

**FAYETTEVILLE STATE UNIVERSITY  
COLLEGE OF ARTS AND SCIENCES  
DEPARTMENT OF PSYCHOLOGY  
GRADUATE PROGRAM**



**COUNSELING  
POLICIES AND PROCEDURES HANDBOOK  
2011  
v. 08/11**

**Fayetteville State University is a Constituent Institution of the University of North Carolina**

*Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.*

*Fayetteville State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number: 404-679-4501) to award the bachelors, master's, and doctoral degrees.*

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## I. Introduction to the Counseling Program

The Counseling Program welcomes you to graduate study at Fayetteville State University (FSU). Because of the competitive nature of the application process, your admission assures that you have distinguished yourself by your academic and professional achievements.

The Counseling Program has many resources available to you during your training. In addition to the faculty and your fellow graduate students, you will have access to libraries, computer labs, schools, hospitals, clinics, and professional organizations. It is important that you remember, however, that the successful completion of your graduate training rests with you more than anyone else.

This *Counseling Program Policies and Procedures Handbook* was designed to familiarize you with the specific policies and procedures governing the Counseling Program. Knowledge of the contents of the *Counseling Program Policies and Procedures Handbook* and of the *Graduate Catalog* is essential to ensure the smooth progress of your graduate training. You are required to read this *Counseling Program Policies and Procedures Handbook* at the start of your program and to make frequent reference(s) to it. ***Ignorance of policies and procedures in this handbook is not an acceptable defense for failing to abide by them.*** The *Counseling Program Policies and Procedures Handbook* is published annually. Graduate students are responsible for the curriculum and degree requirements listed in the *Counseling Program Policies and Procedures Handbook* and the *Graduate Catalog* of the year for which they are first admitted. Graduate students are issued the *Counseling Program Policies and Procedures Handbook* their first semester in the program. The graduate program will continue to evolve. If requirements change during the student's enrollment in the program, it will be the student's discretion whether to follow the new requirements or to abide with the original program.

### Program Goals

The mission of the 60-unit Master of Arts in Counseling is to produce highly skilled, license eligible graduates who reflect the state of the art in counseling and the community human service/mental health movement, to increase the awareness, knowledge, and skills of students, and professionals in the area of multicultural counseling, and to provide field experiences that reflect the present and projected clinical mental health counseling, health, and service needs of an increasingly pluralistic society.

Upon completion of the program the student will:

1. Demonstrate knowledge of the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health movement.
2. Understand the roles, functions, and professional identity of clinical mental health counselors.
3. Understand the structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of clinical mental health counseling.

4. Understand the implications of professional issues unique to clinical mental health counseling including, but not limited to recognition, reimbursement, and right to practice.
5. Demonstrate awareness of the implications of sociocultural, demographic, and lifestyle diversity relevant to clinical mental health counseling.
6. Understand the roles of clinical mental health counselors in a variety of practice settings and the relationships between counselors and other professionals in these settings.
7. Demonstrate knowledge of the organizational, fiscal, and legal dimensions of the institutions and settings in which clinical mental health counselors practice.
8. Demonstrate knowledge of theories and techniques of community needs assessment and other forms of information used to design, implement, and evaluate clinical mental health counseling interventions, programs, and systems.
9. Demonstrate knowledge of general principles of mental health intervention, consultation, education and outreach: characteristics of human services programs and networks, public, private, and volunteerism in local communities.
10. Demonstrate knowledge of client characteristics of individuals served by institutions and agencies offering clinical mental health counseling services.
11. Demonstrate knowledge of principles of program development and service delivery for a clientele based on assumptions of normal development and an emphasis on prevention.
12. Develop effective strategies for promoting client understanding of and access to community resources.
13. Demonstrate knowledge of how to conduct an intake interview and complete a mental health history for planning counseling interventions.
14. Demonstrate knowledge of effective strategies for client advocacy in public policy and government relations issues.
15. Have satisfactorily completed 600 clock hour field placements in a community setting under appropriate supervision.

### Accreditation

Fayetteville State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the bachelor's, master's education specialist, Doctor of Education, and Doctor of Philosophy degrees.

If you have questions about the university's accreditation status or the accreditation process feel free to contact the SACS office in writing or by phone:

## Southern Association of Colleges and Schools

1866 Southern Lane  
Decatur, Georgia 30033-4907  
(404) 679-4501  
[www.sacs.org](http://www.sacs.org)

The design of the counseling program at FSU is intended to follow the standards for CACREP Accredited Clinical Mental health Counseling Programs. The program is yet to be accredited. If you have questions about CACREP Accreditation please contact their office in writing or by phone:

Council for Accreditation of Counseling and Related Educational Programs  
5999 Stevenson Avenue  
Alexandria, VA 22304  
(703) 823-9800, ext. 301  
[www.cacrep.org](http://www.cacrep.org)

### Advisement

The Counseling Program seeks to develop strong collegial relationships between faculty and students. These relationships facilitate the instructional process by maximizing the support available to students.

An orientation meeting is held annually prior to the start of classes in fall. During this meeting all incoming graduate students are provided with a copy of this *Counseling Program Policies and Procedures Handbook* and a Contact Information Form is collected by the Director of Counseling Training.

At some time during the first month of the student's first semester at Fayetteville State University, he or she will be assigned to an academic advisor. The advisor should be a regular graduate counseling faculty. Students should discuss their program of studies with the advisor, who will sign most of the student's registration and other forms. The advisor will be responsible for completing an Annual Evaluation on the student's progress in academic, research, and professional areas. The Director of Counseling Training can sign registration and other forms until an advisor is selected, or if the advisor is unavailable. The student will meet with their advisor on a regular basis. (In addition, the student will also be assigned a separate on-site Counseling Supervisor during all practicum and internship activities.)

### Relevant Professional Organizations

Graduate students are encouraged to join as student members several professional organizations in order to develop their professional identity, communicate with professional colleagues, and to keep abreast with developments in the field. Some of the most prominent of these organizations are the:

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

2. North Carolina Counseling Association (NCCA)  
[www.nccounseling.org](http://www.nccounseling.org)
3. Society of Counseling Psychology of the American Psychological Association (Division 17, APA)  
[www.apa.org/about/division/div17.html](http://www.apa.org/about/division/div17.html)
4. The North Carolina Psychological Association  
<http://www.ncpsychology.org/>

Membership information may be obtained at each of their web pages.

#### State Licensure & National Certification

Graduates of the program may be eligible for North Carolina licensure as Licensed Professional Counselor (LPC) and/or Licensed Psychological Associate (LPA) depending on the number of hours of supervised practicum and internship experience they receive, the number of hours of supervised experience they receive following graduation, passing the respective national examinations (the NCE and/or the EPPP), and passing the respective state Board examinations. Information about these credentials is available at the:

North Carolina Board of Licensed Professional Counselors  
P.O. Box 1369  
Garner, NC 27529  
(919) 661-0820  
[www.ncblpc.org](http://www.ncblpc.org)

North Carolina Psychology Board  
895 State Farm Road, Suite 101  
Boone, NC 28607  
(828) 262-2258  
[www.ncpsychologyboard.org](http://www.ncpsychologyboard.org)

A National Certification for Counselors (NCC) is provided through the National Board of Certified Counselors and Affiliates (NBCC). Information about this organization and the process of obtaining national certification is available at [www.nbcc.org](http://www.nbcc.org).

Students are cautioned that licensure and certification standards change with time and they should monitor the state Boards for potential changes to the eligibility requirements. Furthermore students are cautioned that licensure and certification standards can be very different across states and they should be familiar with the requirements in the jurisdiction they intend to ultimately practice.

## II. Curriculum and Degree Completion Requirements

The Counseling program may be completed on either a full-time or part-time basis. The curriculum typically requires 3 years of study if the student follows the recommended full-time course sequence. The curriculum requires 4-5 years of study if the student follows the recommended part-time course sequence. The impact of deviating from these recommended curricular plans on the time to degree completion is unpredictable and may be significant. Most classes are held at the main campus and begin at 5:15 pm or 6:00 pm. Some classes may be held at our Ft. Bragg campus on occasion. Students in the program are required to complete a part-time practicum (100 hours) and a full-time Internship (600 hours). Students who work full-time need to be able to re-arrange or take a semester off from their working schedule to complete the practicum and internship requirements. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The core curricular experiences include the following areas:

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

In addition to coursework the program requires completion of a Comprehensive Examination. Each of these components is discussed in the following sections of the Counseling Program Policies and Procedures Handbook.

### Transfer of Graduate Credit

A maximum of six (6) semester hours of transfer credits for graduate courses with a grade of B or higher may be accepted toward completion of a master's degree at Fayetteville State University. These six hours may not be in the core. The remaining hours must be earned in residence. Only courses that counted toward a degree at a regionally accredited institution will be considered for transfer credit.

Students wishing to pursue courses at another university to transfer to Fayetteville State University must obtain the approval of the department chair, dean of the school or college, and Dean of The Graduate School prior to taking the courses. Students should submit the "Request to Pursue Courses for Transfer to Fayetteville State University" form. The form is posted on [The Graduate School website](#).

Students wishing to transfer credits must submit the "Transfer of Course(s) Evaluation Form," official transcripts, and other appropriate course identification information (e.g., copy of course description from catalog, course syllabus) to the advisor for initial approval. The recommendations of the advisor should be forwarded to the department chair, dean of that school or college, and Dean of

The Graduate School for approval. Course work may be transferred upon the student's admission into a graduate school program. Course work transferred must not be older than six (6) years at the time the intended Masters Degree or eight (8) years at the time the intended Doctoral Degree is awarded

### **Counseling Program Curriculum (60 Credits)**

PSYC 500 Statistics  
PSYC 505 Research Methods  
PSYC 515 Psychology of Diversity  
PSYC 516 Human Growth and Development  
PSYC 525 Ethical and Practical Issues  
PSYC 550 Psychopathology  
PSYC 575 Biological Aspects of Behavior  
PSYC 611 Theories of Counseling and Psychopathology  
PSYC 612 Techniques and Process in Counseling Psychology  
PSYC 613 Counseling in Community Settings  
PSYC 614 Addiction & Substance Abuse Counseling  
PSYC 619 Cognitive Assessment  
PSYC 623 Assessment of Personality and Psychopathology  
PSYC 630 Techniques in Crisis Intervention  
PSYC 631 Career Counseling  
PSYC 634 Group Counseling  
PSYC 680 Counseling Practicum  
PSYC 681 Counseling Internship  
PSYC 682 Group Supervision in Counseling Practicum  
PSYC 683 Group Supervision in Counseling Internship

\*A Comprehensive Examination is required for the counseling track.

The curriculum is presented below in a model course sequence for full time participation. While the courses will generally be offered in the sequence shown, exceptions can occur. Some courses may be offered during the summer sessions. Students, in conjunction with their advisor and the Director of Counseling Training, may plan an individualized course sequence that will best meet their educational goals and timetable. In doing so, however, care should be exercised to ensure that all prerequisites and co-requisites are met. It should be emphasized that students should seek guidance and approval from appropriate faculty members before making such adjustments. *Deviating from the recommended model course sequences may significantly extend the time to degree completion.*

**Full-Time Course Sequence for Counseling Program (3 yr)**

First Year

**Fall**

PSYC500 Statistics

PSYC550 Psychopathology

PSYC611 Theories of Counseling

**Spring**

PSYC505 Research Methods

PSYC525 Ethical and Professional Issues

PSYC612 Techniques and Process of Counseling

PSYC 516 Human Growth & Development

Second Year

**Fall**

PSYC 515 Psychology of Diversity

PSYC 619 Cognitive Assess

PSYC 680 Practicum

PSYC 682 Group Supervision in Counseling  
Practicum

**Spring**

PSYC 575 Biological Aspect of Behavior

PSYC 623 Personality Assess

PSYC 613 Community Counseling

PSYC 614 Addiction and Substance Abuse

Third Year

**Fall**

PSYC 631 Career Counseling

PSYC 630 Crisis Intervention

PSYC 634 Group Counseling

(Comprehensive examination)

**Spring**

PSYC 681 Internship

PSYC 683 Group Supervision in Counseling  
internship

Part-Time Course Sequence for Counseling Program (4 yr)

First Year

**Fall**

PSYC500 Statistics

PSYC550 Psychopathology

PSYC611 Theories of Counseling

**Spring**

PSYC505 Research Methods

PSYC525 Ethical and Professional Issues

PSYC612 Techniques and Process of Counseling

Second Year

**Fall**

PSYC 515 Psychology of Diversity

PSYC 680 Practicum

PSYC 682 Group Supervision in Counseling Practicum

**Spring**

PSYC 516 Human Growth & Development

PSYC 613 Community Counseling

PSYC 614 Addiction and Substance Abuse

Third Year

**Fall**

PSYC 631 Career Counseling

PSYC 619 Cognitive Assess

**Spring**

PSYC 575 Biological Aspect of Behavior

PSYC 623 Personality Assess

Forth Year

**Fall**

PSYC 630 Crisis Intervention

PSYC 634 Group Counseling

**Spring**

PSYC 681 Internship

PSYC 683 Group Supervision in Counseling internship

**Comprehensive examination**

Part-Time Course Sequence for Counseling Program (5 yr)

First Year

**Fall**

PSYC500 Statistics

PSYC550 Psychopathology

**Spring**

PSYC505 Research Methods

PSYC525 Ethical and Professional Issues

Second Year

**Fall**

PSYC 515 Psychology of Diversity

PSYC611 Theories of Counseling

**Spring**

PSYC 516 Human Growth & Development

PSYC612 Techniques and Process of Counseling

Third Year

**Fall**

PSYC 680 Practicum

PSYC 682 Group Supervision in Counseling Practicum

**Spring**

PSYC 613 Community Counseling

PSYC 614 Addiction and Substance Abuse

Forth Year

**Fall**

PSYC 631 Career Counseling

PSYC 619 Cognitive Assess

**Spring**

PSYC 575 Biological Aspect of Behavior

PSYC 623 Personality Assess

Fifth Year

**Fall**

PSYC 630 Crisis Intervention

PSYC 634 Group Counseling

**Spring**

PSYC 681 Internship

PSYC 683 Group Supervision in Counseling internship

**Comprehensive examination**

## Outline of Significant Deadlines

- Admission to Degree Candidacy. Admission to candidacy is granted by the Dean of Graduate School when students have completed a minimum of twelve (12) graduate hours and meet the additional requirements listed in the *Graduate Policies and Procedures Handbook*. A student in a degree program should not accumulate more than eighteen (18) graduate hours without being admitted to candidacy. (Applications for Admission to Degree Candidacy are available at the Office of Graduate School and online; <http://www.uncfsu.edu/graduateschool/forms.htm>)
- Completion of the Comprehensive Examination. The Comprehensive Exam must be completed before registering for internship. (Applications are available at the Graduate School and Department Website; <http://www.uncfsu.edu/graduateschool/forms.htm>).
- Application for Graduation. A prospective graduate must apply to the Office of the Registrar to become a candidate for graduation no later than the date set forth in the University Calendar for filing applications for graduation. See Fayetteville State University Catalog for deadlines. (Applications are available at the Graduate School Website; <http://www.uncfsu.edu/graduateschool/forms.htm>).

### Thesis Option

Although thesis is not required for the counseling program, students who desire to complete a thesis can consult with their academic advisors.

- Approval of the M.A. Thesis. Students who request the Thesis Option and are approved must submit the Thesis in final form to the examining committee no later than six (6) weeks before graduation.
- Completion of the M.A. Thesis Oral Defense. Students who are approved for the Thesis Option must do an oral defense of the Thesis before the examining committee. The Oral Defense must be completed no later than four (4) weeks before graduation. (Applications are available at the Office of Graduate Studies and online.)

## Counseling Course Descriptions

### PSYC 500 (3-3-0) Statistics

An advanced statistics course including such topics as probability, the binomial and Poisson distributions, linear regression and multiple regression correlation techniques, analysis of variance, and non-parametric test of significance. Prerequisite: Undergraduate Statistics and Experimental Psychology or Research Methods.

### PSYC 505 (3-3-0) Research Methods

A course covering the rationale, design, and methods of conducting psychological research. Prerequisite: PSYC 500.

### PSYC 515 (3-3-0) Psychology of Diversity

A study of the issues and influences of gender, sexual orientation and the major racial/ethnic and cultural groups in the United States on the theoretical and research paradigms in psychology and on

clinical and counseling practices. The course expands students' frame of reference concerning human diversity and applies this knowledge of counseling and research issues in psychology. Prerequisite: Permission of instructor.

**PSYC 516 (3-3-0) Human Growth and Development**

A study of the theories, principles, and concepts of cognitive, social, emotional and physical development across the lifespan.

**PSYC 525 (3-3-0) Ethical and Professional Issues**

A study of the roles and responsibilities of mental health professionals, including legal and ethical standards (APA and ACA) in professional practice, testing, and research. This course also deals with the expectations and problems confronting psychologists in industrial, clinical, and professional organizations. Pre-requisite: Permission of instructor.

**PSYC 575 (3-3-0) Biological Aspects of Behavior**

A study of brain functions in relation to intelligence, speech, memory, emotions, and visual-spatial abilities, with attention to individual differences in both normal and brain-damaged persons. Prerequisite: Permission of instructor.

**PSYC 550 (3-3-0) Psychopathology**

A study of the etiology, symptomology, diagnosis and treatment of psychological disorders, encompassing a multicultural perspective, with an introduction to and laboratory on the use of the Diagnostic Statistical Manual of Mental Disorders.

**PSYC 611 (3-3-0) Theories of Counseling**

An exploration of the philosophy and theories of counseling, the roles and responsibilities of counselors, practical ethics, and current issues in counseling.

**PSYC 612 (3-3-0) Techniques and Process in Counseling Psychology**

A study of the process and development of the essential skills and techniques used in counseling psychology. This course includes a laboratory experience. Prerequisite: PSYC 611

**PSYC 613 Counseling in Community Settings (3-3-0)**

This course introduces students to the field of community counseling by studying the history and principles behind contemporary community counseling practice, the development of professional identity, and the acquisition of relevant intervention skills and competencies. Topics covered include the role of community counselors, settings in which they practice, organization of community counseling programs, legal and professional issues.

**PSYC 614 (3-3-0) Addiction & Substance Abuse Counseling**

A study of theory and evidence-based counseling practices related to the etiology, neuropsychology, symptoms, psychosocial correlates, and treatment of substance-related disorders. This course will address issues related to dual diagnosis, explore relevant ethical and legal standards, and provide information on professional certification or licensure. Prerequisites: PSYC 550 and PSYC 612

**PSYC 619 (3-3-0) Cognitive Assessment**

Administration, scoring, and interpretation of intelligence, memory, and achievement tests with adults and children. Psychometric properties and report writing are covered.

**PSYC 623 (3-3-0) Assessment of Personality and Psychopathology**

Principles of trait measurement including the administration, scoring, and interpretation of objective tests (including the MMPI). Also covered are behavioral assessment techniques including direct observation approaches. Prerequisite: PSYC 550

**PSYC 630 (3-3-0) Techniques in Crisis Intervention: A study of the theory, skills, and techniques of emergency psychological intervention and counseling with persons experiencing intense situational and emotional distress.**

**PSYC 631 (3-3-0) Career Counseling**

A survey of theories of vocational development, methods of developing a career information program, and procedures for providing interrelated personal, social, educational and vocational counseling. Prerequisite: PSYC 612

**PSYC 634 (3-3-0) Group Counseling**

A study of the group counseling processes with emphasis on understanding the basic concepts and principles, and the development of group counseling skills through laboratory experience. Prerequisite: PSYC 612 and permission of Instructor.

**PSYC 680 (3-3-0) Counseling Practicum**

A structured supervised experience in counseling practice, assessment and/or psychotherapy with clients at campus and/or local agencies. May be repeated. Prerequisite: 18 credits of graduate Psychology courses including PSYC 550, 611, 612, and permission of instructor.

**PSYC 681 (3-3-0) Counseling Internship**

A structured supervised experience in counseling practice, assessment and/or psychotherapy with clients at campus and/or local agencies. May be repeated. Prerequisite: PSYC 680, the completion of comprehensive examination, and permission of instructor.

**PSYC 682 Group Supervision in Counseling Practicum (3-3-0)**

Supervised counseling experiences in community services/agencies. To be taken in conjunct with PSYC 680 Counseling Practicum. Weekly seminars for consultation and discussion with a supervisor on such topics as case management and evaluation, referral procedures, ethical practices, and interprofessional ethical considerations.

**PSYC 683 Group Supervision in Counseling Internship (3-3-0)**

Advanced supervised counseling experiences in community services/agencies. To be taken in conjunction with PSYC 681 Counseling Internship. Weekly seminars for consultation and discussion with a supervisor on such topics as professional ethics, cross-cultural Counseling, Enhancing treatment compliance, professional and client interaction, and confidential communication.

Elective Courses (Optional)

**PSYC 509 (3-3-0) Advanced Designs and Analysis**

A study of advanced statistical inference, including the analysis of variance, multiple comparison techniques and multivariate models including multiple and partial regression, combined with advanced principles of research designs that fit these statistical models. Prerequisite: PSYC 505

**PSYC 511 (3-3-0) Applied Research Design and Program Evaluation**

This course examines models of applied and evaluative research, the techniques, designs, and administration of program evaluation. Topics covered include entry issues, goal setting research for planning and implementation. Prerequisite: PSYC 505.

**PSYC 520 (3-3-0) Behavior Therapies**

A study of the principles of behavior therapies and their applications to behavior problems in various settings with an emphasis on behavior modification and cognitive behavior therapy.

**PSYC 530 (3-3-0) Theories of Personality**

An in-depth study of the major theories of personality, including comparative analyses of the research support for the various theories.

**PSYC 540 (3-3-0) Health Psychology**

This seminar will examine the links between medicine and psychology, including relevance of biological, personal, cognitive, developmental, social, environmental, and cultural variables to health and illness. Health, illness, health and illness behavior will be studied with the aim of greater understanding of health issues, the individual's relationship to these issues within individual, cultural, and cross-cultural contexts. Prerequisite: Graduate course in research methods or permission of instructor.

**PSYC 555 (3-3-0) Cognitive Aspects of Behavior**

A study of the theories, principles, and current research in the cognitive sciences in relation to basic psychological research and applications to counseling. Special emphasis is placed on information processing, memory and the interface between cognition and affect. Prerequisite: Permission of Instructor.

**PSYC 601 Biofeedback Techniques**

A study of biofeedback training related to psychology, focusing on theories, significant research, and applications of biofeedback techniques. Prerequisite: Permission of instructor.

**PSYC 603 (3-3-0) Psychopharmacology**

A study of the use and abuse of psychoactive drugs and their behavioral and neurophysiological effects in normal and clinical populations. Prerequisite: PSYC 600 or permission of instructor.

**PSYC 605 (3-3-0) Clinical Neuropsychology**

This course will introduce students to the relationship between brain malfunction and behavior. The emphasis of the course will be the assessment and early diagnosis of lesions that disrupt brain functioning. Topics to be examined will include neuropsychological assessment of language disorders such as aphasia and anomia, disorders of visuo-spatial perception, brain injury, memory disorders, and dementia (e.g. Alzheimer's disease). Other topics to be discussed include the teaching of intervention strategies for neurological disorders. Prerequisite: PSYC 575 or permission of instructor.

**PSYC 630 (3-3-0) Techniques in Crisis Intervention**

A study of the theory, skills, and techniques of emergency psychological intervention and counseling with persons experiencing intense situational and emotional distress. Prerequisite: Permission of instructor.

**PSYC 632 (3-3-0) Theory and Practice of Family Counseling**

A study of the major theories and classifications of marriage and family counseling approaches and practices. Prerequisite: Permission of instructor

**PSYC 633 (3-3-0) Techniques and Process in Family Counseling**

A study of the processes and development of essential skills and techniques applicable to family counseling. This course includes a laboratory experience. Prerequisite: PSYC 632.

**PSYC 640 (3-3-0) Social Aspects of Behavior**

A focus on current research and theory in selected topics related to social psychology, such as attitudes, dehumanization, conformity, aggression, and effective group functioning and change. Prerequisite: Permission of Instructor.

**PSYC 641 (3-3-0) Advanced Developmental Psychology**

An in-depth examination of the principles, theories and research related to human growth and development. Survey and evaluation of the basic philosophies, recognized theories, and supportive research related to the growth and development of children. Prerequisite: PSYC 516

**PSYC 642 (3-3-0) Psychology of Aging**

An in-depth study of the theories and research related to the processes in adult development and aging. Prerequisite: Permission of Instructor.

**PSYC 652 (3-3-0) Principles and Techniques of Teaching Psychology**

This course is designed to prepare psychology majors for the teaching of psychology at the junior and community college level and as teaching assistants. The course involves syllabus preparation, selection of instructional material, testing, evaluation, and demonstration lectures. Prerequisites: Completion of 18 credit hours in graduate psychology program and permission of Instructor.

**PSYC 671 (3-3-0) Seminar in Selected Topics in Psychology**

Special areas of psychological research and theory that are not traditionally offered in other graduate courses in psychology will be offered in a seminar forum. These offerings will be based on both student interest and need, and faculty experience, and proficiencies. Completion of 18 credit hours in graduate psychology program and permission of Instructor.

**PSYC 672 (3-3-0) Seminar in Current Issues in Psychology**

Intensive study of current topics in various areas of psychology. This course focuses on recent advances in major psychological theories, major methodological problems involved in utilizing various theories for experimental and applied research, ethical issues, and public policies. Completion of 18 credit hours in graduate psychology program and permission of Instructor.

**PSYC 685 Independent Study**

Individual study in an area of interest to student under the supervision of a psychology faculty.  
Prerequisite: Permission of department chair.

#### PSYC 693 Thesis Research

An extensive research experience in an approved topic of choice. Prerequisites: PSYC 500, PSYC 505, and the completion of 24 semester hours of graduate psychology courses, and the comprehensive examination.

#### Electives

The curriculum allows the student to take elective courses in order to meet individual special interests and to enrich the educational experience. Students may choose electives from any of the graduate offerings of the Department of Psychology. Note that in the curriculum a certain number of electives are specified. With the consent of the Director of Counseling Training, course offerings in other academic programs at the University may also be taken as electives.

#### Psi Chi Colloquium Series

A lecture series is offered to all counseling students and faculty. Faculty and students are encouraged to attend. The colloquia typically are presented speakers from local institutions, including Fayetteville State University to present a colloquium. The lectures will include a variety of topics regarding disadvantaged, under-represented, and minority populations, as well as Counseling issues and training.

### **Research Training**

The counseling program includes research training as part of the required curricula. The research requirements of the M.A. program are described below. Counseling students will be encouraged to be actively involved in research throughout their graduate training. At the beginning of training, the student's involvement usually will consist of observational and supervised experiences associated with work with their advisor outside the classroom

Graduates are expected to exhibit competence in research skills such that they will be good consumers of research following the completion of the program. The M.A. program will provide opportunities to learn and demonstrate research skills, in part, through the following required courses:

- PSYC 500 Statistics
- PSYC 505 Research Methods

#### Thesis Option

Some students who intend to apply for further graduate training at the doctoral level may desire to complete a thesis during their residency in the program. The Thesis option requires approval of the academic advisor who agrees to supervise the thesis.

1. The project must be an empirical research project to be completed by the end of the student's program of study.
2. Although it is generally expected that the student's advisor will supervise the project, other faculty members or associated personnel (as approved by the student's advisor) may be critically involved.
3. At the beginning of the student's second year in the program, the student will submit to his/her advisor a plan with timeline for completion of the second year paper which will include:
  - outline of the study with proposed hypotheses
  - date of anticipated completion of data collection/data entry
  - date of anticipated completion of data analysis
  - date of anticipated completion of first draft
  - date of anticipated completion of final draft
4. The project will culminate in a paper, written in FSU thesis format

#### Oral Defense of Thesis

The Oral Defense will be in the form of an oral presentation to a faculty committee of three, two of which are Graduate Program Faculty from the Psychology Department. The third member is from outside the department such as a practicum or internship supervisor. The outside member can be a psychologist or from another academic field. The length of the presentation will be determined by the student and his or her Oral Defense Committee, but normally should not exceed two hours. There must be sufficient opportunity for questions. This presentation should cover these topics: (A) Introduction, (B) Hypotheses, (C) Methods, (D) Statistics, and in the case of Theses (E) Results and (F) Discussion. Following the presentation, the committee will meet for evaluation and recommendations and then provide feedback to the student.

The procedures for the Oral Defense are listed below:

1. Generation of final draft of Thesis in consultation with the committee chair. All Chapters should be complete and all citations must be included (in the current APA format).
2. Presentation of the final draft of Thesis to other committee members two weeks prior to the Oral Defense Meeting.
3. The Oral Defense Meeting is open to all students and faculty and a notice describing the time and title of the meeting must be posted on departmental bulletin boards at least one week in advance.

Following the defense, the committee will meet to evaluate the student's performance. Students may be given a "pass," "fail," or "conditional pass." Form Approval of Thesis, must be filed at this time (see graduate school's website for the form).

A passing vote should indicate that in the committee member's judgment, only minor editorial changes and/or simple re-analyses are required for the paper or Thesis to have sufficient scientific merit. A passing vote also indicates that these changes can be completed within one semester. A conditional pass indicates that in the committee member's judgment, significant editorial changes (and re-analyses in the case of Theses) are required for the paper or Thesis to have sufficient scientific merit, and that these changes are likely require more than one semester to implement. A failing vote indicates that in the committee member's judgment, the paper or Thesis has no scientific merit and cannot be salvaged.

The results of the exam are submitted to the Department of Chair and the Dean of the Graduate School. Regardless of outcome, the committee will provide feedback to the student concerning his or her performance and any recommended revisions. Two out of three committee members must vote pass or conditional pass for the student to pass the Oral Defense Meeting.

In cases of a conditional pass, students will not have to schedule another Oral Defense Meeting, however they will be required to have each committee member re- review the revised final draft of the paper or Thesis and initial it, indicating their final approval. In cases of a failure, the student must reconstitute a Graduate Committee, and begin a different project.

*Thesis Guidelines* describing the format and approved forms are available from the department website. Students should become thoroughly familiar with current guidelines that contain specific and detailed information, and thesis content, format and procedure, etc.

#### Statement on the Ethical Conduct of Research

The Counseling Program adheres to the Ethical Principles of the ACA (2005) on the use of human subjects, they apply equally to faculty and students:

##### G.1. Research Responsibilities

**Use of Human Subjects.** Counselors plan, design, conduct, and report research in a manner consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human subjects. Counselors design and conduct research that reflects cultural sensitivity appropriateness.

**Deviation From Standard Practices.** Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard acceptable practices. (See B.6.)

**Precautions to Avoid Injury.** Counselors who conduct research with human subjects are responsible for the subjects' welfare throughout the experiment and take reasonable precautions to avoid causing injurious psychological, physical, or social effects to their subjects.

**Principal Researcher Responsibility.** The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and full responsibility for their own actions.

Minimal Interference. Counselors take reasonable precautions to avoid causing disruptions in subjects' lives due to participation in research. f. Diversity. Counselors are sensitive to diversity and research issues with special populations. They seek consultation when appropriate. (See A.2.a. and B.6.)

## G.2. Rights of Research Participants

Informed consent in research. Individuals have the right to consent to become research participants. In seeking consent, counselors use language that (1) accurately explains the purpose and procedures to be followed; (2) identifies any procedures that are experimental or relatively untried; (3) describes the attendant discomforts and risks; (4) describes the benefits or changes in individuals or organizations that might be reasonably expected; (5) discloses appropriate alternative procedures that would be advantageous for subjects; (6) offers to answer any inquiries concerning the procedures; (7) describes any limitations on confidentiality; and (8) instructs that subjects are free to withdraw their consent and to discontinue participation in the project at any time without penalty.

Deception. Counselors do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. When the methodological requirements of a study necessitate concealment or deception, the investigator is required to explain clearly the reasons for this action as soon as possible.

Student/Supervisee Participation. Researchers who involve students or supervisees in research make clear to them that the decision regarding whether or not to participate in research activities does not affect one's academic standing or supervisory relationship. Students or supervisees who choose not to participate in educational research are provided with an appropriate alternative to fulfill their academic or clinical requirements.

Client Participation. Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether or not to participate in research activities. Counselors take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

Confidentiality of Information. Information obtained about research participants during the course of an investigation is confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, be explained to participants as a part of the procedure for obtaining informed consent. (See B.1.e.)

Persons not Capable of Giving Informed Consent. When a person is incapable of giving informed consent, counselors provide an appropriate explanation, obtain agreement for participation, and obtain appropriate consent from a legally authorized person.

Commitments to Participants. Counselors take reasonable measures to honor all commitments to research participants.

Explanations After Data Collection. After data are collected, counselors provide participants with full clarification of the nature of the study to remove any misconceptions. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

Agreements to Cooperate. Counselors who agree to cooperate with another individual in research or publication incur an obligation to cooperate as promised in terms of punctuality of performance and with regard to the completeness and accuracy of the information required.

Informed Consent for Sponsors. In the pursuit of research, counselors give sponsors, institutions, and publication channels the same respect and opportunity for giving informed consent that they accord to individual research participants. Counselors are aware of their obligation to future research workers and ensure that host institutions are given feedback information and proper acknowledgment.

Students should also refer to the latest edition of Fayetteville State University's Institutional Review Board policies and application for the protection of human subjects in research. All research involving human subjects must be submitted for IRB review and approved by the FSU IRB in advance of conducting the study.

In the case of faculty initiated research involving students volunteering for experience, the faculty member bears the responsibility for obtaining IRB approval documentation concerning the research project.

In the case of student initiated research, which would include all theses, the student bears the responsibility for obtaining IRB approval documentation concerning research project. For research done at external agencies, the cooperating agency will provide an approval letter for all relevant aspects of the research. The student's Thesis Chair is responsible for monitoring this process. To protect the originality of the thesis, the student's Thesis Chair is also responsible to approve or disapprove requests by others in or out of the Counseling Program to use the student's data prior to the publication of the dissertation.

#### Statement of Authorship of Research

The Counseling Program adheres to the ACA policies on authorship of research involving graduate students, as presented below and as presented in the ACA's ethical principles (2005):

Recognizing Contributions. When conducting and reporting research, counselors are familiar with and give recognition to previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.

Contributors. Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first and minor technical or professional contributions are acknowledged in notes or introductory statements.

Agreement of Contributors. Counselors who conduct joint research with colleagues or students/supervisees establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgement that will be received.

Student Research. For articles that are substantially based on students course papers, projects, dissertations or theses, and on which students have been the primary contributors, they are listed as principal authors.

When a faculty member is supervising students and the student's work is an extension of ongoing faculty research, first authorship of any subsequent publications would typically go to the faculty member; secondary authorship would go to students if the above criteria are met.

When a student is the principal contributor to a study done under faculty supervision, first authorship would go to the student. This is always the case with theses. Faculty participation in authorship of publications in these cases would be determined by the above guidelines.

### **Guidelines for Comprehensive Exam**

Comprehensive exam will be given in fall and spring semesters. Students are eligible to take the examination after completions of all course work or after the final courses are in progress except internship. Students may take the written examination twice, but they cannot retake the examination in the same semester. Students who fail to pass the written examination on the second attempt will be terminated from the program.

#### Purpose

The purpose of the comprehensive examination process is to help students synthesize their learning about counseling and to ensure that students have a thorough understanding of professional attitudes, skills, and knowledge related to eight common-core areas as defined by CACREP's Standards for Preparation. Evaluation of students' examinations will provide students' graduate committees' opportunities to appraise students' academic preparation.

#### Format and Description

The exam is an objective test, the Counselor Preparation Comprehensive Examination (CPCE). The CPCE was developed by the Center for Credentialing & Education (CCE), an affiliate of the National Board for Certified Counselor (NBCC). The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The exam is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs. Preparation for the CPCE will help prepare for the NCE. Currently, there are about 100 master's programs using the CPCE.

The CPCE consists of 160 items with 20 items per CACREP area. The exam is administered in whole and not by sections. The 8 core curriculum areas of the CPCE are:

1. Human Growth and Development - studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. Social and Cultural Foundations - studies that provide an understanding of issues and trends in a multicultural and diverse society.

3. Helping Relationships - studies that provide an understanding of counseling and consultation processes.
4. Group Work - studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. Career and Lifestyle Development - studies that provide an understanding of career development and related life factors.
6. Appraisal - studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. Research and Program Evaluation - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. Professional Orientation and Ethics - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Detailed descriptions of the core areas are found at:

[www.counseling.org/cacrep/2001standards700.htm](http://www.counseling.org/cacrep/2001standards700.htm)

Students may obtain detailed description of the exam from CPCE website

<http://www.cce-global.org/Org/CPCE>

#### Cost of the CPCE

The current fee charged each student for the CPCE is \$45.00.

#### Date of Administration

The exam dates will be given according to the schedule posted by graduate school at the beginning of fall semester.

#### Criterion for Passing

The scoring for the CPCE uses the Total Score (not a score for each section). The criteria for passing the exam is scoring higher than one standard deviation lower than the mean score of students taking the exam at that administration (e.g., if the mean score is 100 and the standard deviation is 10, a passing score would be 90).

Students should consult with their advisors regarding their readiness to take the exam. Advisors provide advice about preparation for the exam. Students with special needs should consult with their advisors to obtain assistance in arranging individual examination requirements.

#### Application Process

Applications for the examination may be obtained at the program or graduate school web page. Students need to submit the comprehensive examination form, unofficial transcript, and program of study form to graduate counseling coordinator. Each semester, the date that the application is due will be posted in the department.

## Counseling Training

### Practicum & Internship

The practicum and internship experiences are intended to provide the student with assessment and intervention experience prior to graduation. Students who work full-time need to be able to re-arrange or take semesters off from their working schedule to complete the practicum and internship requirements. Placements are within a variety of community treatment settings and involve work with a diversity of clients and clinical problems. Prerequisites for PSYC 680 and PSYC 682 are 18 credits of graduate Psychology courses including PSYC 550, 611, 612, and permission of the instructor. The prerequisites for PSYC 681 and PSYC 683 Internship are PSYC 680, PSYC 682, and completion of comprehensive examination.

Prior to the practicum, students must demonstrate appropriate level clinical skills and be approved by the counseling faculty to go on practicum. Faculty may either approve the student to apply for practicum or require remediation of counseling skills. Remediation will be based on faculty recommendations and may require coursework in clinical skills, additional supervision, and the submission of a tape of their clinical work prior to approval to register for practicum.

Practica currently requires 100 hours of on-site training with at least 40 hours of client contact. Internship currently requires 600 hours of on-site training with at least 240 hours of direct client contact. Individual and group supervisions receiving from Department faculty do not count toward these hours.

When Students register for Practicum and Internship they are also signing up for faculty supervision. Student placements and faculty supervision assignments in Practica and Internship are made by the Director of Counseling Training or the person he/she designates to oversee the process.

Students are given an opportunity to discuss their clinical interest with clinical director and indicate placement preferences each semester. Placement preferences are considered, but cannot be guaranteed. Under **no** circumstance should students seek a placement on without first conferring with the Director of Counseling Training or the person he/she designates, nor should they attempt to contact field supervisors to discuss placements without the permission. Only in extraordinary circumstances will students be permitted to take an internship in a setting where they are employed. The Director of Counseling Training will evaluate such request on a case by case basis. The Director of Counseling Training or person he/she designates will make final assignments for field placements. Elective Practicum placements will be provided on an as-available basis.

Students will be expected to meet all clinical obligations during holidays and between session breaks for both clinical and externship practica. If a student elects to remain at a site on a voluntary basis following the end of the official registration period, formal approval is required by the Director of Counseling Training or the person he/she designates.

Once a student receives a placement, he or she should contact the identified person at the practicum site. Typically, the site will require an interview to which the student should take current curriculum vitae. Should the site supervisor feel that the student is not suited to that placement, an alternate placement will be arranged.

Toward the end of the practicum, the site supervisor and faculty supervisor complete an evaluation in which the student is rated on clinical and professional functioning. Supervisors are expected to have the student review, discuss, and sign the evaluation. The supervisor submits a recommended grade to the Director of Clinical Training or person he/she designates who assigns the final grade. Grades are not assigned until evaluation forms are received from all of the supervisors. The student also submits an evaluation on both his/her site and his/her supervisor.

Students will be terminated from the program if a grade of “Unsatisfactory” performance is received. If a student experiences any difficulty while at the practicum site, it should be reported immediately to the Director of Counseling Training or person he/she designates. Such problems may include lack of supervision, inadequate supervision, impaired staff relationships, inappropriate or inadequate assignments, etc. Questions on practicum policies and procedures should be addressed to the Director of Counseling Training or person he/she designates.

### Student Liability Insurance

All counseling students are required to carry student liability insurance through the American Counseling Association’s Insurance Trust (ACAIT)<sup>1</sup>. Students are required to enroll in the plan prior to their first practicum placement and they are required to maintain continuous coverage for the remainder of their graduate clinical training.

Application forms are available from the Director of Counseling Training, or online at [www.acait.com](http://www.acait.com). The phone number for ACAIT is (800) 347-6647 x 284.

ACAIT’s student professional liability insurance policy provides protection while the student is attending Fayetteville State University and while he or she is functioning in **approved** program activities. The policy does **not** provide coverage for non-approved or non- program related activities.

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<sup>1</sup>Alternatively students may choose the American Psychological Association’s Insurance Trust (APAIT) which provides similar coverage. Information is available online at [www.apait.org](http://www.apait.org) or at (800) 477-1200.

### III. Academic Regulations

#### Required Books, Equipment, Materials and Supplies for Graduate Study

Required books and other materials required for each class will be listed in course syllabi. Students will be required to purchase these materials no later than the third week of class in order to receive a grade in the class unless they receive written permission from the instructor.

Given the expanding reliance of counselors on personal computers in the 21<sup>st</sup> century in the areas such as word processing, psychological assessment, informational databases, statistical analyses, etc., all graduate students are required to have a PC at home. They are also required to have internet access at home and an email account. Computer facilities will be provided at FSU (see below). All students are required to become Student Members of the American Counseling Psychological Association so they will be eligible to acquire insurance coverage (see above).

#### Calendar and Classes

Academic Year. The academic calendar is outlined in the *Graduate Catalog*. The academic year of the M.A. program is divided into two semesters. Students are expected to register for both semesters unless they have an approved leave of absence (see Student Enrollment). Summer session courses are equivalent to the regular semester in contact hours, but are shortened in length. Some courses may be offered occasionally during summer sessions base on needs and faculty availability.

Attendance. Attendance at all regularly scheduled meetings of a course is expected. Students who find it necessary to miss a class have the responsibility to obtain the missed information and/or make up work missed.

Religious Holidays. It is policy of the University to excuse, without penalty students who are absent due to religious observances and to allow the makeup of work missed. Examinations and special required out-of-class activities ordinarily are not scheduled on those days when religiously observant students refrain from participating in secular activities. The University is closed on many commonly observed religious holidays.

#### Matriculation Status

Students who have been accepted and register are considered to be matriculated.

#### Registration Policies

Graduate students are responsible for all course registration. Each student is provided with a unique ID number. It is required that the student review their upcoming semester schedule with their advisor prior to the start of each semester. Their registration is not considered final until such a review takes place.

All enrolled students must be in continuous registration every Fall and Spring semester until they receive their degree (see Graduate Catalog). In the event that the student has (A) completed all course work; (B) not registered for practicum or internship; and (C) not passed their final defense,

continuous registration for PSYC 693 Thesis must be maintained until the degree is awarded. If a student schedules a proposal or final defense during summer semesters, registration for PSYC 691, or PSYC 693 during that term is required.

Arrangement with the university regarding payment of tuition and fees is part of the registration process. This may also be done online or in person in the Lilly Building.

Late Registration. Students who complete their registration late (including paying tuition) will be assessed a late registration fee. The academic calendar stipulates the last day for completing late registration.

Drop/Add. The academic calendar outlines the dates and refund schedule for courses dropped by the student. A course that is dropped within the time frame indicated on the academic calendars will not appear on the student's official transcript.

Withdrawal from Classes. See Grading Policy.

Auditing of Courses. Under special circumstances, students may be permitted to audit a course. Permission from the course instructor is required and space in the class must be available. Fees for auditing will be charged at the rate of regular tuition. No credit is given, but such courses appear on the transcript as "Audit." ***Counseling courses are open only to students who are matriculated in the M.A. program or with the instructor's permission.***

### Student Enrollment

In order to remain an active and matriculated student, registration is required in every semester (excluding summer) until the completion of degree requirements, unless a leave of absence has been granted. Continuous registration of at least one course maintains the student's active status within the program. In the event that the student has completed all requirements other than the Directed Study or Thesis project, the student must register for PSYC 691 or PSYC 693. In the event that research or supervised training experiences require faculty time during the Summer the student must also register for at least one-hour of PSYC 691 or PSYC 693 that session as well. ***Failure to remain in continuous registration will be deemed as the student's formal withdrawal from the program.*** All other program and University requirements will be in effect.

For purposes of tuition and financial aid, in-state residency, full-time and part-time enrollment may be defined differently. The application for out-of-state students to apply for in-state residency may be found at: <http://finaid.uncfsu.edu/index.htm> . Students applying for financial assistance MUST clarify this with the Office of Financial Aid.

Inactive Student/Leave of Absence. Students who must interrupt their studies for an appropriate reason, such as illness, may be granted a leave of absence. Students must apply in writing for leave of absence to the Director of Counseling Training. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances, students should apply for a leave of absence no later than one month prior to registration for the next semester. Students on approved leaves of absence are not charged tuition. Time spent on an approved leave of absence is not charged against the six-year time limit (see Time Limits).

Students who interrupt their studies or who fail to register for a regular semester without a leave of absence are considered to have withdrawn from their program. Such students must make formal application and go through the entire admission process if they wish to reenter the program at a later date.

### Time Limits

All students are expected to complete their program within **six** years from the date of first registration. This means that the student is expected to graduate with the M.A. degree within this period of time.

In the event that a student does not complete all requirements within the six-year time limit, he or she must petition the Graduate Program Committee for an extension.

### Grading Policy

In most courses, a grade of A, B, C, or F will be assigned based upon the instructor's assessment and evaluation of the student's work. For clinical courses (internship and practicum) a grade of S and U will be assigned.

Withdraw from Class means you are withdrawing from 1 or 2 classes that you will not be attending and you have other classes on your schedule that you will attend. Effective Fall 2009, students will be allowed only 5 withdrawals from class for the remainder of your college career. The 6th W will be calculated as "F". Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes.

With the exception of PSYC 693, an "I" (incomplete) indicates that the student has not completed the course requirements *and* the instructor has given additional time to do so. An "I" grade is not routinely assigned in courses. A student may not, by choice, take an incomplete, a contract form is to be completed and signed by the instructor and the student. The original is kept on record in the student's file. The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete.
2. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed 10 weeks from the end of the semester.
3. The grade that the student will receive if the incomplete is not satisfied by the conclusion of the specified time period. Should the instructor choose not to assign an incomplete, the grade assigned will then be based upon the instructor's assessment of the quality and quantity of work completed.

### Academic Standing

The academic standing policy for the Counseling Program requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements exist. A student must maintain satisfactory progress toward the degree. The student is expected to achieve a satisfactory grade ("A" or "B") in all course work attempted for graduate credit. A student who receives three "C" grades or one F or U grade in any course will be withdrawn from the university. When

special circumstances warrant, students may appeal withdrawal by petitioning the Graduate Council. The student forwards the petition letter to the coordinator of graduate counseling psychology program. After reviewing the petition, the counseling psychology committee will forward the recommendation to the department chair, dean of the college, and the Graduate School Dean. The petition will be forwarded to the Rules and Policies Committee and to the Graduate Council for a decision.

#### Grade Appeal (also see graduate catalog)

If a student thinks that a final grade is inaccurate, he/she may appeal the grade. The student must initiate the formal grade appeal process no later than the last day of the next semester (fall or spring) after the contested grade was received. Grade appeals submitted after this deadline will not be considered. The

The student should consult first with the faculty member who awarded the grade. The University expects the majority of grade appeals to be resolved by the student and instructor. If the student's concerns are not resolved in this manner, however, the student may initiate a formal grade appeal.

To initiate a formal grade appeal, the student must submit a written explanation to the instructor of why he or she believes the grade is inaccurate. The letter must include copies of graded assignments and any other documentation as appropriate. The student should indicate in the written appeal if the instructor has not returned graded assignments. The student must recognize that he/she bears the burden of proof in the grade appeal process and that it is very unlikely that an appeal will be successful without appropriate documentation. The instructor will respond in writing to the student's appeal.

If the instructor's response does not resolve the student's concerns, the student may submit the appeal to the instructor's department chair, then to the dean of school or college, and finally to the Dean of the Graduate School until the student's concerns are resolved or the original grade is upheld. The grade will be considered at each administrative level only after it has been reviewed by the instructor and by the administrator at each previous level. The department chair will respond to the grade appeal either by upholding the original grade or working with the faculty member to propose a means of re-evaluating the student's final grade.

If the student's concerns are not resolved by the department chair and faculty member, the dean will work with the department chair to propose a means of re-evaluating the student's final grade. If the student's concerns are not resolved by the department chair and dean, the student may submit the written appeal to the Dean of The Graduate School, who will forward it to the Student Affairs and Academic Appeals Committee of the Graduate Council. The Student Affairs and Academic Appeals Committee will recommend that the original grade will be upheld or will recommend a new grade. The recommendation will be forwarded to the Provost and Vice Chancellor for Academic Affairs. If a grade change is approved, the change will be forwarded to the Registrar with a copy to the faculty member for notation on the student's record. A complete record of the grade appeal process will be placed in the student's permanent file. The decision of the Provost and Vice Chancellor for Academic Affairs regarding a grade appeal is final and may not be appealed further.

#### Grade Appeal Timeline

Students must initiate the formal grade appeal process no later than the last day of the next semester (fall or spring) after the contested grade was received. Grade appeals submitted after this deadline will not be considered. Faculty members, department chairs, and deans must reply to written grade appeals within 15 business days of receipt of the appeal. Failure to reply by this deadline is equivalent to a rejection of the appeal.

Students wishing to appeal the rejection of a grade appeal to the next administrative level must do so within 15 business days of notification of the rejection of the appeal or the expiration of the 15-day period. Failure to appeal within the 15-day period is equivalent to dropping the appeal. The Student Affairs and Academic Appeals Committee will make a recommendation to The Graduate School within twenty (20) business days of receiving the appeal request from the Dean of The Graduate School. Students who initiate a formal grade appeal in the same semester that they plan to graduate should be aware that the grade appeal very likely will NOT be resolved in time for graduation clearance. When special circumstances warrant, students may appeal withdrawal by petitioning the Graduate Council. The petition must be supported by the department chair and dean of the school or college, and forwarded to the Graduate School Dean. The petition will be forwarded to the Rules and Policies Committee and to the Graduate Council for a decision.

### Annual Student Review

Each student is evaluated on an ongoing basis while enrolled in the program, including when on Internship. The areas evaluated during the annual evaluations are as follows:

1. Grades in general core, counseling core, and elective courses.
2. Practicum/Internship evaluations.
3. Progress in program.
4. Additional activities (e.g., membership in professional organizations, conference presentations, departmental committees).

Each student will receive a brief letter from the Director of Counseling Training containing a general summary of the outcome of the evaluation. A copy of this letter will also be placed in the student's file.

### Ethical Issues

General Guidelines for Students. All students are expected to be knowledgeable about and conform to both the letter and spirit of the current *Code of Ethics and Standards of Practice* as approved and adopted by the American Counseling Association; the North Carolina Licensed Professional Counselor Board; and to the North Carolina Psychology Board. From time to time, these materials are amended. Students and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

In particular, attention is drawn to the following points, which are illustrative rather than exhaustive or qualifying:

1. No student should represent himself or herself as being in possession of the masters degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed, and the UNC Office of the President has conferred the degree.
2. It is misleading and inappropriate to append "M.A. student", counselor, psychological associate, or psychologist, or some similar designation, after one's name unless one's employment explicit permits this consistent with state law.

3. A student should guard against being in a position having final counseling responsibility during educational or field placements. This point is most important both ethically and legally.
4. Students should familiarize themselves with the State licensure laws in North Carolina and in any State to which they are considering relocating after completion of their graduate training.

Discrimination. Fayetteville State University works to create an academic environment that is fair, humane, and responsive to all students, an environment that supports, nurtures, and rewards career and educational goals on the basis of ability and work performance.

Racial, ethnic, or gender discrimination in addition to sexual or other harassment by faculty, administration, other students, or University employees is inimical to such an environment. Such conduct is an abuse and, whenever imposed on a student, requires prompt remedial action. Discriminatory or unethical conduct should be reported to the Office of the Director of Clinical Training.

Privacy/Audio/Video Tape Recording Policies. Signed consent forms must be obtained prior to audio or video tape recording of any interaction between student(s) and client(s). Students have permission to tape class lectures unless expressly prohibited by the instructor. Audio or video tape recording of closed door meetings between students and faculty, other students, instructors, supervisors, and/or advisors is explicitly prohibited, unless such taping is expressly consented to by all parties to the conversation. By his/her signature that he/she has read and agreed to abide by the policies and procedures of this *Counseling Program Policies and Procedures Handbook*, the student acknowledges his/her acceptance of the program policy on privacy/audio/video tape recording.

### **Policy on Dual Relationships between Faculty and Students**

While in principle the ACA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty and students are bound to arise. Faculty and students are therefore urged to be sensitive to and aware of the existence of dual relationships and to enter into these with full awareness of their implications. Sexual relationships between faculty and students are explicitly prohibited. Sexual harassment of students by faculty is prohibited. It is specifically required that whenever either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a student, or whenever a student or any agency, corporation or program under the auspices of a student employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Director of Counseling Training of the Counseling program. This documentation shall be retained in both the student's and faculty member's permanent files.

As necessary, the Grievance Committee shall review any complaints that might arise as the result of dual employment relationships. Further, no services provided to a faculty member or any agency, corporation, or program under the auspices of a faculty member shall result in academic credit being granted to a student unless the services are officially rendered as part of the recognized curriculum (e.g. Practicum/Internship work, supervised University research, or course work). Approval of such rendering of service must be in writing and approved by the Director of Clinical Training.

The provision of counseling services by faculty to graduate Counseling Program students is discouraged. Extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a student was in treatment with a faculty member prior to becoming a student. In such cases, the provision of psychological services to a student must be approved by the Director of Counseling Training.

### **Policy on the Retention and Remediation of Students**

The purpose of this policy is to clarify the competencies and professional behavior expected of each student and the procedures for identifying and addressing lack of competence and/or ethical violations that occur during the course of their graduate education.

The overarching goal of the Counseling Psychology Program is to prepare students to be responsible and competent members of the professional psychological community. Competence in professional psychology programs is evaluated comprehensively. In addition to performance in coursework, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will be evaluated. Such comprehensive evaluation is necessary in order for faculty and training staff to appraise the entire range of academic performance, development, and functioning of their student-trainees.

Students are expected to be familiar with the Program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals. This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

#### **Definitions**

*Problematic Behaviors* refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client's diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into serious deficits in competence (Lamb, Cochran, & Jackson, 1991).

*Incompetence or deficits in competence* are defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, or at times when their personal problems and conflicts interfere with their effectiveness, this is an ethical violation. Incompetence may include an:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills (e.g., clinical, academic) and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

*Ethical Misconduct* is when the Ethical Principles of Counselors and Psychologists and Code of Conduct produced by the APA and ACA are not followed. This code is intended to provide both the

general principles and the decision rules to cover most situations encountered by counselors and psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom counselors work. It is the individual responsibility of each counselor to aspire to the highest possible standards of conduct. Counselors respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and impairment are overlapping concepts such that all unethical behaviors are reflective of impairment, whereas impairment may involve other aspects of professional behavior that may or may not result in unethical behavior.

### **Identification and Verification of Problems Requiring Remediation or Dismissal**

Deficits in competence, ethical violations, or problematic behaviors can be identified in a variety of ways. A faculty member, supervisor, or fellow student can identify possible problems at any point in the student's academic career. The following sections describe the procedures for identification of problems and the review process once a potential problem is identified.

#### **Identification of Problems**

In addition to problems identified during the annual Review, any faculty member, supervisor, or student may raise an issue at any time. Practicum supervisors should initially discuss their concerns with the Practicum Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student should first discuss the issue with that student, if appropriate. If that approach is not appropriate or does not yield the desired result, they should discuss it with their own advisor, who will then raise the issue with the other Program faculty. Faculty understand that students might be concerned about talking about a fellow classmate to faculty, but we encourage students to consider their professional responsibilities as well as their collegiality and to seek faculty input when they are concerned about a fellow student's physical or emotional health and functioning. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary, the advisor of the student concerned will gather additional data and will report to the Program faculty. If the concern appears valid, a formal review will take place as described below.

#### **Review Procedures for Possible Problems**

When an area of incompetence or problematic behavior has been identified, the faculty of the counseling psychology program meets with the student to review the evaluation, and to determine whether a problem actually exists. Depending on the time at which the behavior is identified, this discussion can take place in the context of the annual review process. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported impairment or problem behavior. The following types of questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent a more serious deficit in competence rather than a problematic behavior that is easier to remediate:

- The student does not acknowledge, understand, or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does not change as a function of feedback.
- Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether competency deficits or problematic behaviors are present. A student who is in violation of maintaining performance expectations described in the Counseling Psychology Graduate Student Handbook, the University Graduate Student Handbook, or the APA and ACA Ethics Code may be placed on academic probation. The student may be immediately dismissed from the program if the violation is exceptionally egregious. A student may be placed on probation following discussion among core faculty during which consensus is reached regarding student performance. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan with the student. When a student is placed on probation, the length of the probationary status as well the remediation requirements that must be met before the probationary status ends will be communicated to the student both verbally and in written form. After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the document indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision following review of the student's response. If the student wishes to appeal the faculty's decision, he or she may follow the appeal and grievance procedures outlined in FSU

graduate catalog. Remediation plans will be developed in consideration of the student's unique situation.

Examples of remediation steps are (a) a modified plan of study that may include additional coursework, projects, and/or supervision, (b) a referral to an appropriate mental health professional, (c) a recommendation that the student take a leave of absence, or (d) any combination of the above. When possible and appropriate, students will be involved in developing their own remediation plan. If the student does not complete the established actions by the specified timeline, he or she may be recommended for dismissal for failure to make satisfactory progress.

### **Psychotherapeutic Remediation**

As noted above, in some situations where student professional or interpersonal conduct is of concern, it may be recommended or required that the student participate in psychotherapy with a licensed psychologist in the community and address the relevant issues identified in the remediation process. In such a situation, the student is responsible for the costs associated with the therapy. If psychotherapy is required, then continuation or resumption of the program is likely to be contingent on successful completion of this requirement. The student will be required to demonstrate evidence of the remediation from the treating therapist.

\*This Policy on the Retention and Remediation of Students was adapted from the University of Memphis

### **Student Appeals and Grievance Committee**

The Department of Psychology at Fayetteville State University advances the principle that the relationship between students and faculty is of vital importance to the learning process and the well-being of students. With this principle comes the recognition that there may be divergent viewpoints and that a process for airing, negotiating, and resolving these viewpoints, when in conflict, must be established.

A student may initiate a grievance against a faculty member for any of the following reasons:

- an act or threat of intimidation, harassment, discrimination, or physical aggression (Also See *FSU Student Handbook 2010-2011*)
- any arbitrary action without proper regard to academic due process
- any violation of student rights
- any violation of the FSU anti-discrimination statement
- evidence of instructor error, fraud, or bad faith  
[Please note that any grade appeal should be resolved by following the appeal procedure as indicated in the Graduate Catalog]
- any non-resolvable academic or nonacademic dispute (excluding grade appeals)

The due process procedures established by the Department of Psychology, Fayetteville State University, have as its goal, the satisfactory resolution of any grievance at the lowest possible level. The procedure includes the following levels:

1. Informal Discussion

2. Review of student's Request for Student Grievance Committee Hearing
3. Student Grievance Committee Hearing
4. Recommendation of Grievance Committee

The Student Grievance Committee is composed of the Department of Psychology's Coordinator of the Graduate Program, the Coordinator of the Undergraduate Program, two additional faculty members, one alternate faculty member, one undergraduate student representative, and one graduate student representative. The two Coordinators will serve as Co-Chairs of the Student Grievance Committee.

Students have a thirty (30) day period following the end of the semester during which the alleged grievance occurred, to initiate the grievance.

**Step 1: Informal Discussion-**The student should first attempt to resolve the issue by contacting the professor against whom s/he has the grievance. If the student is not satisfied with the outcome of that conference s/he may next attempt to resolve the alleged problem by submitting in writing a complete signed and dated account of the grievance to one of the Co-Chairs of the Student Grievance Committee within ten (10) working days of the initial informal conference.

**Step 2: Review of student's Request for Student Grievance Committee Hearing-**This written notice shall state the condition, practice, or alleged act, injustice, or unlawful discrimination that is being grieved, documentation of the grievance, if possible, and, if possible, a proposed resolution to the problem. Within three (3) working days of receipt of the grievance notice, the Co-Chairs of the Student Grievance Committee or their designee shall determine if the allegations were filed in a timely manner. If the grievance notice meets the above criteria for filing, the Co-Chairs of the Student Grievance Committee or their designee shall inform the Student Grievance Committee of intent to hear the case within ten (10) working days. At the same time, the student and any college personnel involved in the allegations shall be notified of the time and place of the hearing in writing. The notice shall include the names of the Student Grievance Committee and all documentation relating to the allegation(s).

**Step 3: Student Grievance Committee Hearing-**The hearing shall convene within ten (10) working days of determination of timely receipt of the allegations. Persons appearing before the committee have the right to be assisted by advocates, and the burden of proof rests upon the party bringing the charge. Such advocates may not be attorneys. At the completion of the hearing, the committee shall render a written report and recommendation within ten (10) working days of the hearing. This written recommendation will summarize the conclusions of the investigation, including evidence, and witness statements.

**Step 4: Recommendation by Student Grievance Committee-**Within five (5) working days following the completion of the written report of the hearing, the Co-Chairs of the Student Grievance Committee or their designee shall provide this written notification to the Department Chair as to the recommendation(s). Within five (5) days of the receipt of the Committee's recommendation, the Department Chair will review the final written report and act upon such recommendations by providing the student and other parties with the Department Chair's final disposition of the grievance. If the student is not satisfied with the final Departmental disposition of the grievance, s/he may appeal directly to the Dean of the College of Basic and Applied Sciences, Fayetteville State University, within ten (10) working days from notification of the disposition of the grievance. Thereafter, if the student is still

not satisfied with the disposition of the grievance, s/he should follow the Written Complaint Procedure as indicated in the SH (p. 55)

\*This Grievance Policy was adapted from the grievance policy of San Bernardino Community College.

### **Graduation Procedures**

Students who have completed all requirements for the degree must submit an application for degree. Form "Graduate Application for Graduation" is available online at Graduate School (<http://www.uncfsu.edu/graduateschool/forms.htm>). A fee of \$50 is required upon submission of the degree application form.

Application requires approval by the university officials shown on the form. These offices verify that requirements are met and that the student's accounts, records, etc. are in good standing.

Upon approval, the application is presented to the President's Office of the University of North Carolina University for conferral. Following the conferral of the degree, which is noted on the official transcript, a diploma is mailed to the student.

Graduation exercises for Fayetteville State University take place each Spring and Summer. Students who are, or expect to be, eligible to participate in graduation service may contact the Registrar Office for information about graduation ceremonies.

#### **IV. Financial Aid**

In order to assist the greatest number of students the direct and indirect costs of their education, Fayetteville State University and the Counseling Program provide several forms of financial aid. These sources of financial aid include scholarship assistance, loan programs, teaching assistantships and research assistantships.

##### Programs Administered by the Office of Student Financial Aid

The primary form of financial aid administered through Fayetteville State's Office of Student Financial Aid is the Stafford Loan. Students interested in this form of financial Aid should contact the Office of Student Financial Aid for information, application, and materials. The Financial Aid office deadline to process loans for Fall semester is April 15.

##### Programs Administered by the Graduate School

The Graduate School offers limited Scholarships and fee waivers. Although funded by the Graduate School, applications are initiated at the Departmental level.

##### Programs Administered by the Counseling Program

Currently the Counseling Program has no programs to offer financial aid to academically qualified full-time students.

##### Tuition Waivers

The University maintains limited funds to provide partial tuition relief for students exhibiting special needs. Such support is extremely limited and should not be anticipated by the majority of students. Students interested in obtaining information about tuition waivers should contact the Director of Clinical Training.

##### Policy on Employment

Students are reminded, that any employment should not be permitted to interfere with a student's program obligations.

Independent practice by students in the program is not permitted. Students may work for appropriately constituted state and federal agencies and under appropriate legal supervision. Students may accept jobs of a psychological nature such as psychometrician, but they have an obligation to ensure that they do not violate professional ethics, licensing standards or laws. The graduate student must seek approval and advice concerning such employment from their advisor and the Director of Counseling Training before accepting such employment.

## V. Miscellaneous Policies and Information

This section of the *Counseling Program Policies and Procedures Handbook* contains additional policies and information that will be of interest to students.

### Faculty Decision Making

Faculty of the Counseling Program meet regularly to review such program policy issues such as curricula, and admission guidelines, as well as to evaluate graduate students. Faculty appointments, evaluation, and promotions are managed through faculty committees. Decisions are made following a simple majority vote.

### Testing Equipment

Instruments and kits needed for assessment classes are available for loan through the testing library. Loan arrangement may vary according to the course and equipment involved. Conditions will be explained by the course instructor.

### Computer Network

Students requesting the use of Fayetteville State University's computer services must obtain a request form. Students will be assigned a user ID within two weeks. This type of an account is necessary for e-mail.

### E-Mail, Mailboxes, and Notice Boards

All counseling students are required to maintain email accounts with FSU. Students are required to keep the Director of Counseling Training updated with their current email address. All counseling students are assigned personal mailboxes located in the Department office. These mailboxes provide for communication between the Counseling program and students. Therefore, it is imperative the students check their mailboxes routinely. Students should have regular mail sent to their home address. Students are responsible for ensuring that the University and the Program have their current mailing address on file. Information may be sent to students via email at the discretion of the program.

Notice boards are located in various locations in the department. These boards provide a valuable source of information regarding class schedules, typing services, student meetings, defense meetings, Comprehensive Exams, continuing education seminars, Conference information, etc.

### Student Evaluation of Courses

In the final weeks of the semester, faculty/course evaluation forms are distributed via online. The student is requested to give anonymous feedback regarding class content, texts, examinations, and instructor or supervisor performance. Information from faculty/course evaluations is used to monitor courses and to assess faculty merit.

### Typing of Student's Work

The counseling program cannot provide secretarial support to students. In unusual circumstances in which such typing might be justified (e.g. manuscripts for publication, professional presentation, etc.), the student should request support through their Academic Advisor.

Use of Supplies

Clerical supplies are not provided to graduate students.

## Required Forms

### Admission to Master's Degree Candidacy

Admission to Fayetteville State University in a degree program does not carry with it admission to candidacy for the graduate degree. Approval of degree candidacy by the Office of Graduate Studies certifies that the student's academic performance has been reviewed and that permission to pursue the program of study to completion has been granted. Admission to candidacy, granted by the Dean of Graduate Studies when students have completed a minimum of twelve (12) credit hours, requires the following:

1. Admission to the counseling program.
2. Completion of not fewer than twelve (12) credit hours and not more than eighteen (18) credit hours of graduate study at Fayetteville State University, with a GPA of 3.0 or higher at the time of application for admission to candidacy.
3. Departmental or area assignment of an advisor.
4. Departmental or area approval of the program of study.
5. Satisfaction of any conditions affecting admission status.

Failure to meet the requirements will result in denial of admission to degree candidacy and dismissal from the counseling program. The following is the procedure for requesting admission to degree candidacy:

1. The student submits to the Graduate School an application for admission to degree candidacy after completing twelve (12) hours of graduate study at Fayetteville State University.
2. The Assistant Dean of the Graduate School processes the application and notifies the student of the action taken. Copies of the letter are sent to the student, advisor, department chair, and registrar.

### Thesis Committee Forms

Three forms must be filed during the directed study/thesis process, one following the formation of the committee, one following the proposal meeting, and one following the oral defense. Copies of these forms need to be submitted to the graduate coordinator and the student's advisor.

### Application for Graduation

Form III is to be filled by March for the Fall Commencement and by September for the Spring commencement. It must be signed by the advisor and the Department Chair prior to submission to the Graduate College.

## Department of Psychology Faculty

Viviette Allen, Ph.D., LPA, LCSW, Assistant Professor

Laura Coley, Ph.D., Assistant Professor, Counseling Psychologist

Samantha Daniel, Ph.D., LPA, Assistant Professor, Counseling Psychologist

Leah Floyd, Ph.D., Associate Professor, Experimental Psychologist

Steven Gill, Ph.D., LPC, Assistant Professor, Counseling Psychologist

Doreen B. Hilton, Ph.D., Professor, Assistant Dean of Graduate School, Counseling Psychologist

Chris Ike, Ph.D., Professor, Developmental Psychologist

Yoshito Kawabata, Ph.D., Assistant professor, Developmental Psychologist

Matthew Lindberg, Ph.D., Assistant Professor, Experimental Psychologist

Daniel Montoya, Ph.D., Assistant Professor Experimental Psychologist

Pius Nyutu, Ph.D., Assistant Professor, Counseling Psychologist

Kimberly Tran, Ph.D., LPA, Assistant Professor, Counseling Psychologist

Maxwell Twum, Ph.D., Associate Professor, Cognitive Experimental Psychologist

Thomas E. Van Cantfort, Ph.D., Professor, interim Chair, Comparative/Physiological psychologist

David Wallace, Ph.D., Associate Professor, Experimental Psychologist

Mei-Chuan Wang, Ph.D., LPC, Assistant Professor, Counseling Graduate Coordinator, Counseling Psychologist

## Appendices: Forms

1. M.A. Checklist for Graduate Students  
<http://www.uncfsu.edu/graduateschool/forms.htm>
2. Academic Progress Report  
<http://www.uncfsu.edu/psychology/gradprogram/WebPages/forms.htm>
3. Admission to Candidacy for a Graduate Degree  
<http://www.uncfsu.edu/graduateschool/forms.htm>
4. Comprehensive Examination Application  
<http://www.uncfsu.edu/graduateschool/forms.htm>
5. Dissertation/Thesis Committee Membership Form  
<http://www.uncfsu.edu/graduateschool/forms.htm>
6. Thesis/Dissertation Proposal Approval Form  
<http://www.uncfsu.edu/graduateschool/forms.htm>
7. Final Evaluation of Thesis  
<http://www.uncfsu.edu/graduateschool/forms.htm>
8. Graduate Application for Graduation  
<http://www.uncfsu.edu/graduateschool/forms.htm>

# Fayetteville State University - Academic Progress Report

Name: Banner ID: Academic Advisor:	<b>Degree Program: M. A. Psychology Counseling Track</b> <b>Total Hours Required: 60</b> <b>2011 Catalog</b> <b>PROGRAM OF STUDY</b>
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Major Courses	Sem	Grade	Major Courses	Sem	Grade
PSYC 500 Statistics (3)			PSYC 619 Cognitive Assessment (3)		
PSYC 505 Research Methods (3)			PSYC 623 Assessment of Personality & Psychopathology (3)		
PSYC 515 Psychology of Diversity (3)			PSYC 630 Crisis Intervention (3)		
PSYC 516 Human Growth & Development (3)			PSYC 631 Career Counseling (3)		
PSYC 525 Ethical & Professional Issues (3)			PSYC 634 Group Counseling (3)		
PSYC 550 Psychopathology (3)			PSYC 680 Counseling Practicum (3)		
PSYC 575 Biological Aspects of Behavior (3)			PSYC 682 Group Supervision in Counseling Practicum (3)		
PSYC 611 Theories of Counseling (3)			PSYC 681 Counseling Internship (3)		
PSYC 612 Techniques & Process in Counseling (3)			PSYC 683 Group Supervision in Counseling Internship (3)		
PSYC 613 Counseling in Community Settings (3)			<b>Comprehensive Exam</b>	<b>First Attempt</b>	Yes No
PSYC 614 Addiction & Substance Abuse Counseling (3)			Passed	<b>Second Attempt</b>	

After 12 credit hours, filed for Candidacy: Yes \_\_\_\_\_ No \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Counseling Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

Department Chair: \_\_\_\_\_

Date: \_\_\_\_\_