

Counselor Education

STUDENT HANDBOOK AND PRACTICUM/INTERNSHIP HANDBOOK

2019-2020

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THE SCHOOL OF EDUCATION

INTRODUCTION

The student manual has been prepared to introduce students to the Campbell University graduate programs in Counseling. The manual includes Campbell's mission and purpose, programs offered, admission requirements, student appeals process, student responsibilities, practicum and internship requirements and responsibilities. Faculty for the counseling programs have extensive backgrounds in several areas of the counseling profession.

OVERVIEW

The Campbell University School of Education, formally established in December of 1985, is an integral part of the university community. It is home to both Professional Education degrees and two service-oriented professional programs: psychology and social work. Fully consistent with the mission of the University, the School of Education blends theoretical, professional and practical concepts for expertise in education and service.

The master's degree programs in the School of Education provide additional depth and specialization by assisting practicing professionals to relate theory and research to current professional practices, trends, and issues. Core courses in theoretical foundations, research, ethics, curriculum, and contexts under gird specialization in each of the licensure areas. Programs consist of specializations in teaching, counseling, and school administration.

Individualized projects, assignments, and field experiences allow graduate students to renew and refine existing skills and competencies while developing new ones. The ability to integrate information, knowledge from varied experiences and courses, and to apply the results in professional settings is emphasized.

ACCREDITATION

The counseling program at Campbell University offers degrees in both Clinical Mental Health Counseling and School Counseling. Both programs are currently accredited through 2026 by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

For additional information regarding Campbell University accreditations, please visit www.campbell.edu/accreditation

PROFESSIONAL EDUCATION PROGRAMS

Statement of Student Responsibilities

Students enrolled in any graduate program in the School of Education have the following responsibilities:

- To assume the primary responsibility for directing and monitoring his or her educational program. This includes seeking out information, advice, and experiences needed to meet personal educational goals. Although professors, advisors, and staff members are expected to provide guidance, the student is normally expected to take the initiative in seeking out such information and assistance.
- To become familiar with the content of the official bulletin that describes their contract with the University and specifically the School of Education. They must also attend to the manual(s), memoranda, and forms pertinent to their programs. They should also seek out ways to remedy any personal or academic deficiencies and weaknesses. In addition, they should take the initiative in setting up conferences for academic program and career planning. It is strongly recommended that students maintain their own records that, to the degree possible, duplicate the files maintained in the Dean's office.
- To be aware of the rules and regulations concerning the use of University computing, library, and other facilities, as set out in published material.
- To meet deadlines for work to be submitted.
- To submit original work for assessment without plagiarizing or cheating. The honor code for the School of Education graduate students defines cheating on exams and plagiarism and describes the consequences of such infractions (1) being dropped from the class, (2) receiving an "F" for the course, (3) being removed from the graduate program, (4) having the matter referred to the Dean and the Executive Council, and (5) having a report inserted in the cumulative file.

Statement of Sanctions

(Applicable to degree and non-degree students)

Warning:

Notification of the student by the Dean of the School of Education that continuation or repetition of specified conduct may be cause for other disciplinary action. A warning is not appealable.

Suspension:

Forced withdrawal from the University for a specified period of time, including exclusion from classes, termination of student status and all related privileges and activities, and exclusion from the campus if set forth in the notice of suspension. If a student, while on suspension, violates any of the terms set forth in the notice of suspension, the student shall be subject to further discipline in the form of dismissal.

Dismissal:

Exclusion from the campus and termination of student status for an indefinite period. The conditions for reconsideration for readmission will be specified at the time of dismissal. The student may be readmitted to the University only with the specified approval of the Dean of the School of Education upon the recommendation of the Area Coordinator of the program in which the student was enrolled.

Appeals Process

(Applicable to degree and non-degree students)

Academic Cases and Academic Violations

Dean of the School of Education



Graduate Committee



Program Coordinator



Instructor



Graduate Student's Appeal

Student appeals on academic issues are first taken to the instructor if the matter is one concerning a course. Next, the area coordinator should be consulted. If the matter cannot be resolved at these levels, it must be taken to the Graduate Committee. The final appeal may be taken to the Dean of the School of Education.

The advisor may serve as a resource for resolving academic issues and may be utilized by the student, instructor, coordinator, Graduate Committee and/or Dean as appropriate.

Student appeals on admission are heard by the Graduate committee, which is composed of the Dean, the Director of Graduate Admissions, and coordinators of the Graduate program.

COUNSELING PROGRAM MISSION AND OBJECTIVES

PROGRAM MISSION

The comprehensive mission of the Program in Counselor Education at Campbell University is to serve a diverse population of students representing a variety of cultural dimensions, lifestyles, and capabilities. The priority of the faculty is to train competent, ethical, and knowledgeable graduate practitioners and educators with oversight in the areas of School Counseling and Clinical Mental Health Counseling at the entry/Master's-degree level.

PROGRAM OBJECTIVES

The Program in Counselor Education is committed to offering a quality program of teaching, research, and service for students enrolled in the program and ultimately for the benefit of the clients/individuals they serve. With a strong belief in the human dignity of the individual, program faculty in Counselor Education seek to offer students the opportunity to grow and develop to their fullest potential and to promote this attitude as the basis for their service to clients. This notion is a core principle for counseling.

The complexity of contemporary life requires that helpers be trained and specialized. This program acts on the assumption that skills and competencies of counseling can be taught and critically reviewed. In addition to teaching counseling skills, program faculty assumes responsibility to create opportunities for personal growth and development for students enrolled in the various programs of study. Through careful attention to ethical standards and professional acculturation, we act to model and facilitate the conceptualization of a professional role for program graduates. Finally, the program encourages students to develop attitudes, values, and beliefs that enhance their abilities to work with others in the helping process.

The specific objectives identified by the Program in Counselor Education are to:

1. Recruit and select qualified graduate students, with attention given to the inclusion of candidates from culturally diverse and underrepresented populations;
2. Offer a graduate curriculum of didactic courses, practicum and other clinical experiences, and internships which reflect the preparation standards of the profession;

3. Teach graduate level counselors, supervisors, and educators the knowledge, skills, practices, attitudes, and philosophical orientation to facilitate their working effectively in a pluralistic society and with culturally diverse populations;
4. Use outcomes-based standards across program areas, with an overall comprehensive assessment plan in place to assess student learning;
5. Provide specialized programs for the preparation of professional counselors for a wide variety of public and private educational and human service settings;
6. Collaborate with schools and service agencies in planning, in evaluating, and in providing experiential opportunities for counseling students;
7. Provide students with research skills reflecting their levels of preparation and instilling commitment to the pursuit of scholarly research;
8. Provide students with a framework for understanding and addressing professional, ethical, and legal issues, and using appropriate decision-making processes;
9. Promote students' knowledge, identity, and appreciation of professional associations and active professional memberships for personal and professional growth;
10. Assist graduates and employers in the identification of appropriate placement opportunities;
11. Gauge the mission of the program by developing and implementing planned procedures for the systematic evaluation of program outcomes, and program evaluation;
12. Require the use of technology to assist in counseling, program delivery, and technology's impact on the counseling profession;
13. Employ an overall comprehensive assessment plan for the master's degree;
14. Infuse current knowledge and skills for highly competent counseling practice in a
15. multicultural and pluralistic society;
16. Use measurable outcomes to evaluate work with clients and to evaluate counseling services and programs;
17. Promote knowledge and skills for working with individuals experiencing crises and traumatic events and circumstances;
18. Provide common core curricular experiences and demonstrate knowledge in all eight CACREP common core curricular areas: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation; and
19. Provide curricular experiences and demonstrate knowledge in the ten CORE curriculum areas: professional identity and ethical behavior; psychosocial aspects of disability and cultural diversity; human growth and development; employment and career development; counseling approaches and principles; group work and family

dynamics; assessment; research and program evaluation; medical, functional, and environmental aspects of disability; and rehabilitation services, case management, and related services.

COUNSELOR LICENSURE:

Students entering the counseling programs need to understand the North Carolina statutes as they apply to the field of counseling. There are two official state bodies, which control the practice of counseling.

- 1. School Counselor Licensure.** Licensure as a school counselor may be obtained by: (a) completing Campbell University's school counseling program, (b) satisfactory performance on the Praxis II Specialty Area test in Professional School Counseling, and (c) official verification from Campbell University. Information can be found at NCDPI.
- 2. Professional Counselor Licensure.** To become a Licensed Professional Counselor (LPC) in North Carolina the student must complete a Master's degree in counseling, (b) obtain a satisfactory score on the National Counseling Examination (NCE) or National Clinical Mental Health Counseling Examination (NCMHCE), (c) the jurisprudence exam is required for licensure application and must be taken within six months prior to application to the Board; (d) submit application to become an LPCA in order to complete required supervised hours totaling 3,000. Please be aware that currently, each state has its own specific requirements for licensure.

Students should contact the State Licensing Board in the State in which they plan to seek licensure after graduation for specific details. Information about pursuing the LPC in North Carolina can be found at <http://www.ncblpc.org>.

Campbell counselor education students are offered the opportunity to take the National Counselor Examination for Licensure and Certification (NCE). Most states use the NCE as part of their credentialing or licensure process. NCE results are used as criteria for evaluating counselors who desire to become National Certified Counselors (NCCs).

PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to join and to become active in professional organizations or associations. One method to remain current in the profession is by participating in professional organizations (presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership). There are many benefits derived from membership in a professional organization. As a member of a professional organization, the student:

1. Receives the most recent publications.
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, etc.

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.

American Counseling Association (ACA)

The American Counseling Association (ACA) is the world's largest non-profit organization for professional counselors. Dedicated to the growth and enhancement of the counseling profession, ACA offers many benefits and services. A discounted due rate is available to graduate students enrolled half-time or more in a counseling program. Information on membership is available at www.counseling.org.

American School Counselor Association (ASCA)

ASCA focuses on providing professional development, enhancing school counseling programs and researching effective school counseling practices. ASCA is a division of the American Counseling Association. ASCA's mission is to represent professional school counselors and to promote professionalism and ethical practices. A student membership is available to students enrolled in a Master's program that prepares school counselors and who do not hold a full-time position in school counseling. Information on membership is available at www.schoolcounselor.org.

North Carolina Counseling Association (NCCA)

The North Carolina Counseling Association represents diverse interests of its membership through an Executive Council, geographically located members, specialty organizations, and committees. The fundamental purposes of the North Carolina Counseling Association shall be: (1) To provide a united organization through which all persons engaged or interested in any phase of the counseling profession can exchange ideas, seek solutions to common problems, and stimulate their professional growth; (2) To promote professional standards and advocacy for the counseling profession; (3) To conduct professional, educational, and scientific meetings and conferences for counselors; and (4) To become an effective voice for professional counseling by disseminating information on, and promoting legislation affecting counseling. Student memberships are available and are very reasonable. Information on membership is available at <https://nccounselingassociation.org>.

North Carolina School Counseling Association (NCSCA)

The North Carolina School Counselor Association (NCSCA) promotes professionalism and ethical practices in school counseling while providing resources, knowledge and networking opportunities to promote student success in school, home and the community. The mission of NCSCA is to promote excellence in the profession of school counseling and through/in practice, the academic, career, and personal/social development of all students. Student memberships are available and are very reasonable. Information on membership is available at <http://ncschoolcounselor.org>.

Licensed Professional Counselors Association of North Carolina

Licensed Professional Counselors serve a vital role in the mental health and wellbeing of the citizens of NC, the Licensed Professional Counselors Association of North Carolina (LPCANC) promotes the development of LPCs through professional excellence and advocacy. LPCANC provides a voice for public policy, directs the activities of our professional lobbyist, and responds to the continuing education needs of LPCs in North Carolina. Student memberships are available and are very reasonable. Information on membership is available at <http://www.lpcanc.org>.

CAMPBELL UNIVERSITY STUDENT ASSESSMENT AND RETENTION PLAN

Tier/Transition One - Entrance to Student

1. Admissions criteria: Application, References, GRE scores, Transcripts/GPA, Interview
 - Enrollment/Registration
 - New Student Orientation
 - Faculty Advising (beginning of first semester)
2. Maintain a 3.0 GPA with no more than 2 “C’s” throughout tenure in program; 3 “C’s” and the student is dismissed from the program and can reapply after 1 year.

Tier/Transition Two – Student to Candidate

1. A Student Competency Progress Assessment will take place during the counseling skills course (CEDU 645). Students meet with the professor to discuss progress in three different areas: completion and quality of academic assignments; professional growth and development; and counseling competencies. The professor shares strengths and areas for growth with the student. This is done once at mid-term and at the end of the course. A student cannot receive below a “B.” Receiving below a “B” results in the student retaking the course before moving into Practicum.
2. Advancement to Practicum (Candidacy) application is/can be completed after 30 credit hours for School Counseling Students and 43 credit hours for Clinical Mental Health Counseling students in addition to course prerequisites. The student is also required to complete a practicum/internship proposal.
3. Once the student advances to Practicum (CEDU 690), counseling skill evaluation begins outside the purview of the faculty. The site must be approved by the faculty before the student begins. Supervisors working with CMHC students must hold the requisite license (e.g., LPC, CMHC, LMFT, LCSW or Licensed Psychologist). School counseling students are supervised by state certified school counselors. All site supervisors must meet CACREP standards (Ill.C.) The University site supervisor meets with the on-site supervisor to discuss Practicum requirements and to determine if the site is an appropriate fit for the student. Once the site is deemed appropriate, the

student must go through any training or other requirements (e.g., fingerprinting, background checks, etc.) before beginning. Students are required to complete the 100-hour Practicum within the semester registered.

4. On-site supervisors communicate regularly with university supervisors, whether by phone, on-line or in-person to discuss the student's progress. University site supervisors visit the site at least two times during each semester to observe the student's progress. The site supervisor and student each fill out an evaluation discussing the physical site, the supervision process, and advancement of skills. It is asked that this be done collaboratively so that both the student and the faculty member can learn from the process. Not all sites are successful, but through this type of collaboration (both with students and site supervisors) is where parties learn whether or not the site will provide the necessary direct and indirect clinical hours as well as clinical supervision. Standard grading (A, B, C, and F) applies. A student must receive an A or B in practicum in order to advance to Internship. Counseling faculty advisement will take place if student receives below a B.
5. As the student successfully completes Practicum, they go through similar processes for Internship (CEDU 695). Depending upon the site (e.g., school or agency setting), the student will move or stay at the particular site. Standard grading (A, B, C, and F) is given for both the Practicum and Internship field experience. Counseling faculty advisement will take place if student receives below a B.

RETENTION POLICY

Students are held to high academic and professional standards within the program. These standards are guided by the university academic requirements, Performance Standards and the Code of Ethics for their respective professional associations (ACA, ASCA). At each faculty meeting, a portion of the meeting is set aside to discuss any faculty member's student concerns. If a persistent problem arises, the faculty member meets with the student to discuss the concern, and the student has the opportunity to address the concerns raised. There are times when the instructor may have specific additional outcomes for the student to complete, such as:

1. Referral for student services: writing center, tutoring, study skills, and other academic support;
2. Additional coursework/assignments, such as practicum and internship hours;
3. Referral for counseling;
4. Leave of absence for a specified period of time for student to handle concerns;
5. Advisement to assist client toward another area of focus that meets student;
6. Dismissal from the counselor education program.

The student may be given a timeline in which to complete these outcomes before continuing in the program. Follow-up with the student takes place through the faculty advisor.

In addition, at the end of each Fall and Spring Semester, faculty meet to discuss each student's academic and professional performance using the Professional Performance form. These

reviews are informed by in and outside of class interactions, as well as performance in the field. Upon completion of the review, each students' scores are entered into TK20 and all concerns are addressed by the appropriate faculty member or student advisor following the procedures listed above.

Examples that would constitute the implementation of the retention policy include, but are not limited to:

- Student is at risk of failure due to deficits in academic skills;
- Student demonstrates professional skills deficits;
- Student demonstrates a lack of professionalism related to the duties of a counselor;
- Student demonstrates unethical behavior of a counselor.

Tier/Transition Three – Candidacy to Exit/Graduate

1. Students must apply for graduation and pay a nominal fee.
2. Students must successfully pass the Counselor Preparation Comprehensive Examination (CPCE). Scores of "Pass/Fail" are determined after each administration. Students are given two opportunities to succeed, with opportunities for remediation. The CPCE is offered the first Friday in October and the first Friday in March. Students are expected to take the exam the semester prior to their graduation semester.
3. During the student's last semester, the student is asked to fill out an anonymous exit survey on their experience in the counselor education program. This is the final piece of information entered into the assessment system.

It is through this systematic gatekeeping process that a student's progress can be measured as they meet the different student learning outcomes designed by faculty members. If unsuccessful at any point, the student can be remediated; however, there are specific outcomes that must be met in order to progress to the next tier/transition point. These outcomes are clearly delineated, and, if unsuccessful, the student has the option to self-select out of the program or be removed by faculty and/or administration. It is only through careful and thorough examination that counselor education programs can learn how to better monitor program and student progress.

PART I:

GENERAL INFORMATION

ADMISSION PROCEDURE

Initial Admission

1. An application form and reference forms may be obtained from the Director of Graduate Admissions and should be returned to that office along with a \$25.00 application fee. The application fee is nonrefundable. (An application form can be found on the last page of the Graduate Program bulletin.)
2. Reference forms should be distributed to three professional persons who have been directly involved in the applicant's academic or professional work. These forms are mailed directly to the Graduate Admissions Office by the recommending persons.
3. The applicant **must take** the Graduate Record Exam (GRE) and request that a copy of the score be sent to the Director of Graduate Admissions. Students must also take the GRE Writing Assessment.
4. The applicant needs to request that official transcripts of all college work be mailed to the Graduate Admissions Office.
5. Prospective counseling students will be notified of an interview date in which they will be invited to interview on the main campus as part of the admissions process.
6. After appropriate decisions have been made in the Graduate Admissions Office, the major department, and the graduate committee, the applicant will be notified of his/her status by the Graduate Admissions Office.

ADMISSION REQUIREMENTS TO THE MASTER'S DEGREE PROGRAMS (M. Ed. / M. A.) IN COUNSELOR EDUCATION

Applicants to the master's degree programs in education are admitted into one of two categories:

- A. Full standing, which requires the following:
 - (1) A bachelor's degree from an accredited institution of higher education.
 - (2) A grade point average of at least 3.0 on a 4.0 scale on all undergraduate work.
 - (3) Sufficient courses or work in the chosen area to qualify for graduate study in that area.
 - (4) A satisfactory score on the Graduate Record Exam (GRE).
 - (5) An interview for counselor education students

- B. Provisional admission for those who do not meet the requirements for full standing. They must have the following:
 - (1) A bachelor's degree from an accredited institution of higher education.
 - (2) A grade point average of at least 2.7 on a 4.0 scale on all undergraduate work.
 - (3) Sufficient course work in the chosen area to pursue graduate study in that area.
 - (4) A satisfactory score on the Graduate Record Exam (GRE).
 - (5) An interview for counselor education students

An applicant who has been accepted (either as a candidate in full standing or as a provisional candidate) may be required to complete specified upper-level (undergraduate) course work if the Director of Graduate Studies determines that such course work is needed to increase the applicant's readiness for successful graduate study in the proposed area.

Upon satisfactory completion of twelve semester hours of graduate study (or two semesters), a provisional candidate may apply for full standing. If more than twelve semester hours have been earned, evaluation will be made on all graduate work completed. Acceptance into full standing rests with the Graduate Committee; the concurrence of the advisor in the major area is also required.

Students with a bachelor's degree who have not been formally admitted to the Counselor Education Program may be enrolled as special students. Enrollment in this category requires approval of the department concerned. A maximum of six (6) semester hours may be taken under the Special Student Status. Courses taken as a special student will need approval for transfer into the Counselor Education program.

Students in good standing in other graduate schools may enroll for graduate study at Campbell University, provided they have permission of the Director of Graduate Study at Campbell University.

GENERAL REQUIREMENTS FOR THE MASTER'S (M. Ed. / M. A.)

DEGREES IN COUNSELOR EDUCATION

- A. Admission to graduate study program – either Clinical Mental Health Counseling or School Counseling.

Students must meet the requirements of the catalog in effect at the time of their first enrollment in a graduate course or their application to the graduate program, whichever is later.

- B. A minimum of 49 semester hours in the M.Ed. Program or 61 semester hours in the M.A. Program is required for graduation. Campbell University will accept no more than six hours of transfer credit.

- C. The completion of the required course of study, with at least a B average and with no more than two grades of C.

- D. Field Experience: All students are required to complete a field experience as part of the degree requirements. These courses (CEDU 690, CEDU 695, and CEDU 696) should be completed during the final stages of a student's program. At a minimum, forty-three hours for Clinical and thirty hours for School Counseling must have been completed including Professional Orientation and Ethics (CEDU 626); Counseling Skills (CEDU 645); Group Counseling (CEDU 646); and Counseling in the Schools (CEDU 636- for school counseling students). Practicum (CEDU 690) precedes Internship (CEDU 695). Please note – a practicum and internship cannot be completed in the same semester in the same school/agency.

Students must find their own practicum or internship site, subject to the approval of the university practicum/internship field experience coordinator. On-site supervisors within the public schools must have a master's degree and certified with at least two years of counseling experience. Community agency, on-site supervisors must be masters prepared in counseling or a closely related field and have two years of counseling experience. Students are required to obtain malpractice insurance **prior** to practicum/internship participation. Evidence of insurance coverage must be provided.

Initial Application Due Dates: October 1 (Spring Semester), March 1 (Fall Semester)
Confirmed Site: December 1 (Spring Semester), May 1 (Fall Semester)

- E. Satisfactory performance on a comprehensive examination.
- F. Completion of all requirements within a five-calendar-year period of time.
- G. Student who are interested in changing from a M.Ed. program to a M.A. program or from a M.A. program to an M.Ed program should:
- a. Notify their advisor
 - b. Develop a mutually agreed upon Plan of Study with the advisor.

- c. Submit a written Change of Degree Program Form.

Advisors:

When students are accepted into a program, advisors are assigned by the department based on the student's course of study. Conferences with advisors may be held in person, by telephone, or by email. Students must contact their advisor to register for classes.

Counseling Services:

Personal counseling services and referrals for students in the Clinical Mental Health Counseling, School Counseling, and all other programs are available through the School of Osteopathic Medicine's Behavioral Health department. Appointments are available between 9am – 6pm Monday through Friday. Appointments can be made through the following link: <https://medicine.campbell.edu/behavioral-health/schedule-an-appointment/> or by calling 855-287-6613. If assistance is needed after office hours, graduate students are encouraged to use the confidential telephone counseling service: **ProtoCall Services**. 866-428-3591

Special Needs:

Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services studentservices@campbell.edu, 800-334-411 ext. 4364, or 910-814-4364. 227 Main Street, Buies Creek, NC, 27506, between Wallace Student Center and Carter Gymnasium.

Financial Aid:

Students should contact the Campbell University financial aid office for information on scholarships, grants, and loans available at the graduate level. financialaid@campbell.edu, 800-334-411 ext. 1310, or 910-893-1310.

Students should contact Dr. Christopher Godwin, Director of Teacher Education for information on scholarships. godwinc@campbell.edu, 910-814-4331.

SCHOOL COUNSELING (K-12)

Master of Education

General Objectives:

The school counseling student at the master's degree level

- Studies a common core of knowledge in the areas of educational foundations, educational psychology, research methods, behavioral sciences and ethics.
- Works to attain growth toward personal-social goals.
- Develops specific competencies that will aid in carrying out his/her various roles as counselor, coordinator, and consultant.
- Refines those personal qualities that are basic for effective counseling.

Specific Objectives:

The school counseling student at the master's degree level

- Develops the competencies needed to organize, administer, and supervise a guidance and counseling program.
- Learns to apply group, individual, and vocational counseling techniques.
- Develops knowledge of career information sources for educational, vocational, and personal-social counseling.
- Studies methods of student assessment including the use of standardized tests.
- Studies methods of consultation and learns to apply the principles involved.
- Develops the ability to engage in student referral, placement, and follow-up - activities.
- Develops understanding of abnormal behaviors and the social-cultural systems, which contribute to the development of such dysfunctions.

Student Learning Outcomes:

- SLO 1: School Counseling students will demonstrate an understanding and application of counseling theories.
- SLO 2: School Counseling students will demonstrate an understanding and application of individual and small group counseling, including the use of assessments in the counseling process.
- SLO 3: School Counseling students will demonstrate ethical principles and promote professional dispositions.
- SLO 4: School Counseling students will exhibit an understanding of the needs of individuals at all developmental levels and demonstrate cultural competency.
- SLO 5: SC students will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.

SCHOOL COUNSELING

Candidates for the Master of Education (M.Ed.) degree in School Counseling must complete the following core courses (46 semester hours) for this program, which is designed to allow students to meet North Carolina School Counselor license requirements:

Course Requirements:

1. CEDU 626: Professional Orientation and Ethics in Counseling (3)
2. CEDU 623: Research Design and Methodology for the Counseling Profession (3)
3. CEDU 624: Counseling Theories and Techniques for Professional Counselors (3)
4. CEDU 636: Counseling in the Schools (3)
5. CEDU 638: Assessment in Counseling (3)
6. CEDU 641: Life Span Development for Professional Counselors (3)
7. EDUC 643: Special Needs (3)
8. CEDU 644: Career Counseling (3)
9. CEDU 645: Counseling Skills for the Counseling Profession (3)
10. CEDU 646: Group Counseling (3)
11. CEDU 664: Abnormal Psychology for the Counseling Profession (3)
12. CEDU 685: Spirituality, Religion, and Diversity for the Counseling Profession (3)
13. CEDU 526: Drug Treatment for Mental Health Disorders (1)
14. CEDU 690: Practicum in Counseling (3)
15. CEDU 695: Internship in Counseling One (3)
16. CEDU 696: Internship in Counseling Two (3)

46 hours

In addition, candidates must select three semester hours of an elective. Among the choices available are the following:

1. CEDU 544: Family Therapy (3)
2. CEDU 683: Substance Abuse Seminar for Professional Counselors (3)
3. CEDU 684: Crisis Intervention Seminar for Professional Counselors (3)
4. CEDU 689: Special Topics in Counseling (3)
5. CEDU 677: Cognitive Behavior Therapy (3)
6. CEDU 680: Families and Addiction for Professional Counselors (3)
7. CEDU 679: Child Psychopathology for Professional Counselors (3)

CEDU 689: Special Topics in Counseling – This course is not required of most students and is only utilized in rare instances for Independent Study and especially for those individual who completed PSYCH 526 as an undergraduate and as a graduate student must complete a different one-hour course.

3 hours

TOTAL: 49 hours

Students who are seeking North Carolina Public School Counselor “Master” licensure but do not presently hold North Carolina teacher licensure must complete two additional courses:

- 1) EDUC 620: Educational Psychology (3)
- 2) EDUC 633: Learning and Teaching in a Global Society (3)

6 hours

All students wishing North Carolina school counselor licensure must take and pass the appropriate Praxis II examination required for licensure.

It is recommended that students take CEDU 626, Professional Orientation and Ethics in Counseling as the first course in the program; if this cannot be arranged, it should be taken as early as possible.

- CEDU 645 Counseling Skills is a prerequisite to CEDU 646 Group Counseling
- CEDU 636 Counseling in the Schools and CEDU 645, Counseling Skills are prerequisites for CEDU 690 Practicum in Counseling.
- CEDU 690, Practicum in Counseling is a prerequisite for CEDU 695, Internship in Counseling.

Clinical Mental Health Counseling

Masters of Arts

General Objectives:

The clinical mental health counseling student at the master's degree level

- Studies a common core of knowledge in the areas of behavioral sciences, counseling theories and techniques, ethics, assessment diagnosis and research methods.
- Works to attain growth toward personal-social goals.
- Develops specific competencies that will aid in carrying out his/her various roles as counselor, coordinator, and consultant.
- Refines those personal qualities that are basic for effective counseling.

Specific Objectives:

The clinical mental health counseling student at the master's degree level

- Develops the competencies needed to organize, administer, and supervise a guidance and counseling program.
- Learns to apply group, individual, and vocational counseling techniques.
- Develops knowledge of career information sources for educational, vocational, and personal-social counseling.
- Studies methods of client assessment diagnosis including the use of standardized tests.
- Studies methods of consultation and learns to apply the principles involved.
- Develops the ability to engage in client referral, placement, and follow-up activities.
- Develops understanding of abnormal behaviors and the social-cultural systems which contribute to the development of such dysfunctions.

Student Learning Outcomes:

- SLO 1: Clinical Mental Health Counseling students will demonstrate an understanding and application of counseling theories.
- SLO 2: Clinical Mental Health Counseling students will demonstrate an understanding and application of individual and small group counseling, including the use of assessments in the counseling process.
- SLO 3: Clinical Mental Health Counseling students will demonstrate ethical principles and promote professional dispositions.
- SLO 4: Clinical Mental Health Counseling students will exhibit an understanding of the needs of individuals at all developmental levels and demonstrate cultural competency.
- SLO 5: Clinical Mental Health Counseling students will demonstrate an understanding of the roles, setting, and delivery modalities within the mental health continuum of care.

CLINICAL MENTAL HEALTH COUNSELING

Candidates for the Master of Arts (M.A.) degree in Clinical Mental Health Counseling must complete the following courses (61 semester hours). This program is not designed to allow students to meet North Carolina School Counselor licensure requirements. This will allow students to be eligible to become licensed professional counselors in North Carolina.

Course Requirements

1. EDUC 623: Research Design and Methodology for the Counseling Profession (3)
2. CEDU 624: Counseling Theories and Techniques (3)
3. CEDU 626: Professional Orientation and Ethics in Counseling (3)
4. CEDU 638: Assessment in Counseling (3)
5. CEDU 641: Life-span Development for Counselors (3)
6. CEDU 644: Career Counseling (3)
7. CEDU 645: Counseling Skills (3)
8. CEDU 646: Group Counseling (3)
9. CEDU 664: Abnormal Psychology for the Counseling Profession (3)
10. CEDU 685: Diversity, Spirituality, & Religion for the Counseling Profession (3)
11. CEDU 526: Drug Treatment for Mental Health Disorders (1)
12. CEDU 544: Family Therapy (3)
13. CEDU 683: Substance Abuse Seminar for Professional Counselors (3)
14. CEDU 684: Crisis Intervention Seminar for Professional Counselors (3)
15. CEDU 677: Cognitive Behavior Therapy (3)
16. CEDU 679: Child Psychopathology for Professional Counselors (3)
17. CEDU 680: Addiction and the Family (3)
18. CEDU 687: Clinical Supervision/Advanced Skills (3)
19. CEDU 690: Practicum in Counseling (3)
20. CEDU 695: Internship in Counseling One (3)
21. CEDU 696: Internship in Counseling Two (3)

CEDU 689: Special Topics in Counseling – This course is not required of most students and is only utilized in rare instances for Independent Study and especially for those individual who completed PSYCH 526 as an undergraduate and as a graduate student must complete a different one-hour course.

TOTAL 61 hours

Students, who wish to **add School Counselor licensure to the M.A. in Clinical Mental Health Counseling** must first complete the M.A. program (61 hours), then take the following courses:

1. EDUC 620: Survey of Educational Psychology (3)*
2. EDUC 633: Learning and Teaching in a Global Society (3)*
3. CEDU 636: Counseling in the Schools (3)
4. EDUC 643: Special Needs (3)
5. CEDU 695: Internship in Counseling (3)
6. CEDU 696: Internship in Counseling Two (3)

*EDUC 620 and 633 are not required of students who hold a current NC teaching license.

For the MA Clinical Mental Health Program:

A minimum of 43 semester hours, which is to include:

- CEDU 645, Counseling Skills is a prerequisite to CEDU 646. Group Counseling
- CEDU 646 Group Counseling, and CEDU 645, Counseling Skills are prerequisites to CEDU 690 Practicum in Counseling,
- CEDU 690 Practicum in Counseling is a prerequisite to CEDU 695 Internship in Counseling.
- CEDU 687 Clinical Supervision and Advanced Skills is taken in conjunction with CEDU 695 or CEDU 696, Internship in Counseling.

Note 6: Any counselor education student who was a graduate of Campbell University's UG psychology program and took PSYC 526 as part of that undergraduate curriculum may not take CEDU 526 as a graduate student. For these students, the counselor education program will offer a one-hour, "Special Topics in Counseling" course, CE