

NORTHEASTERN STATE UNIVERSITY

COLLEGE OF EDUCATION

M.S. IN COUNSELING PROGRAM



COUNSELING STUDENT HANDBOOK

Master of Science in Counseling
Addiction, Clinical Mental Health, and School Counseling
Department of Psychology and Counseling
Graduate College | College of Education
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University Mission Statement

Building on our Cherokee Nation heritage, Northeastern State University is committed to student success and a sustainable future for our diverse communities.

University Vision

Northeastern State University will support our students' success by adapting to a constantly changing, globally competitive environment, by educating today's learners to be tomorrow's leaders, and by being responsive to the needs of our stakeholders and the region's workforce.

Values

Our People

We are committed to the growth and success of our students, employees, and community partners.

Our Place

We honor all who came before us and advance a culture built on diversity, equality, inclusion, and belonging.

Our Purpose

We develop a collaborative environment that cultivates a life-long pursuit of learning, excellence, creativity, and opportunity.

History

Northeastern State University was founded as the Cherokee National Female Seminary in 1846. This historic link to the Cherokee Nation and Indian Territory makes Northeastern the oldest institution of higher learning in Oklahoma. The original Seminary was built in Park Hill, south of Tahlequah and destroyed by fire on Easter Sunday 1887. On May 7, 1889, the Cherokee National Female Seminary was dedicated north of Tahlequah, where it would continue to provide learning opportunities for young women for 20 years. Seminary Hall is now the historic centerpiece of Northeastern State, and each year on May 7, Descendants of Seminarians gather to observe Seminaries Homecoming in honor of our first students. Our history as a state institution began on March 6, 1909, when the Oklahoma legislature purchased the Female Seminary and created Northeastern State Normal School, where the first classes were held on September 14, 1909. The educational program of the school consisted of four years of high school and two years of college level study. A decade later, the Normal School evolved to Northeastern State Teachers College in 1919 and established a four-year curriculum leading to a bachelor's degree. The Oklahoma legislature authorized changing the name of NSTC to Northeastern State College in 1939. The university officially became Northeastern State University in 1978.

Master of Science in Counseling Program

Welcome and congratulations on your acceptance into the Northeastern State University (NSU) M.S. in Counseling graduate training program. Transitioning to graduate study and training to become a professional counselor is an exciting and unique opportunity. Graduate training is in every sense of the term a transition along a professional developmental path. It is also a demanding endeavor. The Counseling Program faculty have developed this student handbook to assist you in your transition to the program and to provide you with a document that sets out guidelines for the NSU Counseling program. If you familiarize yourself with this handbook, your progression through the master's program will be more manageable.

Although not designed to be a stand-alone guide (we encourage you to consult with faculty throughout your training), the handbook provides the student with a "map" to plan their coursework. Training to become a counselor regardless of program emphasis (Clinical Mental Health Counseling, Addiction Counseling, School Counseling) involves dynamic processes that while grounded in course work, go beyond academic performance. Adequate progression through professional counselor training is driven by completion of coursework (in sequence), the appropriate evolution of professional identity and associated behaviors, as well as counseling competencies. This developmental process begins with mastery of material in coursework (theory, intervention conceptions, counseling relationship dynamics, etc.) and becomes further evidenced through application of skill within training experiences.

Consider the student handbook as an outline and description of coursework and preparation experiences, documentation, and associated paperwork. The student handbook is not meant to address every situation, question, or event in training that may arise, but to provide a clear and accessible reference source for the M.S. in Counseling graduate student.

Faculty wish to emphasize at the outset that the culture of professional counselor training at NSU is a dynamic and challenging undertaking. Working and serving others as an addiction, school, or professional counselor is a rewarding and exciting opportunity. It also is very much dependent upon students' engagement and development as a professional counselor based on their training. The rigors and demands of training and development can be greatly facilitated by your familiarizing yourself with this manual. You are encouraged to utilize this handbook to orient to the program and to meet necessary student responsibilities towards successful and timely completion of course work and training events.

We sincerely look forward to mentoring your training and invite you to engage and benefit from the rich training in professional counseling offered here at NSU!

M.S. in Counseling Mission Statement

The NSU counseling program is dedicated to positively influencing the regional and global impact of the counseling field through professional stewardship. This commitment will be achieved through the recruitment and retention of diverse professionals who demonstrate a willingness to engage in personal struggle, tolerate ambiguity, seek feedback, and grow alongside all counselors-in-training (CITs) and viewpoints.

The faculty seek to create a culture of learning where CITs feel supported to deconstruct preconceived ideas of the self and the world in which they live leading to a knowledgeable, skillful, and ethical counseling practice. These experiences will be facilitated through open-minded discourse with differentiated learning experiences.

Throughout the course of the program CITs will be challenged to apply their knowledge, skills, and dispositions to promote social justice and ethical conduct, thus enhancing self-actualization and sound mental health in self, clients, and systems they encounter.

The culmination of the program will result in counselors focused on self and client betterment who emerge as dedicated change agents, positively impacting the greater society in which they will serve.

M.S. in Counseling Program Objectives

Our Masters-level graduates will possess mastery in the following areas: (a) professional counseling orientation and ethical practice; (b) social and cultural identities and experiences; (c) lifespan development; (d) career development; (e) counseling practice and relationships; (f) group counseling and group work; (g) assessment and diagnostic processes; and (h) research and program evaluation. Each program objective will be measured through student learning outcomes (SLOs) and Key Performance Indicators (KPIs) throughout their program of study coursework.

Core Key Performance Indicators (KPIs)	
Professional Counseling Orientation and Ethical Practice	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (3.A.10)
Social and Cultural Identities and Experiences	The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews (3.B.2.) The effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients (3.B.5.)
Lifespan Development	Biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (3.C.10.)
Career Development	Approaches for conceptualizing the interrelationship among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors (3.D.2.) Developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities (3.D.7.)
Counseling Practice and Relationships	Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (3.E.8.)
Group Counseling and Group Work	Therapeutic factors of group work and how they contribute to group effectiveness (3.F.3.)
Assessment and Diagnostic Processes	Ethical and legal considerations for selecting, administering, and interpreting assessments (3.G.6.) Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders (3.G.16.)

Research and Program Evaluation	The importance of research in advancing the counseling profession, including the use of research to inform counseling practice (3.H.1.)
Addiction Counseling Key Performance Indicators (KPIs)	
	Evaluating and identifying individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery (5.A.6.)
Clinical Mental Health Counseling Key Performance Indicators (KPIs)	
	Techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.5.)
School Counseling Key Performance Indicators (KPIs)	
	School counselor roles as leaders, advocates, and systems change agents in PK-12 schools (5.H.6.)

Graduate Program Accreditation

NSU's M.S. in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's programs in Counselor Education and doctoral programs in Counselor Education and Supervision. Achieving CACREP accreditation demonstrates NSU's commitment to the enhancement of the program's reputation, the desire to attract highly qualified students seeking enrollment in CACREP programs, increasing faculty productivity in areas such as research, publication and service, and a commitment to meeting the highest academic standards of counselor training.

The program offers a 60-hour Master of Science in Counseling with the following three emphasis areas: Addiction Counseling, Clinical Mental Health Counseling, and School Counseling. Students complete 39 hours of core classes and 21 hours of specialization courses. The counseling program prepares students for a counseling career or for further advanced study. The program familiarizes students with the use of scientific thought and principles as applied to the practice of professional counseling. This rigorous and unique program includes a 600-clock hour supervised internship experience. This program meets or exceeds the educational requirements for becoming a Licensed Professional Counselor ([LPC](#)), a Licensed Alcohol and Drug Counselor ([LADC](#)), or a Certified School Counselor ([pK-12](#)) in Oklahoma as well as most other states.

Desired Student Qualities

Appropriate to their progress in the sequence of course work, students are encouraged to display an increasing refinement of the following qualities:

Accountability

The most respected students and professionals take responsibility for their actions and apply initiative.

Personal and Professional Growth

The NSU Counseling faculty believe that the most effective professionals and students continually evolve, and that one avenue for growth is personal therapy in either a group or individual setting. However, because of the ethical prohibition against dual relationships, students should not expect therapy to be provided by the program faculty, in courses or otherwise.

Commitment

The faculty place special emphasis on:

- Equal accessibility—students should be sensitive to the inequities many groups and individuals experience.
- A lifespan perspective—students are expected to be aware of the developmental stages of different populations and be committed to lifelong development for themselves and those they serve.
- The counseling profession—participation is encouraged in academic, honors, and professional organizations.

Evolving Personal Philosophy

The counseling program does not espouse a favored philosophical base regarding counseling; instead, the program exposes students to a variety of perspectives and expects students to formulate a personal philosophy of counseling. Students are expected to become capable of designing effective strategies for counseling which consider the nature and purposes of clients and the competencies of the counselor or consultant.

Professional Identity

Students are expected to conduct themselves ethically as helping professionals who work closely with other professionals in multi-disciplinary settings.

Research Orientation

Students will gain an awareness of pertinent research during their training and should develop personal research skills appropriate to their academic and occupational goal.

Leadership

Members of the faculty strive to model professional leadership and to make students aware of leadership opportunities. Examples of student opportunities include service to the community, positions in student organizations, graduate assistantships, presentations to professional groups, publication in professional journals, and voluntary work for the master's program.

Curriculum Goals and Policies

The learning experiences of the M.S. in Counseling program include activities that focus on three domains:

- Knowledge: using primarily didactic methods to convey theories and facts
- Skills: using both didactic and experiential methods in conjunction with individual supervision
- Personal Development: by encouraging self-examination, responsibility, and openness to diverse experiences

All classes imbed CACREP standards pertaining to foundations, contextual dimensions, and practice. Learning standards can be evidenced in course syllabi and are measured through Key Performance Indicators (KPIs) and Student Learning Outcomes (SLOs).

To encourage student growth, each faculty member strives to meet the following goals:

- Prepare each student to work in a dynamic profession and world
- Train students to be *counselors* first and *specialists* second

- Immerse each student in the fundamental knowledge and skills that current professionals deem essential in counseling

Based on the above considerations and many years of curriculum formulation, the faculty designed the M.S. in Counseling program to progress in the following categorical sequence: (a) experiential, (b) theoretical, and (c) clinical. Full-time students typically need seven semesters, including summers, to complete the master's program.

Ethical Standards

All students are expected to understand and demonstrate their understanding of the American Counseling Association ([ACA Code of Ethics](#)) and standards of conduct, and the Northeastern State University rules and regulations for student conduct, including those identified in the Northeastern State University [Student Handbook](#). School counseling students will further be informed and practice from the American School Counselor Association ([ASCA Code of Ethics](#)). The counseling program at NSU, as well as the counseling profession in general, has high expectations of students, and violations of University rules or professional ethical standards could render a student unfit to continue in the program. Students are expected to periodically review the rules and regulations for student conduct and the ethical standards to ensure continued understanding and practice.

Chi Sigma Iota

[Chi Sigma Iota](#) (CSI) is the international honor society of professional counseling. At NSU, we are the Nu Sigma Upsilon chapter of CSI. CSI was established in 1985 through the efforts of leaders in the profession of counseling whose desire was to provide recognition for outstanding achievement as well as outstanding service within the profession. CSI was created for counselors-in-training, counselor educators, and professional counselors whose career commitment is to research and service through professional counseling. The mission of CSI is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Membership in Chi Sigma Iota is open to both students and graduates of counselor education programs. Students must have completed at least one semester of full-time graduate coursework in a counseling program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership in CSI by the chapter.

[Nu Sigma Upsilon Chapter Facebook Page](#)

Professional Organizations

Students in the M.S. in Counseling Program are encouraged to seek membership and active involvement in the various professional organizations available at the university, state, and national levels that are appropriate to their chosen areas of concentration. The following are some examples.

[American Counseling Association \(ACA\)](#)

Student membership in the American Counseling Association (ACA) is available at reduced rates. ACA has national divisions, state branches, and organizational affiliates

that span counseling, personnel, and guidance work at all levels in schools, community agencies, government, business, and industry.

Oklahoma Drug and Alcohol Professional Counselor Association (ODAPCA)

ODAPCA is the advocacy and membership organization for Certified Prevention Specialists (CPS), Certified Alcohol and Drug Counselors (CADC), and Licensed Alcohol and Drug Counselors (LADC) in the state of Oklahoma.

The American School Counselor Association (ASCA)

ASCA supports school counselors' efforts to help students focus on academic, social/emotional, and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.

Oklahoma Counseling Association (OCA)

OCA advocates for LPCs and promotes the counseling profession by lobbying and providing professional growth opportunities, including conferences, workshops, and mentorship programs. These efforts help OCA members provide effective counseling services and contribute to the mental health and well-being of individuals in Oklahoma.

Oklahoma School Counselor Association (OSCA)

OSCA is a chartered state division of the American School Counselor Association (ASCA) which supports School Counselors' efforts to help students focus on academic, social/emotional, and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. OSCA provides professional development and networking opportunities to Professional School Counselors in Oklahoma.

Degree Requirements

The M.S. in Counseling program is a 60-hour master's program with emphasis areas in the following three areas: Addiction Counseling, Clinical Mental Health, and School Counseling. The Counseling program is a face-to-face program, with certain courses being offered in online or hybrid/blended formats. *See official degree plans related to each emphasis.*

Core Courses (all emphases)

- COUN 5033 - Professionalism and Ethics
- COUN 5053 - Assessment and Statistics
- COUN 5163 - Counseling Theories
- COUN 5273 - Clinical Psychopathology
- COUN 5283 - Career Development
- COUN 5413 - Methods and Techniques of Counseling
- COUN 5443 - Diversity Issues in Counseling
- COUN 5473 - Marriage and Family Therapy
- COUN 5603 - Practicum I
- COUN 5653 - Advanced Lifespan
- COUN 5693 - Psychopharmacology: Dual Diagnosis
- COUN 5713 - Group Process
- COUN 5903 - Counseling Research

Total Core Hours: 39

Emphasis Specific Courses

Clinical Mental Health:

- COUN 5133 - Foundations of Clinical Counseling
- COUN 5613 - Personality Assessment
- COUN 5733 - Practicum II for CMHC
- COUN 5723 - Counseling Supervision
- COUN 5801-6 - Internship in CMHC
- COUN **** - Approved 3-hour elective

Total Hours: 21

Addiction Counseling:

- COUN 5153 - Foundations of Addiction Counseling
- COUN 5183 - Addiction Counseling Theories
- COUN 5673 - Practicum II for AC
- COUN 5573 - Family Addiction Theory
- COUN 5583 - Addicted Family Assessment & Intervention
- COUN 5821-6 - Internship in Addiction Counseling

Total Hours: 21

School Counseling:

- COUN 5153 - Foundations of School Counseling
- COUN 5643 - Practicum II for School Counselors
- COUN 5513 - Child and Adolescent Counseling
- COUN 5523 - Childhood Assessment & Appraisal
- COUN 5841-6 - Internship in School Counseling
- COUN **** - Approved 3-hour elective

Total Hours: 21

All students have an option to complete a thesis (COUN 5921), to begin *no later than* the semester in which they are enrolled in Practicum II; students will enroll in additional thesis hours (COUN 5922) during their internship semester. Thesis is a 3-credit hour course *above and beyond* the 60 hour requirement.

Practicum and Internships

The purpose of the Practicum I & II are to provide the student with an opportunity to use and integrate knowledge and skills gained from previous course experiences. Practicum I is an experience in which the student applies, under supervision, the core skills of the helping profession. Emphasis is on developing a helping relationship with “volunteer” counselees and providing an appropriate emotional climate for change to occur. This helping relationship is recorded, reviewed, evaluated, and used to enhance and improve counseling skills. The Practicum II experience is the start of the on-site experience for students. In Practicum II students will pair with a mental health and/or addiction agency or school site to start learning about the functions of the site and begin to see clients/students who are in need of counseling. This relationship between the CIT and the mental health clinic or site can continue through

Internship. (See NSU Clinical Handbook for more information related to Practicum course work, requirements, and expectations)

Thesis Option

Thesis will serve as an option for students to engage in research related to a specific area of interest in the field of counseling. An essential professional competency is to read and understand quantitative research and empirical methods. This option of completing a research study relates also to the need to increase counseling master's students' knowledge in qualitative research, the limited availability of qualitative courses, and the programmatic need to provide further research opportunities for students' who desire to engage in such an academic exercise. A thesis is guided by a three-person faculty committee. One member of the committee should be a member of the NSU faculty that is not considered counseling faculty. Faculty members must be regular tenured or tenure-track graduate faculty of NSU.

Course catalog description: COUN 5921/5922 Thesis (3 hours total). A master's thesis is an option of the Master of Science in Counseling degree. A thesis is a demonstration of the student's research competence. As an option in the student's degree plan a Thesis is formal research exercise to include; design of a study with relevant and appropriate reviews of the literature, analysis of data and presentation of results, and discussion and interpretation of findings. (Optional to all tracks).

Major Goals: A master's thesis may be original research, or a replication or quasi-replication study. Students may collect their own data for the research study, or students may use archival data with permission of the individual or office who "owns" the data. All proposed research, whether using archival data or collecting original data, must have approval of the student's thesis committee chair (member of the counseling faculty), one member of the counseling faculty, and one non-counseling faculty member, and the University's Institutional Review Board prior to proceeding with data collection and data analysis.

A thesis is comprised of five chapters. The first three chapters are the proposal for the thesis and include an introduction to the research, a review of the relevant literature, and the methodology proposed for the study, including limitations which can be identified in advance of the study. The proposal is a formal meeting presenting the planned research to the thesis committee. Chapter IV is a presentation of the results of the research. Chapter V is a discussion of the results, relating the findings to previous research and literature and identifying limitations of the study, implications for practice, and recommendations for future research. Once the thesis is complete, a formal defense must be scheduled with the thesis committee.

Students enroll in COUN 5921 (Thesis) no later than at the start of their Practicum II semester. The student will work closely with their chosen faculty thesis chair as well as two other faculty members who will serve as the thesis committee members. Students then enroll in COUN 5922 (Thesis) to complete their thesis experience during their final internship semester.

Initial Advising

Upon application and admission to the Counseling program, students will be assigned a faculty advisor. The student is expected to attend an initial advising meeting/orientation in which the Statement of Understanding, the Statement of Academic Integrity and Honesty, the NSU Student Training Commitment Form, and degree plans are completed in order for the student to enroll in courses. If the student is unable to attend this initial group advising meeting, they are required to arrange a meeting with the faculty advisor before the student's first enrollment. The advisor in conference with the student reviews the plan of study (degree plan) for the student's degree program and reviews the Statement of Understanding, the Statement of Academic Integrity and Honesty, and NSU Student Training Commitment Form. Copies of the signed degree plan, the Statement of Understanding, and the Statement of Academic Integrity and Honesty are sent to the Graduate College for the Dean's approval and distribution. Any changes made in the student's plan of study require prior written approval by the faculty advisor, Department Chair, and the Dean of the Graduate College. Copies of each form can be found in the appendix. *Please note*, all incoming students must enroll in their initial Fall courses by June 15th. Failure to do so will result in the student's acceptance to the Counseling program being rescinded and their seat being offered to the next student on the alternate waiting list.

Registration

Students are eligible to register prior to each semester upon consultation with their faculty advisor in accordance to standardize progression of courses set for the emphasis in which the student is pursuing.

Normal Progress Statement

Students are expected to maintain "normal progress" in their degree programs. It is, however, impossible to establish a single standard for normal progress. Obviously, normal progress differs for part-time students versus full-time students. Normal progress may also be impacted by the need to accommodate the student's needs, or interruptions, to the program caused by events in the student's life. Therefore, it will be up to the student's advisor and the graduate program coordinator to define normal progress for each student. Factors to be taken into consideration include, but are not limited to:

- Grade point average;
- Courses successfully completed toward the degree;
- Unresolved incompletes;
- Progress and/or completion of Practicum/Internship;
- Completion of comprehensive examination;
- Progress toward completion of the thesis, where appropriate; and
- Consistently meets criteria on the Fitness to Practice Policies and Review form.

The student's ability to maintain normal progress will be assessed throughout their academic program. Professions engaged in protection of the public health and welfare charge their members with the responsibility of monitoring potential new members. Therefore, the NSU

faculty believes a component of their responsibility to their students, their professions, and the eventual consumers of services provided by graduates, is the necessity to monitor students' academic progress which not only includes course work but also includes the personal characteristics of students that will affect their professional performance in counseling and therapy. These characteristics should be of a quality so as to enhance the students' professionalism or helping capacity.

Candidacy Process

All students must complete the following requirements before being approved to candidacy for the Master of Science in Counseling program:

- Maintain a 3.0 ("B") average in all graduate coursework attempted;
- Receive recommendations from the graduate faculty based on all aspects of academic performance, ethical behavior, and professional behavior.

Candidacy evaluation will occur during the first (1st) spring semester for full time students and the second (2nd) spring semester for part time students. The performance of all students in the counseling program will be evaluated both objectively and subjectively by all counseling faculty on the basis of academic, social, emotional, and behavioral fitness for the profession.

Candidacy decisions result in the following:

- a successful vote in which the student proceeds in the program according to their degree plan;
- a delayed candidacy vote in which the student is placed on an extended FTP with remediation. In situations of delayed candidacy, the student will be voted on for candidacy in the following semester; or
- a denied candidacy vote in which the student is counseled out of the program.

It is important to note that even with a successful candidacy vote, students are expected to demonstrate appropriate Fitness to Practice behaviors and dispositions throughout the remainder of their program of study. Failure to do so will result in extended FTP remediation or in some cases, being counseled out of the program.

Fitness to Practice Policy and Procedures

This policy applies to all graduate students enrolled in the M.S. in Counseling program. As part of meeting the program objectives set forth in the Counseling Program Student Handbooks and Graduate Catalog and Policies, students are expected to conduct themselves in an ethical, responsible, and professional manner. This conduct is evaluated through the Fitness to Practice (FTP) policy as a core component of students' academic performance. Section F.9.a of the [ACA Code of Ethics](#) states that "Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program" (2014, p.15). The purpose of the FTP review process is to regularly monitor students' professional and personal development and to provide structured feedback to students (CACREP, 2024) to ensure

students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as a counselor-in-training. Student progress is routinely monitored, addressed and assessed during regular academic terms at faculty meetings, and if warranted, then by further evaluation with an action planning to remediate the FTP concern.

At the onset of their academic program, students are directed to review these standards and seek clarification when needed.

In order to successfully complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance meeting or exceeding department standards in all settings, including classes, advising sessions, clinical sites, and all verbal and written communication, including:

1. Demonstrate fitness in their interactions with others as measured on the Fitness to Practice Standards, which include the following competencies:
 - Follows ethical and legal considerations
 - Displays multicultural competence
 - Open to new ideas
 - Aware of own impact on others
 - Responsive, adaptable, and cooperative
 - Receptive to and uses feedback
 - Responds to conflict appropriately
 - Accepts personal responsibility
 - Expresses feelings effectively and appropriately
 - Dependable in meeting obligations,
 - Promotes self-care practices, and
2. Conform to the codes of ethics of professional associations in counseling ([ACA](#), [ASCA](#), etc.) and all related national and state licensure and certification boards.

Understanding Fitness to Practice (FTP):

The Fitness to Practice (FTP) process involves three tiers of evaluation.

- *Standard FTP* involves an ongoing and routine monitoring and evaluation of all students in a minimum of 2 courses per semester throughout their program of study.
- *Incidental FTP* involves an FTP issue within an instructor or faculty member's course within a given semester.
- *Extended FTP* involves an ongoing FTP issue that is not resolved within a single semester. Extended FTP issues continue to be evaluated in a minimum of 1 subsequent semester with evaluation completed either by the original instructor or faculty documenting FTP concern *or* by a different instructor or faculty member in which the student is currently enrolled in his/her course.

Admission to the program or receiving Candidacy does not guarantee fitness to remain in the program. Throughout the program of study, student competence is evaluated using the Standard FTP Process with documentation being made on the FTP Evaluation Form. An Incidental FTP

review may be initiated on any student at any time if a faculty member, staff, course instructor, program advisor or field supervisor believes the student has displayed behavior which suggests the student does not possess sufficient competency on one or more FTP criteria. An Incidental FTP is *not* a requirement for a student to have an Extended FTP (for example, in situations when an FTP issue developed within the remaining few weeks of a semester and an ongoing evaluation of FTP is warranted in the future semester(s), thereby creating an Extended FTP). Inability to show appropriate level of competency in a minimum of one FTP standard is sufficient for dismissal from the program. *Examples of failure to meet FTP competencies can be found in the chart following the FTP section of the handbook.* Beyond the use of FTP Evaluation Form for Standard FTP or Incidental FTP purposes, faculty may initiate an FTP review at any time, including but not limited to the following reasons:

- Students who engage in illegal or unethical behaviors,
- Students who present a threat to the wellbeing of others or threat to self, or
- Students who violate the NSU Student Code of Conduct, other applicable NSU policies or procedures (in conjunction with existing university procedures regarding Student Conduct), or any other NSU Department of Psychology and Counseling policies or procedures.

In such cases, depending upon the circumstances, the FTP process may result in the student being dismissed from the NSU Counseling program without the opportunity for remediation.

The Fitness to Practice Evaluation Process:

As a part of training towards counseling competence, faculty members, staff, course instructors, program advisors, and field supervisors evaluate all students according to these standards. Standard FTP is completed on each student each semester. With each tier of FTP, students will have the opportunity to participate and respond at each step of the FTP process.

Performance on the FTP standards will be rated on a scale of 1 (Unacceptable) to 5 (Target) as described in the Fitness to Practice Standards. A rating of 3 (or higher) on all FTP standards will indicate competence. The FTP Evaluation Form then will be shared with the student and a copy placed in the student's file. A rating of 1 on any of the FTP standards will initiate the following procedure for an Incidental or Extended FTP process:

Step 1 -- the student will be contacted to schedule a meeting to review the FTP Evaluation Form. It is expected that the student will receive formal notification prior to the meeting that the scheduled meeting will address an FTP concern. The meeting will be held with the issuing faculty member, unless the FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of self or others, or violated the NSU Student Code of Conduct (in conjunction with existing university procedures regarding Student Conduct) or any policy(ies), in the Counseling Student Handbook, or Clinical Handbook (in which case, the meeting will be held with a faculty review committee, as outlined in Step 3 below). It is also at the discretion of the issuing faculty member to have another faculty member/student advisor present in the FTP Evaluation meeting. All Extended FTP meetings are expected to have the initiating faculty plus the student's advisor or another faculty member present; Incidental FTP meetings may have only the initiating faculty member or another faculty member present if requested. The function of the additional faculty member/student advisor in

the meeting will be to serve as a witness to the FTP process. In cases where an additional member is present, the student will be notified of the additional witness at the time of the initial notification of the FTP meeting. Witnessing faculty member's role is to act as an observer of the process to enhance impartiality and efficient process of presenting the concerns noted in the FTP.

The student has five business days to respond to the request to schedule a meeting. If the student does not respond by the close of business on the fifth business day, the matter will proceed to step 3 below.

Step 2 -- At the meeting, the issuing faculty will review the FTP Evaluation Form with the student and complete the FTP Action Plan form, defining measurable objectives. The FTP Action Plan will include: (a) Specific competency(ies) from the FTP Standards which require(s) remediation; (b) specific recommendations to achieve remediation; (c) specific requirements to demonstrate remediation efforts have been successful, and ; (d) a specific timeline and ultimate deadline for subsequent monitoring to evaluate progress.

Both the student and issuing faculty may retain copies of the signed FTP Evaluation Form and FTP Action Plan and copies will be placed in the student's folder. At any time during the FTP evaluation, the issuing faculty member may refer the student to a faculty review committee.

Step 3 -- A faculty review committee will be convened if: (a) the FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others, or violated the NSU Student Code of Conduct (in conjunction with existing university procedures regarding Student Conduct) or any policy(ies) in the Student Handbook; (b) a student fails to respond to the issuing faculty's request to schedule a meeting to review the FTP Evaluation Form within 5 business days of the request; or (c) a student fails to show reasonable progress in the original FTP Action Plan addressing an Incidental FTP concern (at which time an Extended FTP will be discussed and outlined).

The faculty review committee will be comprised of the instructor or faculty issuing the Incidental or Extended FTP concern and the student's advisor. It is expected that a minimum of one faculty member present at the meeting is a tenured or tenure-track faculty member. The student will be required to meet with the faculty review committee in accordance with the procedures described in #1 and #2 above. The faculty review committee may consult with any of the full Department of Psychology and Counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Department of Psychology and Counseling.

The faculty review committee is beholden to the development of a student FTP Action Plan consistent with present concerns, to the establishment of a timeline for monitoring the student's progress toward completion of the established plan, and to the clarification of requirements necessary to achieve resolution of the remediation plan. These requirements will be stated as measurable objectives that are documentable. If at any time the student is determined not to be making satisfactory progress, the faculty review committee may either modify the remediation plan or recommend dismissing the student from the program. Additionally, if at any point the student has an FTP initiated due to FTP policy 3.a, the student may be required to suspend

course activities immediately until the FTP process has been fully instated and due process completed.

Step 4 -- All faculty review committee decisions for a student's dismissal from the Department of Psychology and Counseling will be forwarded to the Department Chair for maintaining student records and involvement in the Fitness to Practice process. The Department Chair will forward the committee's decision to the Deans of Graduate College and the College of Education. The student may appeal the committee's decision to the Dean of Graduate Studies. Decisions by the Dean are final.

Due Process -- Students who have concern about the FTP process are expected to first discuss their concerns with the faculty issuing the FTP Evaluation and Action Plan. It is expected that students will email or contact the faculty requesting a meeting *after* the initial FTP Evaluation meeting to discuss this concern. Students have 5 business days to contact the initiating faculty member to inform them of this Due Process Step 1.

In the event that this meeting does not lead to a mutual agreement on the needed remediation, the student is then able to contact the Department Chair of Psychology and Counseling, at which time a meeting will then be scheduled between the Department Chair, faculty issuing the FTP, and the student. The student has 5 business days following Due Process Step 1 to contact the Department Chair to initiate Due Process Step 2.

In the event that the meeting between the Department Chair, initiating faculty member, and student does not lead to a mutual agreement on the needed remediation, the student is then able to contact the Dean of the Graduate College at Northeastern State University. The student has 5 business days following Due Process Step 2 to contact the Dean of the Graduate College to initiate Due Process Step 3.

Students will be reminded of their due process rights at the time of the initial FTP meeting.

Demonstration of Student Understanding of FTP:

All students will complete a Student Learning Outcome in the Professionalism and Ethics in Counseling (COUN 5033) course. This SLO will demonstrate that students have had the opportunity to develop an understanding of the FTP process.

Fitness to Practice Standards

All standards are evaluated based on student performance in programmatic, academic, clinical, supervisory, and interpersonal contexts.

1. Follows ethical and legal considerations

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Displays inappropriate and/or disrespectful boundaries with clients, faculty, supervisors, and peers	- Maintains appropriate and respectful boundaries with clients, faculty, supervisors, and peers.
- Does not demonstrate awareness of personal values or imposes personal values on others.	- Demonstrates awareness of personal values and does not impose personal values on others.

- Breaches applicable professional counseling ethical codes and laws.	- Follows applicable professional counseling ethical codes and laws.
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2. Displays multicultural competence

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Discriminates or expresses prejudice towards those of a different race, culture, gender, religion, sexual orientation, age, ability status, gender identity, marital status/partnership, language preference, or socioeconomic status than self.	- Demonstrates sensitivity to diversity.
- Does not demonstrate multicultural counseling competencies.	- Demonstrates multicultural counseling competencies.

3. Open to new ideas

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Dogmatic about own perspective and ideas.	- Openly discusses and respects perspectives other than own.
- Unable or unwilling to consider others' points of view.	- Considers others' perspectives and points of view.

4. Aware of own impact on others

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Shows little or no concern for how others are impacted by them.	- Recognizes how own words and actions impact others.
- Blames others for problems without self-examination.	- Avoids blaming others and examines own role in problems.
- Disrespectful toward peers, supervisors, and/or instructors (e.g., monopolizes discussion or gossips).	- Respectful toward peers, supervisors, and/or instructors.

5. Responsive, adaptable, and cooperative

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Shows little or no effort to adjust behaviors in response to changes in professional & interpersonal contexts.	- Shows reasonable effort to adjust behaviors in response to changes in professional & interpersonal contexts.
- Expresses intolerance of changes in programmatic, academic, clinical, or supervisory settings.	- Expresses tolerance of change in programmatic, academic, clinical, or supervisory settings.
- Reactionary and defensive in response.	- Thoughtful and reflective in response.
- Shows little or no engagement in cooperative activities.	- Appropriately cooperates in cooperative activities.
- Monopolizes cooperative activities.	- Compromises in cooperative activities.

6. Receptive to and uses feedback

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Responds to feedback with defensiveness, anger, and/or denial.	- Responsive, open, and receptive to feedback.
- Shows little or no evidence of incorporating feedback.	- Appropriately incorporates feedback.

7. Responds to conflict appropriately

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Shows minimal willingness to examine own role in conflict.	- Actively examines and acknowledges own role in conflict.
- Shows minimal effort and/or ability at problem solving.	- Actively participates in problem solving efforts.
- Displays hostility when conflicts are addressed.	- Appropriately expresses emotions when conflicts are addressed.
- Does not address conflict directly with individual(s) involved and addresses with others instead.	- Addresses conflict directly with individual(s) involved.

8. Accepts personal responsibility

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Refuses to admit mistakes or examine own contribution to problems.	- Examines own role in problems.
- Lies, minimizes, or embellishes the truth to extricate self from problems.	- Accurate and honest in describing own and others roles in problems.
	- Accepts own mistakes and responds to them as opportunity for self-improvement.

9. Expresses feelings effectively and appropriately

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Does not express <i>own</i> feelings appropriately.	- Expresses <i>own</i> feelings.
- Does not recognize or acknowledge feelings or <i>others</i> .	- Acknowledges <i>others</i> feelings.
- Acts out negative feelings (through negative behaviors) rather than articulating them.	- Acts professionally while experiencing difficult emotions.
- Expression of feelings is inappropriate to the setting.	- Expression of own feelings is appropriate to the setting.

10. Dependable in meeting obligations

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Absent from scheduled program obligations (e.g., class, supervision, GA, or clinical site) and does not notify others in advance.	- Satisfactorily meets attendance requirements and notifies others in advance regarding absences.
- Arrives late for scheduled obligations.	- Arrives on-time for scheduled obligations.
- Rarely meets deadlines (i.e., practicum and internship paperwork, applications, tapes, other assignments) or paperwork is incomplete when submitted.	- Meets deadlines and satisfactorily completes paperwork.

11. Promotes self-care practices

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Neglects wellness and/or wellbeing practices (including physical, emotional, relational, spiritual, etc.).	- Maintains appropriate wellness and wellbeing practices (including physical, emotional, relational, spiritual, etc.).
- Does not maintain appropriate personal and professional boundaries.	- Maintains appropriate personal and professional boundaries.
- Does not maintain appropriate work/life balance.	- Achieves appropriate work/life balance.
- Does not monitor self for signs and symptoms of impairment.	- Monitors self for signs and symptoms of impairment.

- Does not acknowledge areas for improvement or self-understanding of blind spots.	- Acknowledges areas for improvement and self-understanding of blind spots.
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Malpractice Insurance

All students will be required to provide proof of liability insurance by the third week of the first semester of enrollment and maintain liability insurance for the duration of the program. A variety of vendors offer malpractice insurance, but perhaps the most widely used and recommended resource is the sponsored by the American Counseling Association (ACA). The specific information regarding this insurance can be found on the ACA Insurance Trust Website (www.acait.com). This insurance is underwritten by the Healthcare Providers Service Organization (HPSO).

The following FAQ's from the [Healthcare Providers Service Organization](#) may help to clarify some basic concerns.

1. Does HPSO offer coverage to student healthcare providers?

Yes, HPSO offers coverage for student healthcare providers.

2. Are there any discounts available to students?

Yes, HPSO offers a student discount that varies by state and profession. Find out your rate through their on-line quick quote. Additionally, if you have completed training within the previous 12 months, you are entitled to a 50% discount, depending on your profession, as a first-year graduate.

3. Will your policy protect me while I'm still in school? What happens after I graduate?

Our student policy is designed to protect you for your professional liability while doing clinical work as part of your school curriculum. After graduation you can take advantage of another benefit of our policy. We do not require that you increase your coverage to professional status until your policy's next renewal. You will be automatically covered after graduation, as a professional until your renewal -- at no additional charge! Be sure to obtain malpractice insurance now. Being a professional counselor means being responsible in your actions and protecting yourself and your clients through appropriate malpractice insurance.

Evaluation of Faculty and the M.S. in Counseling Program

All students have an opportunity to routinely provide feedback about core and non-core counseling faculty as well as their student experiences in the M.S. in Counseling Program.

Each semester, students are emailed a digital link to teaching evaluations which ask both quantitative and qualitative questions about the student's class experiences with Counseling faculty. The evaluations are anonymous and are conducted through NSU's Office of Institutional Effectiveness.

Students also are invited to provide feedback about their programmatic experiences by completing the CIT Experiences Survey which includes (a) Perception of Learning; (b) Advising; and (c) Site and Supervision Evaluation. The CIT Experiences Survey is distributed

during Practicum II and Internship, and again, all information is anonymous.

Requirements for Graduation

In addition to the requirements in the Academic Information Section of the Graduate Catalog, the candidate for the Master of Science in Counseling must

- Complete the approved program of study in Counseling;
- Pass the Counselor Preparation Comprehensive Examination (CPCE);
- Maintain a 3.0 grade point average in all graduate course work attempted; and
- Maintain a 3.0 grade point average in all courses applicable to the program.

Personal Counseling

The Counseling program at NSU strongly encourages counselors-in-training to experience counseling first-hand. You are encouraged to seek out personal counseling in your own community. If you like, you can also participate in free confidential counseling from the NSU [HawkReach Counseling Services](#), call (918) 444-2042. In some circumstances the student may be asked to complete personal counseling as part of a Fitness to Practice remediation plan if faculty determine engaging in personal counseling could help the student overcome barriers to fitness to practice as a counselor.

Financial Aid

Students are able to apply for financial aid, in the form of grants and loans, depending on eligibility. The Northeastern State University Office of Student Financial Services is dedicated to informing and educating you on options regarding federal student aid. The NSU Office of Financial Aid staff adhere to the National Association of Student Financial Aid Administrators (NASFAA) code of conduct. The NSU Office of Student Financial Services recommends all NSU financial aid recipients check their NSU e-mail accounts regularly. Their office transmits important information and reminders to students via these accounts.

Office Hours: Monday-Friday: 8 a.m. - 5 p.m.

Office Phone: (918) 444-3456

Office Location: The Office of Student Financial Services is located on the Tahlequah campus in the red brick building (Seminary Bath House), directly behind Seminary Hall.

Mailing Address:

Northeastern State University
Office of Student Financial Services
715 N. Grand Ave.
Tahlequah, OK 74464-2300

Email Address: financialaid@nsuok.edu

NSU Graduate College Requirements

The information provided below pertains to all Master's students at NSU and is an expectation held for all students enrolled in the Counseling Program. The complete Graduate College handbook can be found at the link provided.

Transfer Credits

A maximum of nine (9) semester hours of approved transfer credit may be applied toward the master's degree. Students who wish to transfer graduate credit applicable to a degree program at Northeastern State University must have attained a B average in all graduate course work attempted at the transferring institution. No credit will be given for a transfer course in which the grade is lower than B. Coursework must meet the six-year time limit guideline.

Withdrawal

If it is necessary for a student to drop a single class, withdraw from a single class, or withdraw completely from all courses at the University, the student must complete the process by doing the following:

Drop a single course (on or before the full refund date)

The student can drop a single course via goNSU unless he/she has a hold that impacts registration. In the case of a hold, contact the Office of the Registrar. Students are highly recommended to consult with their faculty advisor to gain an understanding of the impact on time of graduation when changing status and dropping a course.

Withdraw from a single course (after the refund date)

The student can withdraw via goNSU unless he/she has a hold that impacts registration. In the case of a hold, contact the Office of the Registrar. Students are highly recommended to consult with their faculty advisor to gain an understanding of the impact on time of graduation when changing status and withdrawing from a course.

Completely withdraw from all courses

To withdraw from courses, the student must complete a Semester Withdrawal form (available [online](#)). Students are highly recommended to consult with their faculty advisor to gain an understanding of the impact of readmission requirements when changing status and withdrawing from all courses.

Drop during Refund Period

If a student drops a class during the refund period, the course will not appear on their academic record.

Withdrawal Before or During the 12th Week

If a student withdraws from a single class or completely from the University after the refund period through the end of the twelfth week of a regular fall or spring semester, a grade of "W" is automatically assigned regardless of the student's progress in the course. The automatic "W" period for short-term classes is prorated at 3/4 time from the start of the class.

Withdrawal after the 12th Week

If a student withdraws from a single class or completely from the University after the twelfth week (automatic "W" period), the instructor will assign a "W" or "F" depending on the student's standing in the class at the time of withdrawal. A "W" will be assigned if the student was passing at the time of withdrawal. An "F" will be assigned if the student was failing at the time of withdrawal.

Drop and withdrawal deadlines are published each semester in the schedule of courses. Failure to follow the above procedures may have a negative impact on your standing with the university and financial aid status.

Once the Registrar's office receives the Administrative Withdrawal request, it is processed immediately, and the student is contacted through their official University e-mail address and/or listed phone number.

Incomplete Grades

Incomplete grades may be given at the end of a semester to students who may have a small amount of work left unfinished, which may be completed with further class attendance. Any incomplete grade not removed within one calendar year will remain permanently on the student's record as "Incomplete" and will not be included in computing grade point average. If the permanent incomplete is for a course required on the student's program, re-enrollment in and completion of the course shall be necessary. The department expects that courses with an incomplete grade be completed prior to the start of the following semester, barring any extreme circumstance.

Probation, Suspension, and Dismissal

A student whose grade point average falls below 3.0 during the pursuit of graduate studies is placed on *probation*. The grade report will show the student's probation. To be removed from probation, the student must achieve a cumulative grade point average of 3.0 by the end of the next semester or next nine hours of enrollment. There may be rare occasions when a student's grade point average (GPA) is low enough that the CIT will not have sufficient time to raise the GPA to the Graduate College's minimum of a 3.0 GPA. Normally, this will result in the student being advised out of the program. The Counseling faculty reserve the right, however, to consider these occurrences on a case-by-case basis. If a student is advised out of the program, they will have the option to reapply for admission to another cohort (see reinstatement section to follow).

If the student's grade point average remains below 3.0 at the end of the probationary period, the student is *suspended* from the Graduate College and may not continue to pursue their graduate degree. Only through appeal to the Dean of the Graduate College and approval by the Graduate Council may a student continue in the program or later be readmitted. However, if a student has become inactive for one academic year (three semesters) they may apply for readmission.

Readmission into a program will be determined by the Dean of the Graduate College and the Program Chair. A student who is readmitted to the Graduate College and a graduate program based upon a successful appeal to suspension or having been inactive for one year must meet with his/her academic advisor to determine the number of hours allowed to be taken to raise the grade point average to a minimum of 3.0. The number of hours allowed, must be approved by the Graduate Dean and documented on the Readmission Statement of Understanding.

Readmitted students must earn a letter grade of A, B, W or I in each course taken throughout the remainder of graduate tenure. Graduate courses that are not part of the student's official degree plan may not be taken in an attempt to raise the GPA. A student, who fails to achieve a 3.0 cumulative grade point average upon completion of the approved number of hours, will be dismissed, will not be readmitted to the Graduate College and will not receive a graduate degree.

Reinstatement

A student who *withdraws* from the Master of Science in Counseling program must reapply for admission in a manner consistent with University policy. Reapplication and readmission to the Graduate College may be required as well as a possible application fee of \$25.

If the CIT has been *dismissed* from the NSU Counseling program for academic reasons, the former student may apply for readmission after a minimum of one year of dismissal.

To be considered for re-admission, the applicant should submit all materials and forms required for graduate admissions as well as submit a readmission essay. Please explain (800 words max) your interest in returning to the NSU Counseling program and address the following:

1. Your initial interest in pursuing the Master of Science in Counseling degree and any changes to your interest or area of emphasis
2. The challenges you encountered that resulted in dismissal from the program and any insights gained from that experience
3. Specific efforts you made since dismissal towards personal and professional growth that will assist you in successful completion of the graduate program
4. Potential barriers you may face if you return to graduate school and your plan to overcome or manage such barriers.

Completion of the application materials and essay is not a guarantee of readmission to the program.

Academic Misconduct

Academic misconduct includes cheating (using unauthorized materials, information or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, or assisting others in any such act or attempts to engage in such acts. Academic misconduct in any form is contrary to the purposes and functions of the University and, therefore, is unacceptable and prohibited.

Any potential Student Conduct Code violation, including academic misconduct, may be submitted to the Office of Student Conduct and Development; all reports should be made as soon as possible after the incident takes place or after becoming aware of the incident. Reports may be submitted [online](#), in person (Tahlequah, Admin 209), or by fax 918-458-2340. It is also important to notify the Student Conduct Office at studentconduct@nsuok.edu or 918-444-2260.

Students violating the standards of academic honesty are subject to disciplinary action including reduction of a grade(s) in a specific course, assignment, paper, or project; a formal or informal reprimand at the professorial, dean, or academic vice president level; expulsion from the class in which the violation occurred; expulsion from a program; or expulsion from the University. (See Initial Advising section above for specifics related to the M.S. in Counseling program)

Student Conduct

As noted in the NSU Student Handbook, NSU admits students with the expectation that they will comply with its rules and regulations and conduct themselves in the proper manner. Rules are considered necessary for the promotion of the highest welfare of the University community and the advancement of its academic purposes. A student is held responsible for any breach of respectable conduct, whether or not expressly stated in University publications.

[Northeastern State University's Student Conduct Code](#) is designed to set forth standards necessary to provide a learning environment conducive to the preparation of students for success in an increasingly challenging, diverse, and global society. The University is, first and foremost a community where the academic standards are strictly upheld and where the rights, responsibilities, safety and dignity of every individual are respected and paramount to the achievement of academic excellence. The Student Conduct Code serves not just as a disciplinary system, but also as a part of the educational process. The purpose of the Student Conduct Code is to teach students to live and act responsibly in a community setting and to encourage the development of good decision-making and personal integrity. University community members are expected to respect the rights of fellow community members, property, common resources, Student Conduct Code and laws associated with the broader community (e.g. city, state, nation and world). This Student Conduct Code does apply but is not limited to all locations of the University (e.g., a foreign country or another state).

In the case that a student is sanctioned for a conduct issue, students may request an appeal by submitting the reason for their appeal in writing (typed, not hand-written). The request may be signed, dated, and delivered to Student Conduct and Development (J.V. Library, Tahlequah) or may be emailed to Student Conduct and Development (conduct@nsuok.edu) within seven (7) University business days following the date the outcome letter was sent. Information about student conduct can be found explained in further detail in the [NSU Student Handbook](#).

Grade Appeal

A student may petition a grade change by using the Grade Appeals Process if satisfactory resolution cannot be achieved after consultation with the instructor, department chair, and/or Dean. The Grade Appeals Process must be formally initiated with a written appeal to the Graduate Dean within four (4) months following awarding of the original grade. Please contact the Dean of the Graduate College (Dr. Iain Anderson, Graduate Dean) in which the grade was given for a copy of the grade appeals process. Grade appeals can be made for the following reasons:

- Allegations that an instructor's policy in assigning final grades is not applied consistently to all students within a class and section.
- Allegations that the method of assigning grades differs from the method described in the instructor's course syllabus or in other material made available by the instructor to the students.
- Allegations that the instructor's policy on assignment of grades was not made known to students.

Procedures for Student Appeal of a Grade

- The first step in appealing a grade is for the student to consult with the instructor of the course for the purpose of seeking a satisfactory explanation and/or resolution.
- If, after talking with the instructor, the student feels that his/her complaint has not been resolved, he/she may ask the department chair to review the matter. The chair shall discuss the matter with the instructor involved or refer the matter to the Dean to seek resolution of the complaint.
- If, in the opinion of the student, the complaint is still not resolved, the student may discuss the matter with the Dean. The Dean shall then review the procedures and the conditions which allow for the appeal of the course grade.
- If the student at this point desires to pursue the complaint he/she may submit a formal request in writing to the college Dean that the complaint be submitted to adjudication through a Grade Appeals committee.
- Appeals should be initiated as soon as possible after receiving the grade in dispute and no later than four (4) months following issuance of the grade.

For clinical courses, in which a final grade of B or better is required for the student to continue forward progress in the program, the following grade appeal steps will be followed:

Procedures for Grade Review in Clinical Courses (Methods & Techniques, Group Process, Practicum I, Practicum II, & Internship)

- When a faculty member becomes aware that a student is unlikely to pass a Practicum or Internship class with a "B" or better, the faculty member will initiate a review of a final recording with a full-time faculty member from the Clinical Review Committee.
- If there is disagreement between the instructor of record and the committee reviewer, then a grade of "Incomplete" will be assigned.
- In instances of an Incomplete grade, the Clinical Review Committee will meet to review the student's counseling tapes one week prior to the start of the next semester. Additional information regarding the student's progress and work with clients may also be presented at this meeting. At this time, a final grade will be determined.
- If the student disagrees with the decision of the Clinical Review Committee, they may follow the procedure guidelines for a grade appeal which can be found in the Counseling Student Handbook on the NSU Counseling website.

Procedures for Non-Passing Grades:

For both clinical and non-clinical courses where a final grade of a "D" or "F" has been made, the student will be required to "sit out" at least one year of the program. An FTP meeting will be arranged between the student, their advisor, and/or the counseling program chair. The student may return to retake the course(s) needed the following year it is offered, as outlined in their signed degree plan. Students will need to be in contact with the graduate college regarding their absence from the program and verify if they will be on academic probation due to their GPA standing.

Library and Electronic Resources

NSU provides physical library facilities at its Tahlequah, Broken Arrow and Muskogee

campuses. Library services include coordinated acquisitions, cataloging, reference, circulation, instruction and interlibrary loan. The libraries also provide access to online resources and services that are available to all students and faculty from the Internet at <https://library.nsuok.edu/home>

Online services currently include Internet access to over 140 databases containing a wide variety of information resources including electronic books; full text journals; journal indexes; electronic versions of reference books in a variety of subject areas; online maps, test information, design images, etc. The growing electronic book collection contains over 108,000 titles. The library provides access to a collection of almost 14,000 Internet based journal titles.

The John Vaughan Library at the Tahlequah campus is a three-story, 120,000 square foot facility. It contains over 1.2 million physical items including a special collection of Native American heritage materials and an archival collection of local, county and university records and historical photographs. The library facilities on the Broken Arrow campus offer NSU students an environment that is conducive to individual or group study and research.

The Muskogee campus library includes reference, reserve and current periodical collections in traditional paper format.

Resources for Writing Skills

NSU offers assistance and resources to help with writing and formatting through the Writing Lab, located on both the Tahlequah and Broken Arrow campuses. To access these resources or make an appointment, visit

<https://academics.nsuok.edu/languagesliterature/TutoringServices/writingcenterintahlequah.aspx> for the Tahlequah location or

<https://academics.nsuok.edu/languagesliterature/TutoringServices/WritingCenterinBrokenArrow/default.aspx> for the Broken Arrow location.

Blackboard

Blackboard is a Web-based course-management system designed to allow students and faculty to participate in classes delivered online or use online materials and activities to complement face-to-face teaching. Blackboard enables instructors to provide students with course materials, discussion boards, virtual chat, online quizzes, an academic resource center and more. The degree to which Blackboard is used in a course varies. For example, instructors may supplement an on-campus class by putting their syllabus and handouts on their course sites. In contrast, other courses may be conducted entirely through Blackboard, without any on-campus sessions. Visit the NSU web site to download the NSU Blackboard application for smart phones at <http://www.nsuok.edu>.

Disability Services

In conjunction with the overall mission of Northeastern State University and Student Affairs, Student Disability Services is committed to ensuring an atmosphere of understanding and awareness of special needs in a welcoming, friendly environment. By providing or arranging

reasonable accommodations and services, Student Disability Services collaborates with the campus community to promote equal access to educational and enrichment experiences for the academic and personal growth of the students we serve. The advocacy each student receives supports the student's endeavor for self-sufficiency and determination to succeed.

Under University policy, the federal Americans with Disabilities Act (ADA) and state laws, students with qualified disabilities are entitled to reasonable accommodation unless the accommodation would pose an undue hardship upon the University. Students enrolled in postsecondary education are required to self- identify if they would like to request services on the basis of disability. The responsibilities of postsecondary schools are significantly different from those of school districts. Postsecondary schools are charged with the responsibility of providing appropriate academic adjustments and to ensure that the student is not discriminated on the basis of disability.

Upon acceptance to the University, contact the Coordinator of Student Disability Services, at 918-444-2042 (TQ) or 918-449-6139 (BA) for an appointment to discuss your special needs and educational objectives. You may also visit the [Student Disability Services](#) website.

Graduate Assistantships

A limited number of paid teaching and research graduate assistantships (GAs) are available in the Department of Psychology and Counseling. These are primarily day positions and are offered on the Tahlequah campus and Broken Arrow campus, with GAs serving as an Experimental Psychology Lab assistant or as the instructor of record for Introduction to Human Behavior and Introduction to Psychology courses (Tahlequah only). Students can also apply for graduate assistantship positions outside of the Department of Psychology and Counseling. The Graduate College website provides an up-to-date list of GA offerings across campus. Interested applicants should request an "Application for Graduate Assistantship" from the Graduate College Office. At minimum, four graduate assistantships are available each year within the M.S. in Counseling program-- one in Tahlequah and one in Broken Arrow.

Comprehensive Examination

All counseling students are required to take and successfully pass the Counselor Preparation Comprehensive Examination (CPCE) prior to being eligible for graduation. Students register to take the exam during their Practicum II semester. If students are not successful in their first attempt, they may retake the exam the following semester. The CPCE is designed to assess counseling students' knowledge of counseling in the following areas: (a) Human Growth and Development; (b) Helping Relations; (c) Social and Cultural Foundations; (d) Group Work; (e) Career and Lifestyle Development; (f) Appraisal, Research and Program Evaluation; and (g) Professional Orientation and Ethics. The exam itself is made up of multiple-choice items, and the passing score varies each year based on the national testing average. There is no official study guide for the CPCE. Since the CPCE and the National Counselor Examination for Licensure and Certification (NCE) are based on the same knowledge areas, any study materials developed for the NCE should be useful for the CPCE.

If a student does not pass the CPCE within two attempts, the student has an option to complete an alternative exam. To successfully complete the Alternative CPCE, students must fully answer questions/prompts related to all of the same core areas covered in the CPCE.

Successfully completing the Alternative CPCE requires that the student earns an overall “satisfactory” score by a review committee, composed of 3 core or non-core counseling faculty members. Students who do not receive passing on the Alternative CPCE will be asked to review the responses to the content area(s) where a “below expectation” score was received. Students will then be scheduled to meet with a committee of 3 faculty members to complete an oral examination of the content area(s). Students who do not receive a “satisfactory” score on the oral examination of the CPCE content area will be declared as “not passing” the CPCE. Please see the CPCE policy guide for more information ([link](#)).

Study Guides for National Counselor Examination (optional)

- Helwig, A. A. (2020). *Study guide for the National Counselor Examination and CPCE (9th ed.)*. New York: Author. ISBN: 978-0-9678377-9-9.
- Rosenthal, H. (2017). *Encyclopedia of counseling: Master review and tutorial for the National Counselor Examination, state counseling exams, and the Counselor Preparation Comprehensive Examination (4th ed.)*. New York: Routledge.
- NBCC recommended study materials: <https://nbcc.org/exams/examprep>
- NCE Test Preparation Course: Dr. Thom Field: <https://www.thomfield.com/test-prep.html>

Certification and Licensure

Clinical Mental Health Counseling

All of the courses in the M.S. in Counseling program with an emphasis in Clinical Mental Health Counseling meet the academic requirements to become a Licensed Professional Counseling in the State of Oklahoma. A list of all requirements can be found on the Oklahoma State Department of Health webpage under Acts and Regulations. Each applicant for the LPC licensure will take and pass a written exam according to the State Board of Health. The counseling program’s exit exam (CPCE) is designed to prepare students for the national exam (NCE) and state exam (Oklahoma Legal and Ethical Responsibilities Exam; OLERE). The CPCE covers the same eight core subject domains. Clinical Mental Health Counseling students who wish to pursue the LADC licensure are required to complete an additional 15 credit hours of addiction counseling courses in order to meet state requirements.

Addiction Counseling

All of the courses in the M.S. in Counseling program with an emphasis in Addiction Counseling meet the academic requirements to become a Licensed Alcohol and Drug Counselor (LADC) and Licensed Professional Counselor (LPC) in the state of Oklahoma. A list of all requirements can be found on the Oklahoma State Board of Alcohol and Drug Counselors (OSBADC) webpage under the link Basic Requirements. The OSBADC establishes the state examination requirements to become an LADC (Title 38; Senate Bill 1277) based on standards established by the International Certification and Reciprocity Consortium (IC&RC). Each applicant for the LADC licensure will take and pass written and oral examinations according to State Board standards. The counseling program’s exit exam (CPCE) is designed to prepare students for the

state exam. The Exit Exam covers the same eight core subject domains.

School Counseling

All of the courses in the M.S. in Counseling program with an emphasis in School Counseling meet the academic requirements to become a certified pK-12 school counselor as well as a Licensed Professional Counselor in the state of Oklahoma. Licensing and credentialing varies by states as there is not currently a national license or certification for school counseling. ASCA lists the credentialing requirements on their website ([here](#)). Each applicant for the Oklahoma School Counseling certification will take and pass the Oklahoma's Subject Area Test (OSAT) in school counseling. Students also leave the program with all the necessary course requirements in order to sit for the National Counselor Exam and to pursue licensing as a Licensed Professional Counselor in Oklahoma.

Frequently Asked Questions

1. When are applications due for graduate programs?

Applications are due by December 15 for admission for the following fall semester.

2. What all needs to be included in the applications?

The application packet for the counseling program includes official transcripts with GPA, two letters of reference, a cover letter, and a resume. All information can be found on the Graduate College and Counseling program website.

3. Do I need to take the GRE?

No, the GRE is no longer a requirement for admission.

4. What if I want to switch from part-time to full-time status?

Due to the structure of course offerings, it is not possible to switch from part-time to full-time status once you start on the part-time degree plan.

5. What if I want to switch from full-time to part-time status?

If you decide that you would like to change from full-time to part-time you will need to meet with your advisor to discuss this change. Your advisor will provide you with the part-time degree plan and discuss how your prior coursework will guide how you register for courses in the future.

6. What if I want to switch my emphasis area of study?

If you would like to be considered for a switch to a new emphasis, you must put your request in email letter form and submit to the program chair for review by October 15 or March 15. Students are not able to switch emphasis areas after completion of their first full year within the Counseling program. These decisions are made primarily based on program ability to transfer a student without violating the student-to-faculty ratio (12:1).

7. What if I want to switch my campus appointment?

If you would like to be considered for a switch to a different campus, you must put your request in letter form and submit to the faculty for review by October 15 or March 15. These decisions are made primarily based on program ability to transfer a student without violating the student-to-faculty ratio (12:1).

8. How do we get in contact with mental health clinics to do an internship?

Each fall, each campus holds a Practicum II/Internship Fair where students in Practicum I will be able to meet with potential sites in their area. Students are also able to check with other agencies, as long as the agency is willing and able to meet the program's site experience and supervision requirements. More information about the clinical experience can be found in the Clinical Handbook found on the Counseling program website.

9. When should I talk with my advisor? How often?

Often! Initially, you will have to schedule a meeting before beginning the program. Please see the "initial advising" section of the Counseling Student Handbook for more information. In brief, this meeting will cover important programmatic paperwork that is required to be completed before you can enroll in classes and officially begin the program. You can meet with your advisor as often as you need, but be sure to pay attention to office hours on the professor's schedule or current course syllabus. You should at least meet with your advisor once per semester.

10. How do I get involved in research?

All professors are interested in some area of counseling with specific populations. At NSU, the professors in the Psychology and Counseling department have diverse interests. Discuss your research interest(s) with your advisor, or locate the professor in the area of counseling that most interests you. Many events allow students to show their research, such as Oklahoma Research Day.

11. How does the exit exam work?

A requirement for Graduates in the M.S. in Counseling program is that they pass the exit exam (CPCE). See the comprehensive exam section of the Counseling Student Handbook for more information.

Endorsement Policy

Students may ask program faculty for endorsement or recommendation for credentialing and/or employment. Program faculty are required to use their best judgment in granting these requests as well as determining the content of such endorsements. All faculty have been informed that they are only to offer endorsements and recommendations to students for positions and duties they know the individual has appropriate training and experience. Faculty reserve the right to refuse to endorse a current or former student for employment and to determine their level of endorsement. It is the responsibility of the faculty to obtain written consent to waive the right to view the recommendation if the faculty member does not want the individual seeking the endorsement to have access to the recommendation.

Frequently Used Contact Information

Northeastern State University

Tahlequah Campus

600 N. Grand Ave. Tahlequah, Ok 74464
(918) 456-5511 or (800) 722-9614

918-449-6569 – Debra Singleton, Administrative Secretary (single09@nsuok.edu)

Broken Arrow Campus

3100 E. New Orleans Broken Arrow, OK 74014
918-449-6000
918-458-2397 (fax)

RiverHawk Shoppe: Bookstore

Website: [NSU Bookstore](#)

Tahlequah Campus
612 N. Grand Ave. Tahlequah, OK 74464
918-444-2510
Broken Arrow Campus
3100 E. New Orleans Broken Arrow, OK 74014
918-449-6150

Office of Business Affairs Services

Website: [Office of Business Affairs](#)

Email: nsuoba@nsuok.edu

Tahlequah Campus
601 N. Grand Ave. Tahlequah, OK 74464
918-444-2160
918-458-2196 (fax)
Broken Arrow Campus
3100 E. New Orleans Broken Arrow, OK 74014
918-449-6250
918-449-6147 (fax)

Financial Aid

The Office of Student Financial Services is located on the Tahlequah campus in the red brick building (Seminary Bath House) which is directly behind Seminary Hall.

715 N. Grand Ave. Tahlequah, OK 74464-2300

Website: [Office of Student Financial Services](#)

Email: financialaid@nsuok.edu

918-444-3456

Registrar

Website: [Office of the Registrar](#)

Email: registrar@nsuok.edu

918-444-2208

918-458-9638 (fax)

The Registrar is located on the Tahlequah campus in the CASE building.

Technical Support

Website: [ITS Service Desk](#)

Email: help@nsuok.edu

Campus Police

Tahlequah Campus: (918) 444-2468 or ext. 2468

Broken Arrow Campus: (918) 449-6248 or ext. 6248

Muskogee Campus: (918) 444-5010 or ext. 5010

Website: offices.nsuok.edu/publicsafety

NSU COLLEGE OF EDUCATION
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
MASTER OF SCIENCE IN COUNSELING: CLINICAL MENTAL HEALTH COUNSELING
FULL-TIME OPTION DEGREE PLAN (60 HOURS)

Name: _____ N#: _____ Phone: _____

Address: _____ E-mail: _____

Assigned Campus: Tahlequah Broken Arrow

Steps for Completing Degree

1. <input type="checkbox"/> Admission to Graduate College	6. <input type="checkbox"/> File Signed Statement of Academic Integrity and Honesty
2. <input type="checkbox"/> All Application Materials received	7. <input type="checkbox"/> File Counseling Student Training Commitment Form
3. <input type="checkbox"/> Admission to Degree Program	8. <input type="checkbox"/> Meet Candidacy Requirements and Receive a Favorable Candidacy Vote
4. <input type="checkbox"/> File Approved Degree Plan	9. <input type="checkbox"/> Satisfactory Completion of Exit Exam
5. <input type="checkbox"/> File Signed Statement of Understanding	10. <input type="checkbox"/> Apply for Graduation

Course Sequencing – Student MUST Remain in Sequence

Broken Arrow Courses Meet on Monday and Wednesday Nights

Tahlequah Courses Meet on Tuesday and Thursday Nights

Fall Semester #1	Fall Semester #2
COUN 5033 Professionalism and Ethics	COUN 5713 Group Process
COUN 5053 Assessment & Statistics	COUN 5603 Practicum I
COUN 5163 Counseling Theories	COUN 5653 Advanced Lifespan
COUN 5133 Foundations of Clinical Counseling	COUN 5473 Marriage and Family Therapy
Spring Semester #1	Spring Semester #2
COUN 5273 Clinical Psychopathology	COUN 5693 Psychopharmacology: Dual Diagnosis
COUN 5413 Methods and Techniques of Counseling	COUN 5733 Practicum II for CMHC
COUN 5443 Diversity Issues in Counseling	Counseling Elective ** see note below
COUN 5903 Counseling Research	<i>COUN 5921 Thesis (optional)</i>
Summer Semester #1	Summer Semester #2
COUN 5283 Career Development	COUN 5802 Internship in Counseling (200 hours total)
COUN 5613 Personality Assessment	
	Fall Semester #3
	COUN 5804 Internship in Counseling (400 hours total)
	COUN 5723 Counseling Supervision
	<i>COUN 5922 Thesis (optional)</i>

Students interested in completing a thesis enroll in COUN 5921 *no later than* the semester in which they begin Practicum II. Students are expected to defend their thesis by completion of Internship.

** Counseling Elective can be selected from COUN 5513 (Child & Adolescent Counseling), COUN 5523 (Childhood Assessment & Appraisal), or COUN 5573 (Family Addiction Theories).

Student _____ Date _____ Advisor _____ Date _____

Dept Chair/Dean _____ Date _____ Graduate Dean _____ Date _____

NSU COLLEGE OF EDUCATION
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
MASTER OF SCIENCE IN COUNSELING: CLINICAL MENTAL HEALTH COUNSELING
PART-TIME OPTION DEGREE PLAN (60 HOURS)

Name: _____ N#: _____ Phone: _____

Address: _____ E-mail: _____

Assigned Campus: Tahlequah Broken Arrow

Steps for Completing Degree

1. <input type="checkbox"/> Admission to Graduate College	6. <input type="checkbox"/> File Signed Statement of Academic Integrity and Honesty
2. <input type="checkbox"/> All Application Materials received	7. <input type="checkbox"/> File Counseling Student Training Commitment Form
3. <input type="checkbox"/> Admission to Degree Program	8. <input type="checkbox"/> Meet Candidacy Requirements and Receive a Favorable Candidacy Vote
4. <input type="checkbox"/> File Approved Degree Plan	9. <input type="checkbox"/> Satisfactory Completion of Exit Exam
5. <input type="checkbox"/> File Signed Statement of Understanding	10. <input type="checkbox"/> Apply for Graduation

Course Sequencing – Student MUST Remain in Sequence

Broken Arrow Courses Meet on Monday and Wednesday Nights

Tahlequah Courses Meet on Tuesday and Thursday Nights

Fall Semester #1	Summer Semester #2
COUN 5163 Counseling Theories	COUN 5653 Advanced Lifespan
COUN 5033 Professionalism and Ethics	COUN 5693 Psychopharmacology: Dual Diagnosis
Spring Semester #1	Fall Semester #3
COUN 5273 Clinical Psychopathology	COUN 5713 Group Process
COUN 5413 Methods and Techniques of Counseling	COUN 5603 Practicum I
	COUN 5473 Marriage and Family Therapy
Summer Semester #1	
COUN 5283 Career Development	Spring Semester #3
COUN 5613 Personality Assessment	COUN 5733 Practicum II For CMHC
	Counseling Elective ** see note below
Fall Semester #2	<i>COUN 5921 Thesis (optional)</i>
COUN 5133 Foundations of Clinical Counseling	Summer Semester #3
COUN 5053 Assessment & Statistics	COUN 5802 Internship in Counseling (200 hours total)
Spring Semester #2	Fall Semester #4
COUN 5903 Counseling Research	COUN 5804 Internship in Counseling (400 hours total)
COUN 5443 Diversity Issues in Counseling	COUN 5723 Counseling Supervision
	<i>COUN 5922 Thesis (optional)</i>

Students interested in completing a thesis enroll in COUN 5921 *no later than* the semester in which they begin Practicum II. Students are expected to defend their thesis by completion of Internship.

** Counseling Elective can be selected from COUN 5513 (Child & Adolescent Counseling), COUN 5523 (Childhood Assessment & Appraisal), or COUN 5573 (Family Addiction Theories).

Student	Date	Advisor	Date
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Dept Chair/Dean	Date	Graduate Dean	Date
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NSU COLLEGE OF EDUCATION
DEPARTMENT OF PSYCHOLOGY & COUNSELING
MASTER OF SCIENCE IN COUNSELING: ADDICTION COUNSELING
FULL-TIME OPTION DEGREE PLAN (60 HOURS)

Name: _____ N#: _____ Phone: _____

Address: _____ E-mail: _____

Assigned Campus: Tahlequah Broken Arrow

Steps for Completing Degree

1. <input type="checkbox"/> Admission to Graduate College	6. <input type="checkbox"/> File Signed Statement of Academic Integrity and Honesty
2. <input type="checkbox"/> All Application Materials received	7. <input type="checkbox"/> File Counseling Student Training Commitment Form
3. <input type="checkbox"/> Admission to Degree Program	8. <input type="checkbox"/> Meet Candidacy Requirements and Receive a Favorable Candidacy Vote
4. <input type="checkbox"/> File Approved Degree Plan	9. <input type="checkbox"/> Satisfactory Completion of Exit Exam
5. <input type="checkbox"/> File Signed Statement of Understanding	10. <input type="checkbox"/> Apply for Graduation

Course Sequencing – Student MUST Remain in Sequence

Broken Arrow Courses Meet on Monday and Wednesday Nights

Tahlequah Courses Meet on Tuesday and Thursday Nights

Fall Semester #1	Fall Semester #2
COUN 5033 Professionalism and Ethics	COUN 5713 Group Process
COUN 5053 Assessment & Statistics	COUN 5603 Practicum I
COUN 5163 Counseling Theories	COUN 5653 Advanced Lifespan
COUN 5173 Foundations of Addiction Counseling	COUN 5473 Marriage and Family Therapy
Spring Semester #1	Spring Semester #2
COUN 5273 Clinical Psychopathology	COUN 5693 Psychopharmacology: Dual Diagnosis
COUN 5413 Methods and Techniques of Counseling	COUN 5673 Practicum II for AC
COUN 5443 Diversity Issues in Counseling	COUN 5573 Family Addiction Theory
COUN 5903 Counseling Research	<i>COUN 5921 Thesis (optional)</i>
Summer Semester #1	Summer Semester #2
COUN 5283 Career Development	COUN 5822 Internship in Addiction Counseling (200 hours total)
COUN 5183 Addiction Counseling Theories	COUN 5583 Addicted Family Assessment & Intervention
Fall Semester #3	
	COUN 5824 Internship in Addiction Counseling (400 hours total)
	<i>COUN 5922 Thesis (optional)</i>

Students interested in completing a thesis enroll in COUN 5921 *no later than* the semester in which they begin Practicum II. Students are expected to defend their thesis by completion of Internship.

Student _____ **Date** _____ **Advisor** _____ **Date** _____

Dept Chair/Dean _____ **Date** _____ **Graduate Dean** _____ **Date** _____

NSU COLLEGE OF EDUCATION
DEPARTMENT OF PSYCHOLOGY & COUNSELING
MASTER OF SCIENCE IN COUNSELING: ADDICTION COUNSELING
PART-TIME OPTION DEGREE PLAN (60 HOURS)

Name: _____ N#: _____ Phone: _____

Address: _____ E-mail: _____

Assigned Campus: Tahlequah Broken Arrow

Steps for Completing Degree

1. <input type="checkbox"/> Admission to Graduate College	6. <input type="checkbox"/> File Signed Statement of Academic Integrity and Honesty
2. <input type="checkbox"/> All Application Materials received	7. <input type="checkbox"/> File Counseling Student Training Commitment Form
3. <input type="checkbox"/> Admission to Degree Program	8. <input type="checkbox"/> Meet Candidacy Requirements and Receive a Favorable Candidacy Vote
4. <input type="checkbox"/> File Approved Degree Plan	9. <input type="checkbox"/> Satisfactory Completion of Exit Exam
5. <input type="checkbox"/> File Signed Statement of Understanding	10. <input type="checkbox"/> Apply for Graduation

Course Sequencing – Student MUST Remain in Sequence

Broken Arrow Courses Meet on Monday and Wednesday Nights

Tahlequah Courses Meet on Tuesday and Thursday Nights

Fall Semester #1	Summer Semester #2
COUN 5163 Counseling Theories	COUN 5653 Advanced Lifespan
COUN 5033 Professionalism and Ethics	COUN 5693 Psychopharmacology: Dual Diagnosis
Spring Semester #1	Fall Semester #3
COUN 5273 Clinical Psychopathology	COUN 5713 Group Process
COUN 5413 Methods and Techniques of Counseling	COUN 5603 Practicum I
	COUN 5473 Marriage and Family Therapy
Summer Semester #1	
COUN 5283 Career Development	Spring Semester #3
COUN 5183 Addiction Counseling Theories	COUN 5673 Practicum II for Addiction Counseling
	COUN 5573 Family Addiction Theory
Fall Semester #2	<i>COUN 5921 Thesis (optional)</i>
COUN 5173 Foundations of Addiction Counseling	Summer Semester #3
COUN 5053 Assessment & Statistics	COUN 5822 Internship in Counseling (200 hours total)
	COUN 5583 Addicted Family Assessment & Intervention
Spring Semester #2	Fall Semester #4
COUN 5903 Counseling Research	COUN 5824 Internship in Addiction Counseling (400 hours total)
COUN 5443 Diversity Issues in Counseling	
	<i>COUN 5922 Thesis (optional)</i>

Students interested in completing a thesis enroll in COUN 5921 *no later than* the semester in which they begin Practicum II. Students are expected to defend their thesis by completion of Internship.

Student _____ Date _____

Advisor _____ Date _____

Dept Chair/Dean _____ Date _____

Graduate Dean _____ Date _____

NSU COLLEGE OF EDUCATION
DEPARTMENT OF PSYCHOLOGY & COUNSELING
MASTER OF SCIENCE IN COUNSELING: SCHOOL COUNSELING
FULL-TIME OPTION DEGREE PLAN (60 HOURS)

Name: _____ N#: _____ Phone: _____

Address: _____ E-mail: _____

Assigned Campus: Tahlequah Broken Arrow

Steps for Completing Degree

1. <input type="checkbox"/> Admission to Graduate College	6. <input type="checkbox"/> File Signed Statement of Academic Integrity and Honesty
2. <input type="checkbox"/> All Application Materials received	7. <input type="checkbox"/> File Counseling Student Training Commitment Form
3. <input type="checkbox"/> Admission to Degree Program	8. <input type="checkbox"/> Meet Candidacy Requirements and Receive a Favorable Candidacy Vote
4. <input type="checkbox"/> File Approved Degree Plan	9. <input type="checkbox"/> Satisfactory Completion of Exit Exam
5. <input type="checkbox"/> File Signed Statement of Understanding	10. <input type="checkbox"/> Apply for Graduation

Course Sequencing – Student MUST Remain in Sequence

Broken Arrow Courses Meet on Monday and Wednesday Nights

Tahlequah Courses Meet on Tuesday and Thursday Nights

Fall Semester #1	Fall Semester #2
COUN 5033 Professionalism and Ethics	COUN 5713 Group Process
COUN 5053 Assessment & Statistics	COUN 5643 Practicum II for School Counselors
COUN 5163 Counseling Theories	COUN 5653 Advanced Lifespan
COUN 5153 Foundations of School Counseling	COUN 5473 Marriage and Family Therapy
	<i>COUN 5921 Thesis (optional)</i>
Spring Semester #1	Spring Semester #2
COUN 5273 Clinical Psychopathology	COUN 5513 Child and Adolescent Counseling
COUN 5413 Methods and Techniques of Counseling	COUN 5523 Childhood Assessment & Appraisal
COUN 5443 Diversity Issues in Counseling	COUN 5846 Internship in School Counseling
COUN 5903 Counseling Research	<i>COUN 5922 Thesis (optional)</i>
Summer Semester #1	Summer Semester #2
COUN 5283 Career Development	COUN 5693 Psychopharmacology: Dual Diagnosis
COUN 5603 Practicum I for School Counselors	Counseling Elective ** see note below

Students interested in completing a thesis enroll in COUN 5921 *no later than* the semester in which they begin Practicum II. Students are expected to defend their thesis by completion of Internship.

** Counseling Elective can be selected from: COUN 5583 (Addicted Family Assessment & Intervention), or COUN 5613 (Personality Assessment).

Student _____ **Date** _____ **Advisor** _____ **Date** _____

Dept Chair/Dean _____ **Date** _____ **Graduate Dean** _____ **Date** _____

NSU COLLEGE OF EDUCATION
DEPARTMENT OF PSYCHOLOGY & COUNSELING
MASTER OF SCIENCE IN COUNSELING: SCHOOL COUNSELING
PART-TIME OPTION DEGREE PLAN (60 HOURS)

Name: _____ N#: _____ Phone: _____

Address: _____ E-mail: _____

Assigned Campus: Tahlequah Broken Arrow

Steps for Completing Degree

1. <input type="checkbox"/> Admission to Graduate College	6. <input type="checkbox"/> File Signed Statement of Academic Integrity and Honesty
2. <input type="checkbox"/> All Application Materials received	7. <input type="checkbox"/> File Counseling Student Training Commitment Form
3. <input type="checkbox"/> Admission to Degree Program	8. <input type="checkbox"/> Meet Candidacy Requirements and Receive a Favorable Candidacy Vote
4. <input type="checkbox"/> File Approved Degree Plan	9. <input type="checkbox"/> Satisfactory Completion of Exit Exam
5. <input type="checkbox"/> File Signed Statement of Understanding	10. <input type="checkbox"/> Apply for Graduation

Course Sequencing – Student MUST Remain in Sequence

Broken Arrow Courses Meet on Monday and Wednesday Nights

Tahlequah Courses Meet on Tuesday and Thursday Nights

Fall Semester #1	Summer Semester #2
COUN 5163 Counseling Theories	COUN 5653 Advanced Lifespan
COUN 5033 Professionalism and Ethics	COUN 5693 Psychopharmacology: Dual Diagnosis
Spring Semester #1	Fall Semester #3
COUN 5273 Clinical Psychopathology	COUN 5713 Group Process
COUN 5413 Methods and Techniques of Counseling	COUN 5603 Practicum I For School Counselors
	COUN 5473 Marriage and Family Therapy
Summer Semester #1	Spring Semester #3
COUN 5283 Career Development	COUN 5643 Practicum II for School Counselors
COUN 5513 Child and Adolescent Counseling	COUN 5523 Childhood Assessment & Appraisal
Fall Semester #2	<i>COUN 5921 Thesis (optional)</i>
COUN 5153 Foundations of School Counseling	
COUN 5053 Assessment & Statistics	
Spring Semester #2	Summer Semester #3
COUN 5903 Counseling Research	Counseling Elective 1 ** see note below
COUN 5443 Diversity Issues in Counseling	
Fall Semester #4	<i>COUN 5922 Thesis (optional)</i>
	COUN 5846 Internship in School Counseling (600 hours total)

Students interested in completing a thesis enroll in COUN 5921 *no later than* the semester in which they begin Practicum II. Students are expected to defend their thesis by completion of Internship.

** Counseling Elective can be selected from: COUN 5583 (Addicted Family Assessment & Intervention), or COUN 5613 (Personality Assessment).

Student _____ Date _____

Advisor _____ Date _____

Dept Chair/Dean _____ Date _____

Graduate Dean _____ Date _____

STATEMENT OF ACADEMIC INTEGRITY AND HONESTY

NORTHEASTERN STATE UNIVERSITY
M.S. IN COUNSELING PROGRAM

Any student pursuing the graduate study of Counseling is attempting to become associated with the profession. As such, the student agrees to comply with the academic integrity and honest requirements of the institution (refer to the Graduate Catalog section on Academic Misconduct), and the discipline (refer to ACA/APA/ASCA/LADC guidelines). Therefore, the Department of Psychology & Counseling will not tolerate academic misconduct or academic dishonesty of any form.

Any student pursuing the study of a Master of Science in Counseling found to be involved in academic misconduct, which includes but is not limited to cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, or assisting others in any such act or attempts to engage in such acts, may be dismissed from the University with prejudice or otherwise disciplined by the department or individual faculty member.

I HAVE READ THE ABOVE STATEMENT AND UNDERSTAND THE IMPLICATIONS THEREOF. IN THE EVENT THAT I AM UNCLEAR ABOUT WHAT CONSTITUTES UNETHICAL AND/OR UNPROFESSIONAL CONDUCT, I WILL SEEK CLARIFICATION PRIOR TO SIGNING THIS DOCUMENT.

Printed Name

Signature

Advisor Signature

Student ID Number

Date

Graduate Dean Signature

STATEMENT OF UNDERSTANDING
NORTHEASTERN STATE UNIVERSITY
M.S. IN COUNSELING PROGRAM

I understand that:

1. Official transcripts of all college work must be filed in the Office of Administration and Records and the Graduate College.
2. I understand that I must file an approved Plan of Study with the Graduate College; file a signed Statement of Understanding with the Graduate College; and file a signed Statement of Academic Integrity and Honesty with the Graduate College.
3. I understand that courses taken outside of my degree plan will not be covered by Financial Aid.
4. I may transfer a maximum of nine (9) semester hours of graduate credit provided that all graduate level transfer course work carries a grade of "B" or better; that the transferred coursework was taken at an accredited university; and that the coursework is approved as equivalent by the Department of Psychology and Counseling.
5. I will adhere to and maintain enrollment in the course sequence as designated by my official degree plan.
6. An "A" or "B" must be earned in Practicum I and Practicum II.
7. I must obtain professional liability insurance during the first semester, provide such proof to the COUN 5033 (Professionalism & Ethics) instructor, and maintain such insurance through completion of the degree program. I understand that if I do not provide proof of insurance, or maintain liability insurance, I may not be allowed to enroll in current coursework and a HOLD will be placed on any future enrollment.
8. No course with a grade less than a "C" may be used for graduation. (A student whose grade point average falls below 3.0 during the pursuit of the degree is placed on probation. To be removed from probation, the student must achieve a cumulative grade point average of 3.0 within the next 9 hours of graduate enrollment. No workshop/seminar may be taken while on probation. If the GPA remains below 3.0 at the end of the probation period, the individual will be subject to dismissal from the graduate program.)
9. I understand that to be eligible for licensure or certification, I must complete a background investigation by the end of the first semester of course work.
10. I must receive a passing score on the comprehensive examination (CPCE). If I do not earn the required points on the comprehensive examination the first time, I may take it again at the next regularly scheduled testing session at University expense. I may take the comprehensive examination as many times as I wish, after the second time at my own expense. I further understand that I have (6) years to satisfactorily complete the program.
11. I understand that a change in status (full-time or part-time) requires submission of a new degree plan. I understand if I take a leave of absence longer than one year, I must reapply to the program and be readmitted.
12. Students seeking a change in program emphasis must make a formal request to faculty, receive approval by faculty, and be in good standing at the time of the request. Emphasis change request will be reviewed by faculty in the months of October and March of each academic year.
13. Student conduct is evaluated through the Fitness to Practice (FTP) policy as an element of students' academic performance.
14. I must complete the following requirements before being approved to candidacy for the Master of Science in Counseling program:
 - Maintain a 3.0 ("B") average in all graduate coursework attempted
 - Receive recommendations from the graduate faculty based on all aspects of academic performance, ethical behavior, and professional behavior.
 - Candidacy evaluation will occur during the first (1st) spring semester for full time students and the second (2nd) spring semester for part time students.
15. I understand that completion of the Graduate Counseling program at NSU does not guarantee licensure by the State of Oklahoma.

Date _____

Student Signature _____

Date _____

Advisor Signature _____

Original to Graduate College – Copies to Student, Advisor, Psychology and Counseling Department Office

COUNSELING STUDENT TRAINING COMMITMENT FORM

NORTHEASTERN STATE UNIVERSITY
M.S. IN COUNSELING PROGRAM

The Psychology and Counseling Faculty are delighted that you are joining us! In order to best prepare you for the coming semesters, we want to introduce several standards that are outlined by the American Counseling Association Code of Ethics. These standards are those by which professional counselors abide; therefore, they are the standards we adhere to in our training program.

The following is an excerpt from the ACA Code of Ethics Preamble (2014) and specifies the type of commitment that we expect from students who are admitted into our program:

“Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.”

Additionally, students are asked to commit to fulfilling the Code of Ethics, which includes this standard:

“A.4.b. Personal Values. Counselors are aware of – and avoid imposing – their own values, attitudes, beliefs, and behaviors [onto clients]. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.”

We continuously evaluate students throughout the course of their programs to ensure they are abiding by the ACA Code of Ethics and enacting professional dispositions (i.e., are collaborative, ethical, professional, reflective, self-directed & critical thinkers). This is a requirement of our accreditation organization (Council for Accreditation of Counseling & Related Educational Programs or CACREP). In some cases, students who are not enacting one or more dispositions are placed on a remediation plan to address their deficiencies. In rare cases, students who fail to enact one or more dispositions at an acceptable level are dismissed from the program.

Prior to signing your plan of study, please ask a faculty member and/or your advisor if you have any questions about what you read or related information that you may have reviewed in the Graduate Student Handbook.

I have read and understood the information above and, if relevant, have had my questions answered pertaining to these matters by a faculty member. By signing, I agree to adhere to the most recent version of the Code of Ethics of the American Counseling Association and enact professional dispositions that are expected of a professional counseling student.

Print name

Signed

Date

COUNSELING STUDENT HANDBOOK SIGNATURE FORM

NORTHEASTERN STATE UNIVERSITY
M.S. IN COUNSELING PROGRAM

By signing this form, I am confirming the following:

- I have read the NSU Counseling Student Handbook.
- I understand that the M.S. in Counseling Program prepares me to work ethically and professionally according to the most current ACA Counseling Code of Ethics and CACREP standards.
- I understand the role and process of Fitness to Practice and ways in which my professional dispositions and skills are evaluated across my program of study.
- I understand that my degree plan is my contract for my program of study.
- I understand that I can access and download the Counseling Student Handbook any time on the NSU Counseling Program website.

Student Name (Printed)

Student Signature

Date