strong tradition of teaching, research, and service, prepares students to become global leaders and practitioners who transform communities. NCCU's Doctor of Education (Ed.D.) in Counseling, Counselor Education, and Supervision program has a complimentary mission to train its doctoral students to be ethical scholar-practitioners who transform communities from the urban and rural areas of NC through evidence-based counseling, supervision, teaching and advocacy practices and interventions. Our vision is to equip our graduates with the knowledge, attitudes, and skills to address the world's most critical problems, specifically those related to mental health, health, wellness, and social justice, through evidence-based mental health practices and interventions in pursuit of a better future for our world. In accordance with these concepts, our curricular discussions have included possible unique concentrations in addictions, tele-mental health delivery, and global mental health.

The faculty will prepare graduates to be highly skilled clinicians, supervisors, and leaders in the profession. Students who graduate from the Ed.D. program in Counseling, Counselor Education, and Supervision will have advanced training in counseling and counselor supervision – and be prepared to serve as leaders (and advocates) in mental health organizations (public and private) at the local, regional, state, or national level.

Doctoral (Ed.D.) Program Goals

Program Goals

1. Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the counseling knowledge, attitudes, skills, and dispositions of highly competent counseling practitioners.
2. Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the supervision knowledge and skills of highly competent counseling supervisors.

- | |
|---|
| 3. Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display leadership and advocacy in the counseling profession. |
| 4. Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery of pedagogy in counseling |
| 5. Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery in research and scholarship |

Doctoral Program Objectives

(CACREP Section 2.B.1.-4.)

To fulfill the mission of the Doctor of Education (Ed.D.) in Counseling, Counselor Education, and Supervision program, the following Program Objectives have been identified. Of note, counseling faculty annually review Program Objectives, which are measured and reported to important stakeholders, including alumni, students, advisory board, and faculty.

Doctoral students will be able to...

1. Integrate evidence-based counseling theories, interventions, and advanced skills to address the unique needs of diverse clients across various settings and delivery modalities, while evaluating counseling practices to ensure ethical, culturally responsive, and client-centered care. (Counseling)
2. Demonstrate advanced supervision knowledge and skills by analyzing counseling processes, applying evidence-based models, and evaluating supervisee development and performance, while creating innovative strategies that foster ethical practice, cultural competence, and professional growth in supervisees. (Supervision)
3. Analyze and evaluate research to identify gaps and address real-world challenges in practice and conduct and disseminate research that directly improves client care and can be applied in practice. (Research and Scholarship)
4. Demonstrate leadership and advocacy by empowering clients, promoting systemic change, and advancing the counseling profession through evidence-based strategies and innovative initiatives that positively impact communities. (Leadership and Advocacy)
5. Demonstrate mastery of counseling pedagogy by designing, applying, and evaluating teaching methods that integrate theory, ethics, and skill development which foster professional growth in aspiring counselors. (Teaching)

Degree Requirements

Students will complete a minimum of 66 semester hours as indicated in the plan of study. In addition to, or as a part of, the 66 hours:

- Students must pass a written comprehensive exam near the end of their program.
- Students will complete 3 courses (9 hours) of dissertation following a 3-article-dissertation format – resulting in the completion of 3 publication-ready manuscripts.
- Students will complete 2 internships in counseling.
- Students will complete 2 internships in supervision.
- Students will complete 2 internships in teaching.

- Students will complete 1 internship in leadership.

Doctoral Program Key Performance Indicators (KPIs)

CACREP (Council for Accreditation of Counseling and Related Educational Programs) Key Performance Indicators (KPIs) are specific, measurable, achievable, relevant, and time-bound (SMART) indicators used to assess the effectiveness of a counseling program and its alignment with CACREP standards. These KPIs are derived from CACREP standards and are used to evaluate various aspects of a program, including student learning, program objectives, and overall program quality.

Five Areas in Doctoral Curriculum	KPIs/SLOs (Knowledge and/or Skills)	Course, Semester/Year, & Assignment	Evaluator
Counseling	Doctoral students will demonstrate skills in the integration of culturally appropriate theories, assessments, differential diagnosis, treatment planning, interventions and treatments, strength-based and wellness practice as well as demonstrate an understanding of psychopharmacology (CACREP 6.B.1.b. & 6.B.1.c.)	CON 8372 Advanced Counseling Practicum <i>Spring, Year 1</i> Assignment: <i>Social Justice Informed Case Conceptualization and Session Recording</i>	Site Supervisor/ University Supervisor
		CON 8391: Internship in Advanced Counseling 2, <i>Fall Year 3</i> Assignment: <i>Audio Recordings and Case Conceptualizations</i>	Site Supervisor/ University Supervisor
Supervision	Doctoral students will develop and demonstrate their personal style of counseling supervision grounded in best practices, theory and research (CACREP 6.B.2.e.)	CON 8400: Clinical Supervision: Theories and Ethics, <i>Spring Year 1</i> Assignment: <i>Personal Supervision Philosophy & Professional Supervision Disclosure Statement</i>	Instructor of Record and Peers
		CON 8490: Internship in Clinical Supervision I, <i>Fall Year 2</i> Assignment: <i>Evaluation of Recording of Supervision Session</i>	Instructor of Record, Peers, and Supervisees
Teaching	Doctoral students will develop lesson plans that incorporate scholarly-based pedagogical, andragogical, and heutagogical teaching practices with diverse student populations and use them in instruction (CACREP 6.B.3.b.)	CON 8590 Internship in Teaching Counseling 1, <i>Fall Year 3</i> Assignment: <i>Lesson Plan, and PowerPoint</i>	Course Instructor, Peers, and/or Co-Instructors (Program Faculty)
		CON 8591 Internship in Teaching Counseling 2,	Course Instructor, Peers, and/or Co-

		<i>Spring Year 3</i> Assignment: <i>Evaluation of Teaching</i>	Instructors (Program Faculty)
Research & Scholarship	Doctoral students will demonstrate the ability to identify problems in practice while developing ethical research designs, culturally appropriate, evidence-based methods, and analysis appropriate to quantitative, and/or qualitative methodology (CACREP 6.B.4.a., b., c., g., l., m.)	CON 8990: Advanced Scholarly Writing <i>Summer, Year 1</i> Assignment: Three-Article Dissertation Research Prospectus Workbook	Instructor of Record and Doctoral Faculty
		CON 8993: Dissertation 3, <i>Spring, Year 3</i> , Assignment: Dissertation: Article 3	Instructor of Record and any other faculty authors
Leadership & Advocacy	Doctoral students will articulate theories and models in leadership and advocacy, while demonstrating understanding of ethical and culturally sustaining leadership and advocacy practices (CACREP 6.B.5.a, l., m.)	CON 8205: Leadership, Advocacy and Social Justice Issues in Counseling, <i>Fall Year 1</i> Assignment: Theory and Content Analysis of Counseling Leaders and Advocates	Instructor of Record
		CON 8290: Internship in Counseling Leadership, <i>Summer Year 1</i> Assignment: Leadership and Advocacy Presentation	Instructor of Record and Site Supervisor

KPI Assignments Per CACREP Five Doctoral Areas

Counseling SLO/KPI: Doctoral students will demonstrate skills in the integration of culturally appropriate theories, assessments, differential diagnosis, treatment planning, clinical interventions and treatments, strength-based and wellness practice (CACREP 6.B.1.b. & 6.B.1.c.)

➤ **Assignment #1:** Social Justice-Informed Case Conceptualization Presentation and Session Recording

Course: CON 8372 Advanced Counseling Practicum, *Spring, Year 1*

Using Sperry & Sperry (2020)'s ACA article entitled "*Case Conceptualization: Key to highly effective counseling*" as a guide (include 8 P's), students will develop and present a case conceptualization and plan of care for a student or client with whom they are working in Practicum. The case conceptualization will include a social justice lens (refer to Ratts, Singh, Nassar-McMillian, Butler, and McCullough, 2015, *Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling Profession*) which will examine issues related to power, oppression, marginalization, privilege, access, and equity in the client's experience and presenting concern. Identify the assessment used (for example, Burn's *Easy Diagnostic System for DSM-5*). Be sure to address strength-based and wellness practice(s) and interventions to use as well. Students will choose a theoretical approach to their conceptualization and counseling plan and will explain the rationale and the evidence base that informs that choice (must cite **at least 3** scholarly journal articles). Within the case

conceptualization, students must provide a (clinical) progress note, including CPT and ICD codes, appropriate for your setting (e.g. school, hospital, private practice). Students must include a discussion of psychopharmaceuticals as well. Students will select a date in the semester to present. In addition to the presentation, students will share a 20-minute clip of their session that demonstrates the use of the techniques associated with the chosen theoretical approach. Students are expected to discuss and receive feedback from classmates and instructor. Students will be provided with specific guidelines for their presentation. (125 points)

Resources to use for this assignment

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787> (Print version style)

Burns, D. (2020). The EASY Diagnostic System for DSM-5. <https://feelinggood.com/product/easy-diagnostic-system-for-dsm5/> Discount Code: HWZPJA8J

Castro, Y. (Director). (2016). *A Strengths-Based Approach to DSM-5 Diagnosis*. [Video/DVD] Alexandria, VA: Microtraining Associates.

https://search.alexanderstreet.com/view/work/bibliographic_entity|video_work|3372958

ConnectiveRx Prescribers' Digital Reference <https://www.pdr.net/>

Ratts, M. J., Singh, A. A., Nassar-McMillian, S., Butler, S. K., and McCullough, J. R. (2016) Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling Profession, *Journal of Multicultural Counseling and Development*, 44, p. 28 – 48.

Headway (2024). How to write progress notes (with examples). Retrieved from <https://headway.co/resources/therapy-progress-notes>

Preston, J., Moore, B. A., and Johnson, J. (2023). *Clinical Psychopharmacology Made Ridiculously Simple* (10th Edition). MedMaster, ISBN-13 978-1935660743

Sperry, J., & Sperry, L., (2020). Case Conceptualization: Key to highly effective counseling. *American Counseling Association*, Retrieved from <https://www.counseling.org/publications/counseling-today-magazine/article-archive/article/legacy/case-conceptualization-key-to-highly-effective-counseling>

➤ **Assignment #2:** Audio Recordings and Case Conceptualizations
CON 8391: Internship in Advanced Counseling 2, *Fall, Year 3*

Using Sperry & Sperry (2020)'s ACA article entitled "Case Conceptualization: Key to highly effective counseling" as a guide (include 8 P's), students will develop and present a case conceptualization and plan of care for two students or clients with whom they are working in Internship. Identify the assessment used (for example, Burn's Easy Diagnostic System for DSM-5). Be sure to address strength-based and wellness practice(s) and evidence based interventions as well. Students will choose a theoretical approach to their conceptualization and counseling plan and will explain the rationale and the evidence base that informs that choice (must cite at least 3 scholarly journal articles). Within the case conceptualization, students must provide a (clinical) progress note, including CPT and ICD codes, appropriate for your setting (e.g. school, hospital, private practice). Students must include a discussion of psychopharmaceuticals as well. Students will select a date in the semester to present. In addition to the presentation, students will share a 15-minute clip of their session that demonstrates the use of the techniques associated with the chosen theoretical approach.

Students are expected to discuss and receive feedback from classmates and instructor. Students will be provided with specific guidelines for their presentation. (100 pts each)

Resources to use for this assignment

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787> (Print version style)

Burns, D. (2020). The EASY Diagnostic System for DSM-5. <https://feelinggood.com/product/easy-diagnostic-system-for-dsm5/> Discount Code: HWZPJA8J

Castro, Y. (Director). (2016). *A Strengths-Based Approach to DSM-5 Diagnosis*. [Video/DVD] Alexandria, VA: Microtraining Associates.

https://search.alexanderstreet.com/view/work/bibliographic_entity|video_work|3372958

Headway (2024). How to write progress notes (with examples). Retrieved from <https://headway.co/resources/therapy-progress-notes>

Sperry, J., & Sperry, L., (2020). Case Conceptualization: Key to highly effective counseling. *American Counseling Association*, Retrieved from <https://www.counseling.org/publications/counseling-today-magazine/article-archive/article/legacy/case-conceptualization-key-to-highly-effective-counseling>

Supervision SLO/KPI: Doctoral students will develop and demonstrate a personal style of counseling supervision grounded in theory and research (CACREP 6.B.2.e.)

Assignment #1: Personal Supervision Philosophy & Professional Supervision Disclosure Statement

Course: CON 8400: Clinical Supervision: Theories and Ethics, *Spring Year 1*

Students are required to develop a personal supervision philosophy and a Professional Supervision Disclosure Statement (part of the mandatory state documents for the supervisor credential). Both the philosophy and disclosure statement are based in supervision theory, research, and best practices. Students must discuss how their work as a counselor, understanding of theory, and research influenced the final personal supervision philosophy and provide a 20-minute recording of a supervision session to classmates of some aspect of how this style can be applied with supervisees. Master's students will give feedback of supervision.

Assignment #2: Evaluation Recording of Supervision Session

Course: CON 8490: Internship in Clinical Supervision I, *Fall Year 2*

Students will present their counseling supervision and theoretical orientation philosophy statement to their colleagues. After which they will share a **25- minute recording of a supervision session**. Master's students will give feedback of supervision. Colleagues will provide feedback of the supervision and the statement, and the student will refine their supervision philosophy based on feedback.

Teaching SLO/KPI: Doctoral students will develop lesson plans that incorporate scholarly-based pedagogical, andragogical, and heutagogical teaching practices with diverse student populations and use them in instruction (CACREP 6.B.3.b.)

Assignment #1: Lesson Plan, PowerPoint, and Teaching Part I

Course: CON 8590: Internship in Teaching Counseling 1, Fall, Year 3

- I. As a part of teaching/co-teaching a course, the student will select a week on the syllabus to create an original [lesson plan](#) and PowerPoint** (or another presentation software) for a 2 ½ hour class. You will share your lesson plan, your reflection, and a summary of student feedback to the class. (Consider delivery method online, in-person, synchronous, asynchronous) The lesson plan should include the following:
 - a. A clear title that reflects the topic being covered (e.g., "Managing Stress," "Positive Self-Esteem")

- b. A clear learning objective and relevant activities to achieve the objective (incorporate at least one CACREP standard and check the Guidance Document) Objectives should be specific, measurable, and observable goals for students to achieve by the end of the lesson, including knowledge, skills, and attitudes.
 - c. An outline of the content to be covered in the lecture
 - d. Pedagogical, andragogical, and heutagogical elements which represents a teaching approach that adapts to different learner levels, ranging from highly teacher-directed (pedagogical, to more self-directed adult learning (andragogical), and finally, fully learner-driven exploration and problem-solving (heutagogical), where students actively choose their learning path and objectives;
 - e. Appropriate materials needed for lecture (list all necessary materials, including handouts, visual aids, activities, and technology tools);
 - f. Strategies to engage students;
 - g. Methods to assess understanding (methods to gauge student learning and progress, including observation checklists, exit slips, quizzes, video discussion/reaction, or self-assessments); and
 - h. Strategies to manage potential disruptions, address sensitive topics, or provide support for students with specific needs.
 - i. Duration of time for each part.
- **PowerPoint should include *at least* content from readings, films, etc., in-text citations on each slide; 85;% of your slides should include relevant images, pictures, graphics –at least 300 dpi (no blurry images); and a reference slide including all the resources used in the presentation.**
- II. Record the class and hand out student evaluation for feedback after class lecture. (If asynchronous, record lesson plan to upload on Canvas)
 - III. Reflect on developing lesson plan, feedback given from students (tabulate scores and summarize comments), and what you did well and what you need to work on.

Assignment #2: Evaluation of Teaching (Recording)

Course: CON 8591: Internship in Teaching Counseling 2, Spring, Year 3

- I. As a part of teaching/co-teaching a course, the student will select a week on the syllabus to create an original lesson plan and PowerPoint** (or another presentation software) for a 2 ½ hour class. This must be different than the lecture for Part I. You will share your lesson plan, a 25– minute clip of your teaching, your reflection, and a summary of student feedback to the class. (Consider delivery method online, in-person, synchronous, asynchronous) The lesson plan should include the following:
 - a. A clear title that reflects the topic being covered (e.g., "Managing Stress," "Positive Self-Esteem")
 - b. A clear learning objective and relevant activities to achieve the objective (incorporate at least one CACREP standard) Objectives should be specific, measurable, and observable goals for students to achieve by the end of the lesson, including knowledge, skills, and attitudes.
 - c. An outline of the content to be covered in the lecture
 - d. Pedagogical, andragogical, and heutagogical elements which represents a teaching approach that adapts to different learner levels, ranging from highly teacher-directed (pedagogical, to more self-directed adult learning (andragogical), and finally, fully learner-driven exploration and problem-solving (heutagogical), where students actively choose their learning path and objectives;
 - e. Appropriate materials needed for lecture (list all necessary materials, including handouts, visual aids, activities, and technology tools);
 - f. Strategies to engage students;
 - g. Methods to assess understanding (methods to gauge student learning and progress, including observation checklists, exit slips, quizzes, video discussion/reaction, or self-assessments); and
 - h. Strategies to manage potential disruptions, address sensitive topics, or provide support for students with specific needs.
 - i. Duration of time for each part.

****PowerPoint** should include at least content from readings, films, etc., in-text citations on each slide; 85% of your slides should include images, pictures, graphics –at least 300 dpi (no blurry images); and a reference slide.

- II. Record class and hand out student evaluation for feedback after class lecture.
- III. Reflect on developing lesson plan, feedback given from students (tabulate scores and summarize comments), discuss how you incorporate the students, peers, and faculty feedback from Part I into the lesson planning and teaching for Part II; what did you learn; what you did well and what you need to work on?

Research and Scholarship SLO/KPI: Doctoral students will demonstrate the ability to identify problems in practice while developing ethical research designs, evidence-based methods, and analysis appropriate to quantitative, and qualitative methodology

Assignment #1: Three-Article Dissertation (TAD) Research Prospectus Workbook (Dissertation Proposal)

Course: CON 8990: Advanced Scholarly Writing Summer, Year 1

Utilizing the Three-Article Dissertation (TAD) Research Prospectus Workbook, doctoral students will develop the plan for three manuscripts that focus on a problem in counseling practice. As a part of this course, doctoral students will complete a research prospectus workbook/dissertation proposal for their research topic idea. The proposal will include from the sections in the workbook. The proposal should persuade your committee that your plan to investigate the identified problem in practice is well thought out. The proposal is meant for faculty to gauge the appropriateness of your research plan.

Assignment #2: Dissertation: Article 3

Course: CON8993: Dissertation 3, Year 3

Students will compose the third and final manuscript for their TAD. Within in the research, students will identify the problem in practice as represented by the research question(s) and/or study aim(s). The manuscript will include research designs and evidence-based methods that are culturally appropriate and represent ethical best practice in counseling. Doctoral students will demonstrate the ability to analyze appropriate to quantitative, and/or qualitative methodology.

Leadership & Advocacy SLO/KPI: Doctoral students will articulate theories and models in leadership and advocacy, while demonstrating understanding of ethical and culturally sustaining leadership and advocacy practices

Assignment #1: Theory and Content Analysis of Counseling Leaders and Advocates

Course: CON 8205: Leadership, Advocacy and Social Justice Issues in Counseling, Year 1, Fall

Students will explore theories and models in leadership and advocacy. More specifically they will study the careers of 13 counseling leaders with a wide range of cultural and intersectional backgrounds. Students will conduct a content analysis of the 13 professionals and discuss the theories that are represented in the Stotlie & Herlihy's text, *Counseling Leader & Advocates: Strengthening the Future of the Profession*, and other readings on leadership and advocate theory. Students will develop a paper that: a) discusses the results from the content analysis, b) the theories of leadership and advocacy that were present, and c) a reflection of what they have learned from the counseling leaders and what they want to accomplish in their own careers as it relates to leadership and advocacy.

Assignment #2: Leadership and Advocacy Presentation

Course: CON 8290: Internship in Counseling Leadership, Year 1, Summer

Students, with the direction of the instructor, will select an experience/internship site to learn more about leadership and advocacy as well as apply what they have learned with regard to theories and models in leadership and advocacy, and ethical and culturally sustaining leadership and advocacy practices. Students will create a PowerPoint (or other presentation program like Prezi) presentation about their site, lessons learned, theories employed, and ethical and cultural impressions.

Doctoral Scoring Scale and Minimum Thresholds (CACREP 2.D.2)

Grade	Percentages*	Level of Standard	Description
A	90%-100%	Surpasses Standards (5) <i>Work of superior quality.</i>	The student demonstrates exceptionally strong knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level.
B	80%- 89%	Meets Standards (4) <i>Satisfactory passing work.</i>	The student demonstrates consistent & proficient knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level. Students are expected to be at the Surpasses and Meet Standards level.
C	70%-79%	Approaching Standards (3) <i>Low passing work.</i>	The student demonstrates inconsistent & limited knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level. A student receiving a 3 on any of the KPI skills or professional dispositions will need an Action Plan that will assist them in moving from a 3 to a rating of 4 or 5. This will include redoing the activity or assignment.
F	69% and Below	Below Standards (2) <i>Failure.</i>	The student demonstrates limited or no evidence of the knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level. A student receiving a 2 on any of the KPI skills or professional disposition will need an Action Plan that will assist them in moving from a 2 to a rating of 4 or 5. This will include redoing the activity or assignment.
F	-	Harmful (1)	The student demonstrates harmful use of knowledge, skills, &/or dispositions in the specified item in the rubric. Any students at this standard are expected to develop & maintain an Action Plan & discontinue clinical work until additional training & assistance has improved skill or disposition rating standard to at least a 4.
-	-	N/A (0)	Did not demonstrate or was unable to observe.

*Enter Percentages into Task Stream

Please note: Doctoral students must earn an A or B on KPI assignments. In the event that a student does not earn an A or B, faculty will develop an Action Plan and/or student will have to redo the assignment until they earn a B or better.

Doctoral Remediation and Dismissal for Failure to meet KPI Minimum Thresholds

Students are expected to earn a minimum of a B or 4 for all KPI assignments. If the student earns a grade below the threshold, the student will have to redo the assignment until the minimum threshold is met. If the minimum score is not achieved before the end of the semester, the student will receive an incomplete (I) for the class. The faculty of record will develop a remediation plan with the student. This plan will be shared with the student's advisor, and the program coordinators. It will also be uploaded into Taskstream. Per University policy, an incomplete must be cleared within one year of issuance. If the minimum threshold is not met or the student has not completed the KPI assignment, the Incomplete will become an F. The student will be dismissed from the program.

Courses and Course Descriptions

Doctoral level coursework is very different from Masters level courses. The student is expected to be more of an independent learner. Most of the classes are seminars where the students have responsibility for generating lectures/discussions, etc. A **seminar** tends to focus on more advanced and/or specific research topics. It has few, if any, lectures and emphasizes student presentations, papers, and research. In a typical doctoral seminar, the instructor assigns papers which the students read during the week, and then present and discuss with other students during class, with the instructor moderating the discussion.

Course Number	Course Name	Course Description
CON 8201	Professional Issues, Counselor Education Identity, and Ethics	This advanced seminar introduces doctoral students to the doctoral program and the foundation of counselor education. This course is designed to explore the roles and responsibilities of counselor educators by addressing professional roles in teaching and mentorship, supervision, research and scholarship, and leadership and advocacy. In addition, students will examine current and emerging professional issues in counselor education and familiarize themselves with the current CACREP standards and code of ethics.
CON 8205	Leadership, Advocacy and Social Justice Issues in Counseling	This course will cover theories and concepts related to leadership and social justice advocacy in the counseling profession. This course is grounded in the study of multicultural and counseling theories that emphasize the social and cultural context and advocacy roles of social justice, multiculturally competent counselors. This course is designed to promote critical self-analysis, cultural understanding, and interpersonal and collective growth through brave and respectful discussions, readings, and assignment.
CON 8290	Internship in Counseling Leadership	This course will engage students in a project related to leading and advocating for mental health services for the under-resourced in North Carolina (urban, suburban or rural) or abroad.
CON 8310	Advanced Counseling Theories and Techniques	In this course, students will engage in advanced study of evidence-based counseling theories and interventions in order to apply research-based treatments that are tailored to meet the needs, preferences, and cultural expectations of clients or students.
CON 8360	Advanced Multicultural Counseling & Global Mental Health	This course will address global mental health needs within the context of multicultural counseling. Global mental health is an evolving field of research and practice that aims to alleviate mental suffering through the prevention, care and treatment of mental and substance use disorders, and to promote and sustain the mental health of individuals and communities locally and around the world. The course will also cover adapting evidence-based practices, interventions, and research for diverse cultural clients. Other topics that will be covered: learning another language (emphasis on mental health/counseling terminology), advocacy, task sharing, diversity, equity and inclusion within the field of counseling.

CON 8372	Advanced Counseling Practicum	Students will work in the field, practicing as a counselor in their desired setting for 100 clock hours, meeting for group supervision with the instructor weekly.
CON 8390	Internship in Advanced Counseling I	Students will work in the field, practicing as a counselor in their desired setting for 300 clock hours, meeting for supervision with the instructor weekly.
CON 8391	Internship in Advanced Counseling 2	Students will work in the field, practicing as a counselor in their desired setting for 300 clock hours, meeting for supervision with the instructor weekly.
CON 8400	Clinical Supervision, Theories & Ethics	This course will teach the theories and ethics related to clinical supervision in the counseling profession.
CON 8490	Internship in Clinical Supervision 1	Students will provide individual and/or group supervision of master's level counseling students in their Practicum and/or Internship.
CON 8491	Internship in Clinical Supervision 2	Students will provide individual and/or group supervision of master's level counseling students in their Practicum and/or Internship.
CON 8500	Counselor Education Pedagogy	This course will cover the method and practice of teaching counseling, curriculum design, learning theory, online instruction, and universal course design.
CON 8590	Internship in Teaching 1	Students will teach a master's level course within the Counselor Education Program.
CON 8591	Internship in Teaching 2	Students will teach a master's level course within the Counselor Education Program.
CON 8910	Applied Research in Counseling	Applied research is a valuable tool in understanding the human mind and behavior. It refers to scientific study and research that seeks to solve practical problems. Thanks to this kind of research, mental health professionals can investigate problems affecting people's daily lives. This kind of research specifically targets real-world issues. The course in Applied Research in Counseling will explore the foundational elements of applied research and problems of counseling practice as well as cover research design (quantitative, qualitative, and mixed methods), quantitative and qualitative data analysis, models and methods of sampling, instrument design, program evaluation, ethics in counseling, and strategies for conducting culturally relevant and culturally competent research. Additionally, students will learn the importance of data literacy in practice and be introduced to the three-article dissertation concept.
CON 8920	Advanced Applied Research in Counseling	This course examines various approaches to research methodology, statistical analysis, and program evaluation in counseling. The methodological focus is on qualitative, quantitative, action research, and evidence- or outcome-based research. Students will develop skills in data collection and basic statistical analysis. Research aimed at improving counseling effectiveness as well as opportunities, challenges, ethics, and legal issues in research and evaluation are considered. By the end of the semester, each student will have had the opportunity to learn and apply the skills needed to evaluate the methodological adequacy of published research and will understand the critical steps in designing and conducting a research project.
CON 8990	Advanced Scholarly Writing	This course will introduce the three-article dissertation design to students. Students will explore and discuss problems of practice in which they are interested in studying and identify relevant peer-reviewed journals. A research proposal and IRB is developed. The course will also cover concepts of program evaluation and grant-writing.
CON 8991	Dissertation 1	This course is the first in a series of dissertation courses designed to facilitate the three-article dissertation. Dissertation 1 will require a single manuscript to be drafted that includes an extensive review of the literature to justify the significance of the problem, including key conceptual/theoretical underpinnings

		for the dissertation research as a whole. An IRB is finalized and submitted during Dissertation 1.
CON 8992	Dissertation 2	This course is the second in a series of dissertation courses designed to facilitate the three-article dissertation. Dissertation II requires students to carry out their research proposal upon IRB approval. Students will then draft a single manuscript that will include a complete research study with methods, results/findings, and implications. The manuscript will be prepared and submitted to a journal for peer-review as the course's culminating task.
CON 8993	Dissertation 3	This is the third and final course in a series of dissertation courses designed to facilitate the three-article dissertation. Dissertation III requires students to build upon the first (literature review) and second (research) articles to develop a conceptual manuscript that presents an innovative concept, program, or procedure to address a problem of practice. The manuscript will be prepared and submitted to a journal for peer-review as the course's culminating task.

Course Sequence

Courses are offered only once each year as part of a sequence. It is important to be making steady progress towards the degree.

Fall, Year 1	8201	Professional Issues, Counselor Education Identity, and Ethics
	8205	Leadership, Advocacy, and Social Justice Issues in Counseling
	8910	Applied Research in Counseling
Spring, Year 1	8360	Advanced Multicultural Counseling and Global Mental Health
	8400	Clinical Supervision Theories and Ethics
	8920	Advanced Applied Research in Counseling
Summer, Year 1	8290	Internship in Counseling Leadership
	8990	Advanced Scholarly Writing
Fall, Year 2	8310	Advanced Counseling Theories and Techniques
	8372	Advanced Counseling Practicum
	8490	Internship in Clinical Supervision 1
Spring, Year 2	8991	Dissertation 1
	8500	Counselor Education Pedagogy
	8491	Internship in Clinical Supervision 2
Summer, Year 2	8390	Internship in Advanced Counseling 1
	8305	Elective - Special Topics: Grant and Proposal Writing in Counselor Education
Fall, Year 3	8391	Internship in Advanced Counseling 2
	8590	Internship in Teaching Counseling 1
	8992	Dissertation 2
Spring, Year 3	8591	Internship in Teaching Counseling 2
	8993	Dissertation 3
	8999	Elective – Independent Study

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.

Advanced Counseling Practicum

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

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).

Advanced Counseling Internship

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

The Counseling internship is a 600-hour field experience split into two classes CON 8390: Internship in Advanced Counseling 1 (300 hours; 3 credits) and CON 8391: Internship in Advanced Counseling 2 (300 hours; 3 credits). The student receives group supervision from a faculty member and individual supervision from a qualified site supervisor. Forty percent (120 hours per class) of the time at the site must be spent in direct services to clients.

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).

Additional Internships

Each student will be required to take the following internship classes:

Course ID	Course Title	Description
CON 8490	Internship in Clinical Supervision 1	Students will provide individual and/or group supervision of master's level counseling students in their Practicum and/or Internship.
CON 8491	Internship in Clinical Supervision 2	Students will provide individual and/or group supervision of master's level counseling students in their Practicum and/or Internship.
CON 8590	Internship in Teaching 1	Students will teach a master's level course within the Counselor Education Program.
CON 8591	Internship in Teaching 2	Students will teach a master's level course within the Counselor Education Program.

Please note: Depending on the internship site there may be a need for an MOA. Additional evaluation will be conducted for each internship.

Counseling, Counselor Education, and Supervision (Ed.D.) Plan of Study

Comprehensive Exam

All students will begin their comprehensive examination the summer of Year 2. Students will submit the comprehensive exam presentation at the end of the second summer session. Students will orally present their

work to doctoral faculty in the Fall of Year 3. Performance evaluation rating is Pass, Pass with revisions, and

Name:		820#:		
Preferred Name:		Semester/Year Started:		
	Credit Hrs.	Semester Proposed	Semester Completed	Grade
YEAR 1				
Fall				
CON 8201: Professional Issues, Counselor Education Identity, and Ethics	3			
CON 8205: Leadership, Advocacy, and Social Justice Issues in Counseling	3			
CON 8910: Applied Research in Counseling	3			
Spring				
CON 8360: Advanced Multicultural Counseling and Global Mental Health	3			
CON 8400: Clinical Supervision Theories and Ethics	3			
CON 8920: Advanced Applied Research in Counseling	3			
Summer				
CON 8290: Internship in Counseling Leadership	3			
CON 8990: Advanced Scholarly Writing	3			
YEAR 2				
Fall¹				
CON 8310: Advanced Counseling Theories and Techniques	3			
CON 8372: Advanced Counseling Practicum	3			
CON 8490: Internship in Clinical Supervision 1	3			
Spring				
CON 8991: Dissertation 1	3			
CON 8500: Counselor Education Pedagogy	3			
CON 8490: Internship in Clinical Supervision 2	3			
Summer				
CON 8390: Internship in Advanced Counseling 1	3			
CON 8305: Special Topics: Grant and Proposal Writing in Counselor Education (Elective)	3			
YEAR 3				
Fall				
CON 8391: Internship in Advanced Counseling 2	3			
CON 8590: Internship in Teaching Counseling 1	3			
CON 8992: Dissertation 2	3			
Spring²				
CON 8591: Internship in Teaching Counseling 2	3			
CON 8993: Dissertation 3	3			
CON 8999: Independent Study (Elective)	3			
Total Credits	66			

resubmit. All students ***must*** pass the comprehensive exam by the Fall of Year 3.

Proposal Defense

As students take CON 8990: Advanced Scholarly Work, all students will complete a three-article dissertation workbook which outlines in detail their proposed dissertation manuscripts in. Students will submit this proposal at the end of summer session 2. Students will orally present their work to doctoral faculty in the Fall

¹ In the Fall of the Second Year, doctoral students will present and defend their dissertation research proposal and make corrections.

² In the Spring the Third Year, doctoral students will defend their dissertation.

of Year 2. Performance evaluation rating is Pass, Pass with revisions, and Resubmit. All students must pass the proposal defense by the end of Fall of Year 2.

Three Article Dissertation (TAD)

Students will complete a three-article dissertation based on a problem in practice, also known as a manuscript-style or paper-based dissertation, consists of three separate, yet interconnected, research papers that are submitted together as the doctoral dissertation. Each paper should be of publishable quality, typically journal-article length, and address a specific research question related to a broader theme or topic within problems in counseling practice related to CACREP's five doctoral areas (counseling, supervision, teaching, research, and leadership & advocacy). The dissertation also includes an introduction that synthesizes the three papers and a conclusion that discusses the overall implications of the research. Students will defend their dissertations at the end of Year 3.

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 and Financial Aid" followed by "Registration" and then "Add/Drop Classes." Select the Term you wish to register for and eventually you will be prompted to provide an alternate PIN. Your alternative PIN is provided to you by your adviser and changes each semester. The alternate PIN is changed every semester to insure 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." 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.

Doctoral CCES Cohort Model

NCCU's Doctoral CCES program is a cohort model and is a structured approach where students progress through their degree program as a group, taking the same courses together in a specific sequence. This model fosters a strong sense of community, collaboration, and mutual support among students, often leading to enhanced academic and professional outcomes. The cohort model encourages strong bonds and a sense of belonging among students, creating a supportive learning environment. Cohort members often learn from and help each other, facilitating a deeper understanding of the material and fostering a sense of shared responsibility. The cohort model provides a built-in network of future colleagues, which can be valuable for

professional development and career advancement. Studies have shown that cohort models can lead to higher rates of program completion, increased student satisfaction, and stronger professional relationships.

*****Please note:** If you found yourself in a challenging situation regarding the assigned courses for any given semester please **immediately** discuss the ramifications with your advisor. ***

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 www.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.

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. (The work must be completed within one year of the grade or the course will have to be repeated for credit.) Please talk to your advisor and faculty immediately.
- W Represents withdrawal from all courses for the semester
- WC Represents withdrawal from the course
- F Failure

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.

ChatGPT and Generative AI Tools

The Counseling Program is fine tuning their policy on the use of ChatGPT and Generative AI Tools.

Satisfactory Progress and Academic Dismissal

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

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

Grade Appeal Policy and Grievance Procedures

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

NCCU School of Education Academic Grade Appeals Policy

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.

**NCCU SCHOOL OF EDUCATION
GRIEVANCE APPEALS POLICY**

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 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, professional 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. At the end of each semester doctoral students will be evaluated using the **Criteria for Professional Performance Evaluation**. This review allows the faculty to endorse students to continue through the program. If the student is not assessed as ready to continue, and they will be given a **Notification of Professional Performance Concern** 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. 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.

It is important that you understand the critical nature of the professional dispositions factor. As gatekeepers, faculty use best judgment in protecting the public from any questionable characteristic or behavior of counselors/doctoral students 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 the student's 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/Doctoral Student 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.

Professional Dispositions

Maintaining professional dispositions is a requirement in the counseling field, an expectation of this program. Professional dispositions include adhering to professional ethics, behaving in a professional manner toward others, demonstrating a strong work ethic, showing self-awareness and self-understanding, maintaining emotional stability and self-control, being motivated to learn, open to feedback, and making every effort to show flexibility, adaptability, congruence, genuineness and appropriate boundaries with supervisors, clients and peers. Students are to:

- 1) Be prepared for class by reading the assigned material is part of your professional preparation. This work prepares you by providing you with the knowledge you need to confidently face concerns typical in the counseling field and strengthens your stamina for the workload required of effective counselors.
- 2) Work out conflicts, disagreements or issues with peers or with North Carolina Central University faculty and staff in a respectful, solution-focused way. Professional problem-solving is a requirement in the counseling field, and therefore, it is expected in this course. NOTE: Avoidance of issues does not allow you to practice these skills.
- 3) Turn assignments in on time.
- 4) Communicate with the instructor if you are having difficulty with any aspect of this course, including meeting the aforementioned expectations. Sometimes, alternate arrangements can be worked out regarding assignment due dates. This is for emergency situations only.
- 5) Attendance is expected. If you make a professional decision to miss class for any reason, please call or email the instructor as soon as possible. Please also plan to schedule a time with the instructor to discuss make-up requirements.

Doctoral Professional Dispositions

In alignment with CACREP 2024 Standard 6.C, the CCES Ed.D. program identifies, evaluates, and remediates doctoral student dispositions and behaviors that may impede professional effectiveness at the doctoral level. Doctoral dispositions reflect the advanced professional attitudes, values, and behaviors that the counseling profession considers essential for doctoral-level practice in counseling, supervision, teaching, research, and leadership. The program expects all doctoral students to demonstrate these dispositions throughout their program of study. Faculty are responsible for monitoring and addressing dispositional concerns as part of the program's gatekeeping function.

Doctoral dispositions are formally assessed using two instruments: (1) the Doctoral Professional Dispositions Evaluation (adapted from Mullen & the William & Mary Counselor Education Program, February 2026), administered as a Formative evaluation (mid-program) and a Summative evaluation (end of final internship); and (2) the Advanced Counseling Skills Evaluation Form: Doctoral Version (adapted from the University of Wyoming, Department of Professional Studies, Counseling Program), which evaluates advanced clinical skills and personal management dispositions at mid-semester and end of semester during clinical field placements. Results from both instruments are reviewed at the Annual Spring Data Meeting. Data are collected and stored in Taskstream. When disposition or behavioral concerns arise, faculty may initiate either instrument at any point in the doctoral student's program.

Part A: Doctoral Professional Dispositions Evaluation

The Doctoral Professional Dispositions Evaluation assesses 15 professional dispositions on a 3-point scale: 1 = Unacceptable, 2 = Acceptable, 3 = Optimal (maximum possible score: 45). The instrument is adapted for use with the CCES Ed.D. program at NCCU from Mullen & the William & Mary Counselor Education Program (February 2026). A score of 1 (Unacceptable) on any disposition item requires an immediate Action Plan and, if relevant, discontinuation of clinical or supervisory work until the disposition is improved to at least Acceptable (2). The threshold for satisfactory performance is that 80% of doctoral students will score Acceptable or Optimal (2 or 3) on all disposition items at each assessment point.

Score	Level	Description
3	Optimal	Student consistently demonstrates the disposition at a level that exceeds doctoral program expectations. Models the disposition for peers and supervisees.
2	Acceptable	Student demonstrates the disposition at a level that meets doctoral program expectations. Consistent with expected performance at the appropriate developmental level.
1	Unacceptable	Student does not demonstrate the disposition at an acceptable level. Requires an immediate Action Plan. If the item relates to clinical work or supervision, student must discontinue those activities until the disposition is raised to Acceptable (2) or Optimal (3).

The 15 Assessed Doctoral Professional Dispositions

#	Disposition	Definition
1	Openness to New Ideas	Willingness to consider and integrate new theoretical frameworks, research findings, pedagogical approaches, and professional perspectives into one's developing scholarly and clinical identity.
2	Flexibility and Adaptability	Ability to adjust one's approach in response to shifting clinical, supervisory, teaching, or scholarly demands. Demonstrates resilience and creative problem-solving when circumstances change.
3	Cooperativeness with Others	Ability to work collaboratively with faculty, peers, supervisees, and community partners. Contributes constructively to group processes in coursework, supervision, and professional settings.
4	Willingness to Accept and Use Feedback	Actively receives corrective and evaluative feedback from instructors, supervisors, and peers without defensiveness. Applies feedback in observable ways to improve professional performance over time.

#	Disposition	Definition
5	Awareness of Own Impact on Others	Ongoing self-reflection about how one's behavior, communication, and presence affect clients, supervisees, students, colleagues, and faculty. Proactively adjusts behavior based on that awareness.
6	Ability to Deal with Conflict	Engages in professional conflict resolution in a respectful, solution-focused manner. Does not avoid conflict or respond with aggression. Distinguishes professional disagreement from personal conflict.
7	Ability to Accept Personal Responsibility	Takes ownership of errors, oversights, and areas needing growth without excessive self-criticism or projection of blame onto others.
8	Effective and Appropriate Expression of Feelings	Demonstrates emotional congruence and appropriate emotional regulation in professional contexts. Expresses feelings in ways that are constructive, culturally sensitive, and contextually appropriate.
9	Attention to Ethical and Legal Considerations	Consistently applies relevant professional codes of ethics (ACA, ACES, NCDA) and legal standards governing counseling, supervision, and research across all professional roles.
10	Initiative and Motivation	Demonstrates self-directedness, internal motivation, and scholarly drive. Proactively seeks learning opportunities, resources, and feedback beyond what is minimally required.
11	Orientation to Multiculturalism and Social Justice Advocacy	Demonstrates advanced multicultural knowledge, awareness, and skills in all professional roles. Actively advocates for equity, access, and social justice within clinical, supervisory, teaching, and leadership contexts.
12	Professional Wellness and Self-Care	Actively attends to personal wellness and demonstrates balance between professional responsibilities and self-care. Models healthy professional functioning for supervisees and students.
13	Humility	Maintains a learner's orientation regardless of advancing expertise. Acknowledges limitations, credits others' contributions, and remains open to being taught by clients, supervisees, students, and colleagues.
14	Professionalism	Consistently demonstrates behaviors appropriate to doctoral-level professional contexts: timeliness, preparedness, appearance, communication, and representation of NCCU and the counseling profession with integrity.
15	Willingness to Seek Help	Proactively seeks consultation, supervision, and support when facing clinical, scholarly, or professional challenges. Does not wait for a crisis before requesting assistance.

Doctoral Disposition Assessment Points

The Doctoral Professional Dispositions Evaluation is administered at the following designated points across the Ed.D. program. Additional evaluations may be initiated at any time when a disposition concern arises. Results are shared with the student and documented in Taskstream.

Course / Assessment Point	Formative or Summative	Evaluator(s)	Purpose / Notes
CON 8290: Internship in Counseling Leadership (Summer, Year 1)	Formative (Mid-Program)	Instructor of Record and Site Supervisor	Initial benchmark for doctoral professional dispositions; sets expectations for Years 2 and 3.
CON 8372: Advanced Counseling Practicum (Fall, Year 2)	Formative	Site Supervisor and University Supervisor	Evaluates dispositions as they emerge in advanced clinical practice with doctoral-level client populations.

Course / Assessment Point	Formative or Summative	Evaluator(s)	Purpose / Notes
CON 8490: Internship in Clinical Supervision I (Fall, Year 2)	Formative	Instructor of Record, Peers, and Supervisees	Evaluates supervisory dispositions including humility, willingness to seek help, and awareness of impact on supervisees.
CON 8590: Internship in Teaching Counseling 1 (Fall, Year 3)	Formative	Course Instructor, Co-Instructors, and Peers	Evaluates teaching dispositions including flexibility, multicultural orientation, and professional modeling for students.
CON 8391: Internship in Advanced Counseling 2 (Fall, Year 3)	Summative	Site Supervisor and University Supervisor	Final summative evaluation of dispositions in advanced clinical practice. Required for program completion.
CON 8591: Internship in Teaching Counseling 2 (Spring, Year 3)	Summative	Course Instructor, Co-Instructors, and Peers	Final summative evaluation of teaching dispositions. Required for program completion.

Part B: Advanced Counseling Skills Evaluation — Doctoral Version

Doctoral students in clinical field placements (Advanced Counseling Practicum and Internship in Advanced Counseling) are evaluated using the Advanced Counseling Skills Evaluation Form: Doctoral Version (adapted from the University of Wyoming, Department of Professional Studies, Counseling Program's Counseling Skills Evaluation Form: Ph.D. Version). The form is completed by both the student (self-evaluation) and the site supervisor at mid-semester and end of semester. The form assesses 25 items across five domains.

Advanced Skills Scale: 1 = Unacceptable | 2 = Below Standards | 3 = Progressing (requires Action Plan) | 4 = Meets Expectations | 5 = Exceeds Expectations | N/A = Unable to observe

Students who score 3 or below on any item are expected to develop and maintain an Action Plan. Students who score 1–2 in any area must discontinue clinical work until skill is improved to a rating of 4 or above (CACREP 2024 Standard 6.C.1.).

Skill Domain	Items Assessed
Foundational Counseling Skills (Baseline)	Prerequisite skills assessed to confirm doctoral students have maintained master's-level foundational counseling competencies as a baseline for advanced clinical work.
Core Advanced Counseling Skills (Items 1–13)	Therapeutic relationship, session management, communication skills, intake and assessment, differential diagnosis, goal-setting, treatment planning, theoretical application, techniques and interventions, trauma-informed care, suicide/risk assessment, appropriate use of self.
Conceptual Skills (Items 14–16)	Knowledge-base integration, theoretical development and application, case conceptualization using advanced frameworks (e.g., Sperry & Sperry, 2020).
Professionalism Skills (Items 17–21)	Professional conduct, ethical practice, supervision responsiveness, documentation, and multicultural competence in clinical contexts.
Personal Management (Items 22–25)	Appropriate professional boundaries, self-awareness and professional growth orientation, tolerance for clinical vulnerability, and appropriate self-care practices.

Doctoral Disposition Remediation and Dismissal (CACREP 6.C & 2.C.2.c)

When a doctoral student demonstrates dispositional behaviors or advanced skill deficiencies that fall below program expectations, faculty will initiate a formal Action Plan in collaboration with the student. The Action Plan identifies the specific area of concern, outlines measurable steps for improvement, establishes a timeline for reassessment, and is monitored by the faculty of record and the Director of Doctoral Studies. Doctoral students are expected to demonstrate improvement prior to progressing to subsequent internship placements or dissertation phases.

A doctoral student may be dismissed from the program on dispositional grounds if they: (a) demonstrate a score of 1 (Unacceptable) on any disposition item and fail to remediate to Acceptable (2) or Optimal (3) within the established timeline; (b) demonstrate an advanced skills score of 1–2 (Unacceptable/Below Standards) and fail to remediate to Meets Expectations (4) within the established timeline; (c) fail to comply with the Action Plan; or (d) demonstrate unethical professional behavior in any professional role

(counseling, supervision, teaching, or leadership). Dismissal is subject to review by the Dispositions Committee and follows NCCU's formal appeal process. Students who are dismissed have the right to submit a written petition to the Dean of the School of Education within fifteen working days of receiving formal notice of dismissal.

Disposition and advanced skills data are reviewed at the Annual Spring Data Meeting by the Director of Doctoral Studies and program faculty. Patterns in doctoral disposition data are used to inform program changes and faculty development (CACREP 2.D.5).

Ethical Codes

Please consult the American Counseling Association for the Ethical Codes of our profession. It is expected that doctoral students will uphold these ethical standards. <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

Technology Resources and Competence Needed to Complete the Program

Students in the Counseling, Counselor Education, and Supervision Ed.D. Program are expected to maintain access to and demonstrate competence with the technology resources necessary to complete doctoral coursework, advising, fieldwork, research, dissertation requirements, synchronous hybrid class meetings, and university communication.

Because the Ed.D. Program is delivered in a synchronous hybrid format, students must maintain reliable access to a computer, high-speed internet, webcam, microphone, and current software needed to participate in class meetings, access course materials, complete assignments, conduct research, and communicate with faculty, supervisors, and university offices. Students are expected to use their NCCU email account regularly and access university technology systems, including myEOL, Banner Self-Service, Canvas, Microsoft Office 365, university library databases, and other university-approved platforms used for coursework, advising, research, assessment, fieldwork documentation, and dissertation-related activities.

NCCU Information Technology Services provides student technology resources through the **Getting Started with Technology at NCCU** webpage and the **NCCU ITS Knowledge Base for Students**. These resources include student technology checklists, student email support, Canvas support, network access, password reset registration, Microsoft Office 365 information, campus computer access, printing support, available software, and guidance for connecting devices to the campus Wi-Fi network.

Students are expected to demonstrate basic technology competence, including the ability to access and use NCCU email, Canvas, myEOL, Banner Self-Service, Microsoft Office 365, electronic library databases, citation and research tools, presentation software, and any course-specific software introduced during orientation or coursework. Students must also be able to submit assignments electronically, participate in synchronous online class meetings, retrieve and submit university forms, prepare documents using APA format, manage electronic files, and communicate professionally through university-approved digital platforms.

Students are also expected to use technology ethically, securely, and professionally. This includes protecting confidentiality, safeguarding client and student information, following institutional policies, maintaining secure passwords, using university-approved platforms when required, and using secure methods for storing, transmitting, and discussing protected or confidential information.

The program may require students to use additional technology tools for research, statistics, dissertation preparation, presentations, fieldwork, supervision, and scholarly productivity. Examples may include electronic databases, citation management tools, statistical or qualitative analysis software, presentation software, and other tools introduced through coursework, advising, orientation, or dissertation work.

Students who experience technology barriers are expected to seek assistance promptly. NCCU's Eagle Technical Assistance Center serves as the front line of support for Information Technology Services, and students may receive assistance by submitting a helpdesk ticket, using the ITS Knowledge Base, or calling ETAC at 919-530-7676. Students are responsible for developing and maintaining the technology skills needed to meet program expectations and progress successfully through the doctoral program.

Videoconference Etiquette Expectations

We use videoconferencing software quite a bit in our Program. You have invested a lot of time, energy, and money in your education....here are some tips to ensure that you are providing the due amount of respect to your 21st-century educational activities.

- Show up for a scheduled meeting (or class) on time. This means trying to connect a few minutes before a meeting is due to start. Sometimes it takes a few minutes to get connected. Test your equipment and technology prior to the meeting time to make sure that it will work when your scheduled event is due to start.
- Do not conduct any other activities while connected (i.e., no multitasking). Think about it this way...if you were sitting in a classroom on campus or in a professor's office, would you be doing anything other than sitting in the room, engaged in the conversation? Would you get up and walk around while the professor is talking? Would you abruptly leave the room or hold a conversation with someone else at home? A good rule to live by, only engage in activities that you would do if you were sitting beside a faculty member on campus.
- Do not meet while driving.
- Turn off (or place on *do not disturb*) all telephones, televisions, music players. Placing a telephone on mute (i.e., notification with vibration) still creates a distraction.
- Dress professionally...just as you would dress if meeting a faculty member on campus in person.
- Do not move around while connected. Keep your camera and device stable; stay in one place.
- Use headphones or earbuds to eliminate feedback in the conversation. Your microphone will pick up every noise projected by your speakers. If there are more than two people in a meeting, feedback occurs. For example, person A is talking to person B. Person C is listening to the conversation without headphones/earbuds. Person C's microphone picks up the conversation between Person A and B and projects it back to Person A and B. Person B not only hears the communication coming directly from person A, but the projected audio from Person C as well. A slight audio delay creates an echo effect. This feedback loop makes it very difficult for everyone in the meeting to participate.
- Keep yourself muted unless you are speaking.
- Leave your video camera on while the meeting is in progress. Do not turn it off so that you may do something without others seeing. Perhaps it would be better to wait to engage in that activity until after the meeting is over. Turning your camera off is equivalent to leaving the videoconference meeting. If you aren't seen, you aren't there.
- Avoid meeting in areas with a lot of noise in the background. For example, public areas such as coffee shops are not areas in which you should hold a videoconference meeting. All of the

background noise in your environment will be picked up by your microphone when you attempt to speak.

- A stable, high-speed internet connection is typically needed for a meeting to be held successfully.
- If using videoconferencing for supervision...
 - The student should be located in a private and closed room (i.e., behind a closed door, just like you were meeting with the instructor in his campus office). You should **NOT** be located in a public setting, where others may hear the conversation. If at home, you will need to ensure that you have a private and undisturbed environment in which to meet. If your computer is located in a common room, you will need to ensure that you are meeting during a time in which no one else is home. You will be discussing clients and playing recordings of your counseling sessions during supervision meetings, and you **MUST** ensure the confidentiality of your conversations and client recordings. Please refer to the ACA code of ethics regarding confidentiality requirements of our profession.

Transfer of Graduate Credit

Please contact your advisor prior to taking a course outside our program.

Extension and Readmissions

Students are given six years from the time they are admitted in their program to complete the degree. If circumstances arise beyond the student's control and the student is not able to complete the degree, an extension for up to one year may be granted if requested in writing by the student. 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**. This must be done in writing with the Deferral of Admission Form provided on our website in order to secure the admission slot. Students who are enrolled in classes but need to withdraw may discuss this with their 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>.

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.

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, nccupinfo@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) must be completed online at www.FAFSA.gov beginning on October 1. The student must reapply each academic year for financial aid. Applicants should make sure the correct award year is selected and the school code of 002950 is listed in section six. NCCU does not certify private loans.

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

Cost of Attendance

The cost of attendance reflects the maximum amount of financial assistance (grants, scholarships, work assistance, and loans) a student may receive for the enrollment period (a semester, an academic year, or summer term). The cost of attendance is listed on the award notification. In addition to the

cost of required fees, the financial aid office considers other living expenses students may incur during the school year. The cost of attendance is the sum of the following:

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

Application Process for Summer 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) 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>

Certifications and Licensure

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.

Certified Commitment Examiner

A **Certified Commitment Examiner** in North Carolina is the first clinical professional to evaluate whether an individual meets the strict statutory criteria for involuntary commitment (IVC). The role consists of two parts: the process of becoming certified and the process of conducting the actual examination.

1. The Certification Process

To become certified to conduct the first examination, you must meet eligibility requirements, complete training, and pass an exam.

- **Eligibility:** Licensed professionals such as Physicians, Eligible Psychologists, LCSWs, LCMHCs, LMFTs, NPs, PAs, and master's-level LCASs can qualify.
- **Training and Testing:** Applicants must complete the required Involuntary Commitment Law training modules (often coordinated through local LME/MCOs or the [UNC School of Government](#)). The initial testing fee is \$100, and the certification is valid for three years.

2. The Examination Process

Once certified, you are authorized to conduct the first examination under NC law.

- **The Evaluation:** The examiner conducts a face-to-face clinical interview, mental status evaluation, and reviews available records to determine if the individual is mentally ill or experiencing substance use issues, and is an imminent danger to themselves or others.
- **Health Screening:** You must also ensure a physical health screening is completed in conjunction with the mental health assessment.
- **Documentation:** Findings must be meticulously documented. The examiner maps observable behaviors and clinical evidence directly to North Carolina's statutory IVC criteria.
- **The Recommendation:** After the exam, the examiner issues one of three recommendations:
 1. **Inpatient Commitment:** The patient is transported to a 24-hour facility for a second evaluation.
 2. **Outpatient Commitment:** The patient is treated in the community under a court order.
 3. **Release:** The individual does not meet IVC criteria, the custody order is terminated, and the person is free to go.

Detailed statutory requirements, manuals, and forms are maintained by the [North Carolina Department of Health and Human Services](#).

National Certified Counselor (NCC)

The **National Certified Counselor (NCC)** is the premier voluntary credential issued by the [National Board for Certified Counselors \(NBCC\)](#). It requires candidates to hold a qualifying master's degree in counseling, pass a rigorous national examination, document supervised postgraduate work experience, and adhere to strict ethical standards.

The NCC certification process involves four primary stages:

- **Educational Requirements:** You must complete a master's or higher degree in counseling from an institutionally or CACREP-accredited program, comprising at least 48 graduate semester hours across core counseling areas (e.g., human growth, helping relationships, group work) and required supervised field experience.
- **Examination:** Candidates must pass either the [National Counselor Examination \(NCE\)](#) or the [National Clinical Mental Health Counseling Examination \(NCMHCE\)](#).

- **Work Experience:** You must provide documentation of at least 3,000 hours of postgraduate counseling experience, which must include a minimum of 100 hours of direct clinical supervision.
- **Ethical Compliance:** Applicants must agree to abide by the [NBCC Code of Ethics](#) and submit professional references.

Certified Career Counselor

What is the Certified Career Counselor (CCC) credential?

This credential is intended for career counselors with an advanced degree (master's or higher) in counselor education, counseling psychology, rehabilitation counseling or closely related counseling degree, engaged primarily in a career counseling practice or other career counseling-related services. The Certified Career Counselor credential is a recognition of two important factors in training and experience including both counseling and a specialization in career development, theory and practice.

The most important aspect of this credential that differentiates it from other recognized practitioners is that it recognizes the intersection of counseling and career development. As other counseling specializations include substance abuse counseling, mental health counseling, family counseling and others, career counseling involves a core set of competencies that bring together counseling and career expertise. Whether applicants consider themselves counselors with a specialization in career or career service professionals who provide counseling, this credential is designed to recognize this important combination.

Who is eligible for the CCC?

There are three core elements to becoming a Certified Career Counselor through NCDA including an advanced degree in counseling, subsequent training in the career specialization, and a demonstration of competencies required of career counselors. We accept U.S. degrees and international degrees as well. **International candidates will have to get approval through a transcript evaluation service - [click here for instructions](#).**

Certified Clinical Mental Health Counselor (CCMHC)

The process for earning the **Certified Clinical Mental Health Counselor (CCMHC)** credential through the [National Board for Certified Counselors \(NBCC\)](#) involves meeting stringent education, examination, and supervision requirements. It requires holding a prerequisite credential and passing a clinical examination.

1. Earn Your Prerequisite Credential

To apply for the CCMHC, you must already be an active **National Certified Counselor (NCC)**. This requires a master's degree in counseling and passing the National Counselor Examination (NCE) or the NCMHCE.

2. Fulfill Educational Requirements

You must have completed at least 60 graduate-level semester credits in counseling from an accredited institution. Your coursework must include a class in Clinical Diagnosis and Treatment, plus classes in at least three of the following six areas:

- Advanced Clinical Skills
- Family or Couples Counseling
- Addictions or Substance Abuse Counseling
- Human Sexuality Counseling
- Trauma, Violence, or Abuse Counseling
- Clinical Counseling for Special Populations

3. Gain Clinical Experience & Supervision

You are required to document:

- **3,000 hours** of postgraduate clinical client work experience.
- **100 hours** of postgraduate clinical supervision (under a qualified supervisor).

4. Pass the Examination

You must earn a passing score on the **National Clinical Mental Health Counseling Examination (NCMHCE)**. This is an advanced clinical exam that uses simulated case studies to test your ability to diagnose, assess, and treat clients. You can register for this exam directly through the [NBCC Examination Portal](#).

5. Submit Your Application and Endorsement

As part of the process, you must obtain a professional endorsement from a colleague holding a master's degree (or higher) in a mental health field. Once ready, you can submit the application in the NBCC Credentialing Gateway. The application fee is \$250 if you do not need exam registration, or \$375 if you need to register for the exam concurrently.

6. Maintenance and Renewal

Once certified, your CCMHC is valid for 5 years. To renew, you will need to pay an annual certification fee and complete 100 continuing education (CE) hours every 5 years (at least 50 of these must be specialty CEUs related to your CCMHC credential).

NORTH CAROLINA BOARD OF LICENSED CLINICAL MENTAL HEALTH COUNSELORS

Please note that you must check the NCBLCMHC's website for up-to-date information about the licensure process. (<https://www.ncblcmhc.org/>)

To become a Licensed Clinical Mental Health Counselor (LCMHC) in North Carolina, applicants must complete a master's degree in counseling, pass the required examinations, and complete 3,000 hours of supervised practice as an associate. This process involves moving from a temporary Associate license (LCMHCA) to full, independent licensure.

The licensure process by the [North Carolina Board of Licensed Clinical Mental Health Counselors](#) (NCBLCMHC) involves the following main stages:

1. Education and Associate Licensure (LCMHCA)

- **Degree Requirements:** You must have a master's degree in counseling or a closely related field, typically from a CACREP-accredited program, which covers required coursework like human growth, group counseling, and assessment.
- **Associate Application:** Before gathering post-graduate hours, you must apply for an LCMHCA license via the [NCBLCMHC Application Portal](#). The associate application requires official transcripts, a notary-signed affidavit, a criminal background check, a Professional Disclosure Statement, and passing the LCMHC Jurisprudence Exam.

2. Supervised Professional Practice

- As an LCMHCA, you must complete at least **3,000 hours of supervised professional practice** under a board-approved qualified clinical supervisor.
- These hours must include at least 2,000 hours of direct counseling experience (client contact) and up to 1,000 hours of indirect experience (paperwork, consultation).
- You must also complete at least **100 hours of clinical supervision**, 75 of which must be on an individual basis.

3. Full Licensure Application (LCMHC)

- Once you complete your 3,000 hours, you will apply for the full, independent [LCMHC license](#).
- This application requires an updated Professional Disclosure Statement, references, documentation of your supervised hours, and a new background check and Jurisprudence Exam.
- The total application fee for this step is \$238, which includes the \$38 criminal background check fee.

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

Professional Counseling Organizations

Get involved in your profession!

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>.

ACA Divisions

ACA's 20 chartered divisions provide leadership, resources and information unique to specialized areas and/or principles of counseling. Divisions are chartered by elected division officers who govern their activities independently and carry a voice in national ACA governance. Learn more about our divisions and enhance your professional identity and practice by joining one or more.

The American Counseling Association has many divisions that may meet your professional and personal interests. Please explore here: <https://www.counseling.org/about/divisions-regions-branches>

Professional Counseling Organizations

Students and graduates are encouraged to join and become active in professional organizations or associations. There are many benefits derived from membership in a professional organization for students, such as:

1. Will receive publications and other material (e.g., conference announcements, online forum digests, job announcements, etc.) available to the organizations' and associations' membership
2. Is entitled to reduced membership rates and reduced registration rates for professional meetings/workshops
3. Is eligible for such membership services as professional liability insurance, legal defense fund,

library resource use

4. Has a method of direct involvement with activities and issues pertinent to the profession.
5. Is affiliated with other professionals having interests and areas of similar expertise.
6. Has a way to stay up-to-date in the knowledge, practices, and research findings in the field.

Students are encouraged to become members of counseling professional organizations, which may include, but are not limited to:

American Counseling Association (ACA)

<http://www.counseling.org>

American Mental Health Counseling Association (AMHCA)

<http://www.amhca.org/>

American Rehabilitation Counseling Association (ARCA)

<http://www.arcaweb.org/>

American School Counseling Association (ASCA)

<http://www.schoolcounselor.org>

The American College Counseling Association (ACCA)

<https://www.collegecounseling.org/>

North Carolina Counselors Association (NCCA)

<https://www.n2ca.org/>

NC School Counselors Association (NCSCA)

NCACES

Association for Counselor Education and Supervision
(ACES)

<http://www.acesonline.net/>

Association for Specialists in Group
Work (ASGW)

<http://www.asgw.org>

Commission on Rehabilitation Counselor Certification (CRCC)

<http://www.crccertification.com/>

Counselors for Social Justice (CSJ)

<https://counseling-csj.org/>

National Council on Rehabilitation Education (NCRE)

<https://ncre.org/>