





NCCentral
UNIVERSITY

Higher Education
Administration Program

Student Handbook

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

Meet the Higher Education Administration Faculty

	<p>Dr. Tryan L. McMickens</p> <p>Dr. McMickens is the Program Coordinator and a Full Professor Higher Education in the North Carolina Central University School of Education Department of Counseling and Higher Education. Dr. McMickens maintains an active research agenda that examines inequities in higher education, Historically Black Colleges and Universities, and college mental health. He has published two books, has three books under contract, two books under review, over 30 other academic publications, and has delivered over 70 peer-reviewed presentations. Dr. McMickens’s funded research portfolio exceeds a half a million dollars; he is an award-winning faculty leader with over 15 years of experience working in various functional areas in higher education.</p>
	<p>Dr. Jayla Moody Marshall</p> <p>Dr. Marshall is an Assistant Professor of Higher Education in the North Carolina Central University School of Education Department of Counseling and Higher Education. Dr. Marshall maintains an active research agenda that explores purpose development among marginalized college students, investigating how institutional structures shape their journeys through higher education and influence their opportunities to thrive during and after college.</p>

Faculty & Staff Directory

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

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Organization of the Program

The Higher Education Administration Program at North Carolina Central University is housed within the Department of Counseling and Higher Education, which is one of two departments within the School of Education (Counseling and Higher Education and Curriculum and Instruction). Our department consists of two graduate programs, Counselor Education and Higher Education Administration. There are over 50 students within the Higher Education Administration Program and over 250 students in the Department.

Higher Education Administration Program Mission

The mission of the Higher Education Administration Program is to prepare higher education professionals to work in higher educational settings where they promote social justice and responsibility, serve as leaders, and respond to the complexity of student needs. Faculty are expected to teach and mentor students, serve the higher education profession, and promote intellectual advancement through conducting and disseminating research. The program values the development of exceptional leaders and highly prepared practitioners in a variety of areas in higher education.

Higher Education Administration Program Learning Outcomes

The higher education administration program has the following student learning outcomes:

- Develop a theoretically solid philosophy of practice in higher education integrating research into evidence-based practice.
- Formulate a professional identity that responds to the needs of student populations while using culturally competent practices and procedures.
- Become well-acquainted with current trends and issues concerning students and higher education administrative departments.
- Become familiar with typical organizational structures of higher education, as well as the multiple functional areas within the profession.
- Clearly articulate the nature of higher education work and persuasively justify its role in student learning and development.

Courses - Program Requirements: 42 credit hours

Core Curriculum (24 Credit Hours)

- HEA 5001 - Organization and Administration of Higher Education (3)
- HEA 5005 - Theories of College Student Development (3)
- HEA 5010 - College Students and the Campus Environment (3)
- HEA 5020 - Diversity in Higher Education (3)
- HEA 5030 - History of Higher Education (3)
- HEA 5050 - Legal and Policy Issues in Higher Education (3)
- HEA 5090 - Clinical Field Experience / Practicum (3)
- HEA 5095 - Higher Education Capstone (3)

Counseling and Counselor Education (6 Credit Hours - choose 2 courses)

- CON 5320 - Vocational Theory and Career Development (3)
- CON 5201 - Ethical and Professional Orientation to Counseling (3)
- CON 5331 - Psychosocial Development and Behavioral Dynamics (3)
- CON 5381 - Introduction to Clinical Mental Health Counseling (3)

Foundation (6)

- EDGR 5910 - Introduction to Statistical Methods in Education (3)
- EDGR 5920 - Procedures in Education Research (3)

HEA Electives (6 Credit Hours – choose 2 courses)

- HEA 5900 – Higher Education in American Society
- HEA 5900 – Financial Aspects of Higher Education
- HEA 5900 – Historically Black Colleges and Universities
- HEA 5900 – History of Black Women in Higher Education
- HEA 5900 - Global and International Higher Education Issues

Process and Procedures

Each student is assigned an academic adviser as your central point of contact for registration, career pathing decisions, troubleshooting, and general guidance. You will work with this adviser to set up your class sequence. Midway through each semester you should contact your adviser to pre-register for the next semester. It is critical that you register at the appropriate time since Higher Education Administration courses have a tendency to reach maximum capacity quickly.

You have been assigned a Banner ID number that begins with 820. This will allow you to access myEOL. To do so, go to www.nccu.edu and select "myEOL." You will need an NCCU email account and password to log into the system. During orientation, you received information on how to set up an NCCU email and password. Initially your Banner Student PIN Number will be your date of birth. For example, if you were born on June 1, 1980, your Banner Student PIN Number would be 060180. Once you log into Banner you will receive a message that your PIN has expired. You will select a new PIN. Make sure you remember this PIN because you will need this throughout your program of study.

After you log into myEOL, select "Banner SSB 9." Select "Student Registration" followed by "Register for Classes". Select the Term you wish to register for and you will be prompted to provide an alternate PIN. Your alternative PIN is provided to you by your adviser and changes each semester. The alternate PIN is changed every semester to ensure that you and your adviser meet at least twice each academic year. Once you input your alternate PIN you will be taken to the "Add/Drop Classes" menu. Select "Class Search." You will find Counseling courses under "Counselor Education." Statistics and Educational Research courses will be found under "Educ in Grad and Prof Studies." Special Education courses are found under "Educ of Exceptional Children."

At times, you may have difficulty registering for a course. For example, you could receive an error message like "Prerequisite Required." If you have trouble registering for a course, email your adviser, copy Ms. Juls Joyner (jjoyner@nccu.edu), administrative associate for the department, and Dr. McMickens (tmcmicke@nccu.edu), Program Coordinator. Include your Banner ID number as well as the course reference number (CRN), course number, and section of the class you are trying to take. We will help troubleshoot registration problems.

Registration and Advising

It is essential that you communicate with your adviser on a regular basis. You should also look for announcements in the HEA program e-newsletter at least ***monthly*** so you can remain up to date regarding any information you need.

Registration for any semester begins on the day that Banner opens for students. The registration period is limited to the periods listed on the NCCU Website (www.nccu.edu). You are permitted to add classes when Banner is open. Banner allows students to register online with your ALTERNATE pin number given to you by your adviser. This ALT pin changes each semester to ensure you are meeting with your adviser before registering for classes. You may also drop or add classes with Banner. Banner allows students to check course availability as well as your account summary. Some courses have restricted access that demands an override form for registration. Your adviser will alert you if/when you need the override form for a particular course.

There is a late registration period that begins just prior to the first days of classes. All students who have not completed registration and paid their bills in full before the first day of classes are charged a late registration fee. Students who have registered but have not completely paid their bills by this date will have their classes dropped, be charged a late registration fee, and must begin registration over again.

A drop/add period begins with the first day of classes and only continues for several days. Classes may not be added after the drop/add period.

Graduate students may take 9 hours without restriction. Students who wish to take more than 9 hours need to have approval from their adviser and the Department Chair. Students using financial aid must take a minimum of 4.5 hours. For more information on registration see the [university catalog](#) (when the web page comes up, look for the drop down menu in the photo header and choose the latest Graduate School Course Catalog).

Academic expectations and policies

The Higher Education Administration Program follows the university's policies regarding academic requirements. The University recognizes the grades that follow in the evaluation of the performance of graduate students:

- A Work of superior quality
- B Satisfactory passing work
- C Low passing work
- I Work that has not been fully completed. A grade of I is only given in extreme circumstances. (This does not apply to a thesis. The work must be completed within one year of the grade or the course will have to be repeated for credit.)
- W Represents withdrawal from all courses for the semester
- WC Represents withdrawal from the course
- WE Withdrawal due to extenuating circumstances
- F Failure
- AU Represents audited course

A cumulative GPA of at least a 3.0 is required for graduation. A student may not graduate with more than one C. When a second C is earned, the student must retake one of the courses where a C was earned.

Satisfactory Progress and Academic Dismissal

Once admitted, a student must maintain continuous enrollment (be enrolled in at least one course every fall and spring semesters, summer does not count). You must meet degree requirements within six years from the date of admission.

If you wish to not take any classes for one semester (i.e., take a leave of absence), you will need to complete a request form and submit it to your advisor. The form is only intended for

admitted students who have already taken at least one course within the Program. If you remain out of classes for more than one semester, you will be required to reapply for admission.

Taking a leave of absence is a separate process from withdrawing from courses. You will need to complete both of these requests if you are currently registered and need to withdraw from ALL of your classes for a semester. First, you will request to withdraw from your courses, then request a leave of absence.

You must maintain a GPA of at least a 3.0. When the cumulative GPA falls below 3.0, the graduate student is placed on academic probation and has one calendar year to raise the GPA to at least 3.0.

If a student earns one (1) grade of C in a semester, the student is placed on academic probation.

If a student earns more than one (1) grade of C, the student will be dismissed from the graduate program and North Carolina Central University. If a student earns one (1) grade of F in a semester, the student will be dismissed from the graduate program and North Carolina Central University.

Academic Probation

- When a student's cumulative grade point average falls below a 3.0, she/he is placed on academic probation for up to one calendar year.
- A student who receives one grade of "C" is placed on probation.

Academic Dismissal

- Receiving a second grade of "C" at any time in the program results in dismissal from the program (Cs do not have to be received in the same semester). Students may not graduate with more than one C on their transcript.
- Receiving a grade of "F" results in dismissal from the program.
- Failure to raise a cumulative grade point average to 3.0 within one calendar year will result in dismissal from the program.

Should you be placed on probation or dismissed from your program, you will receive a letter from the Department Chair. A dismissal letter will contain instructions for appealing a dismissal, should you wish to do so. Appeals are reviewed by the Program Coordinator, Department Chair, and Dean of the School of Graduate Studies. Should an appeal for readmission be granted, you must repeat the class in which you received a C or F at its next available offering (and receive a B or better).

Transfer of Graduate Credit

Up to 12 hours of graduate work from other institutions may be transferred into your program of study upon approval of your faculty adviser and the School of Education Graduate Council. To request that coursework be transferred, a student must complete the **transfer of credit request** form located on the higher education administration website at <https://www.nccuhighered.com/home/index.php/forms>. The form must be submitted with two official transcripts of the coursework to your Faculty Adviser. The student must have earned a grade of B or better.

Extension and Readmissions

Students are given six years from the time they are admitted in their program to complete the master's degree. If circumstances arise beyond the student's control and they are not able to complete the degree, an extension for up to one year may be granted if requested in writing by the student. A student must have been admitted to candidacy and must be able to complete all degree requirements within the year that the extension is granted. Students receiving an extension of time to complete the degree requirements are subject to all program requirements in effect at the time the extension is granted and may be required to retake courses or to take additional courses.

All students who do not meet the extension guidelines or who have not taken courses within the last six years must reapply for admission. An **extension request** must be made to the Department Chair in writing. Students who are newly admitted but have not yet started classes, may request a **deferral of admission** for one semester. This must be done in writing with the Deferral of Admission Form provided on our website in order to secure the admission slot. Students who are enrolled in classes but need to **withdraw** may discuss this with their adviser and submit the proper withdrawal form located on our website. Students should be aware of the difference between withdrawal from classes and withdrawal from the university. Students who are enrolled and need to take a leave of absence for extenuating circumstances should discuss this with their adviser and submit the **Leave of Absence Form** on our website. All of these forms can be found at <https://www.nccuhighered.com/home/index.php/forms>.

Technology and Learning Resources

Learning Management System

NCCU Canvas is a part of the Division of Extended Studies – Distance Education. NCCU Canvas provides campus-wide support, specializing in professional development, instructional design support and best practices for in-person–online hybrid delivery formats.

For over 20 years, Blackboard was NCCU’s primary and only learning management system (LMS). In early Spring 2022, the university formed an LMS review committee and conducted the start of the Canvas pilot series. During this time, faculty and student participants had an opportunity to explore and learn about preferences and support needs with Canvas.

North Carolina Central University announced and entered into an agreement to implement Canvas as its new LMS platform in Fall 2022. Effective July 1, 2023, the university officially and fully transitioned to Canvas as its main LMS.

The NCCU Canvas office is comprised of two instructional technologist specialists with the role of LMS administrator. As the LMS administrators, they provide the following for the university:

- Technical support for faculty, staff and students
- Monitor day-to-day administrations of Canvas LMS
- Plan and monitor system upgrades (including third-party vendors)
- Meet with Canvas support services
- Collaborate and perform technical integrations

Should you need assistance with Canvas:

- Phone: (919) 530-7667
- Email: canvas@nccu.edu
- 24/7 Canvas Support (not local): (866) 324-3304

Eagles Technical Assistance Center

For assistance with:

- Login or Password
- Email
- PC
- Network
- Phone

Call (919) 530-7676 – you are also able to submit a helpdesk ticket through MyEOL.

Grade Appeal Policy and Grievance Procedures

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

NCCU School Of Education

Academic Grade Appeals Policy

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

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

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

Step 2: If consultation with the instructor is impractical (e.g., death of the instructor or instructor is no longer at NCCU) or if the student is dissatisfied with the results of the initial conference with the instructor, the student must seek the assistance of the department chair within five class days of meeting with the instructor. If the instructor involved is the department chair or if a satisfactory solution is not reached, the student should seek the assistance of the associate dean. This contact should be made within five days of the meeting with the department chair. The associate dean's role is to guide the student through the remaining steps of the appeals process. In no way is the role of the associate dean to be construed as that of advocate for either the student or the instructor.

Step 3: A student may choose to file a formal grievance. However, a formal grievance may be filed only after conferring with the associate dean. The grievance must include the following: (a) date of incident; (b) date of first meeting with instructor; (c) reasons for which the student contends that the assigned grade is improper or unfair; (d) reasons for which the student

believes that the grade should be changed or for why other corrective action should be taken; and (e) copies of any and all pertinent examinations, papers, and other relevant materials.

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

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

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

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

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

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

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

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

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

Step 7: Should either the student or the faculty member be dissatisfied with the decision of the dean, a formal, written appeal may be made to the vice-chancellor for Academic Affairs, who will

review all written material and make final disposition of the appeal. This final appeal must be filed within five class days of notification of the decision of the dean.

Exceptions to the procedure

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

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

Step 1: Conference with instructor

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

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

NCCU School Of Education Grievance Appeals Policy

1. Introduction

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

2. What May Be Grieved

2.1 Student grievances are limited to matters that both:

2.1.1 Adversely affect the student; and

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

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

3. What May Not Be Grieved

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

3.1 Test grades or partial grades;

3.2 Claims based on purchases or contracts;

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

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

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

4. Coverage

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

5. Other Remedies

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

6. Time Limits

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

7. Informal Resolution, Generally

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

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

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

8. Grade Grievances- Formal Resolution

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

8.2 If informal resolution has failed (see Section 7.1) a student may file a written grievance with department head of the instructor of the course. The grievance must state that informal resolution was attempted and resulted in an unsatisfactory outcome. The department head (or designee) shall review the matter and issue a written decision to the student and instructor. If the student remains unsatisfied, he or she may grieve in writing to the dean of the college with supervisory authority over the department head. The dean shall inform the instructor of the student's appeal, and allow the instructor to file a written response to the appeal within five (5) business days of the instructor's receipt of notice. The dean (or designee) shall review the appeal and the department head's decision. The dean (or designee) may at his or her discretion convene an advisory panel to review the appeal and provide recommendations for a decision on the matter. Composition and tasking of the panel will be at the dean's (or designee's) discretion. The dean (or designee) shall prepare a written decision and send it to

the student, instructor, and department head. All documents and recordings that are part of the dean's review will become part of the official record. If the matter is appealed beyond the dean's office, the appeal will be governed by Sections 11 and 12 below.

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

9. Academic Performance Or Guidance Related Grievances– Formal Resolution

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

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

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

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

10. Other Grievances- Formal Resolution

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

10.2 If informal resolution is not successful in resolving the matter (see Section 7.3) a student may file a written grievance with the person having supervisory responsibility (or higher

administrative authority) over the individual against whom the grievance is filed. The grievance must state that informal resolution was attempted and that an unsatisfactory outcome was the result. The supervisor (or higher administrative authority) shall investigate and review the matter, and issue a written decision to the student. If the supervisor (or higher administrative authority) is a dean, he or she may convene an advisory panel to review the grievance and provide a recommendation for resolution of the matter. Composition and tasking of the panel will be at the dean's discretion, but shall be comprised of at least one graduate student. All documents and recordings that are part of the review will become part of the official record. If the decision is appealed, the appeal will be governed by Sections 11 and 12 below.

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

11. Appeal Routes

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

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

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

12. Appeal Procedures

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

12.2 The written notice of appeal must:

12.2.1 Identify the person whose decision is being appealed;

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

12.2.3 Indicate what remedy is requested;

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

12.2.5 Include a copy of the decision being appealed.

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

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

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

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

13. Confidentiality

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

14. Modification

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

Dispositions

The NCCU Higher Education Administration Program is committed to admitting, retaining, and graduating students who are a good fit for the nature of the work of being a capable administrator. We have university policies surrounding academic expectations, GPA, and standing in the program. Each student is assigned an academic adviser who will regularly meet with them for academic planning and performance. Sometimes a student might find challenges with being in the role of an administrator. The student may recognize these difficulties, or they may receive feedback from faculty and others in the field indicating the higher education role may not be the best career option and fit. We are concerned about the well-being of our students and their readiness to engage in the responsibilities and ethics of higher education administration. The faculty serves as gatekeepers for the higher education administration profession, meaning we are ethically bound to discern the best fit in terms of attitudes, characteristics, skills, judgment, and dispositions. We assess these non-academic but essential factors from the onset of applicant interest in the program and during the application interview.

In some cases, however, dispositions reveal themselves after admission is granted. Faculty discusses the progress of each student on a regular basis and any concerns are addressed with a plan of action for remediation and re-evaluation. The program also has formal points of review. One critical evaluation occurs at the Mid-Program Review which happens as the student is moving from Pre-Practicum into Practicum. This review allows the faculty to endorse students for readiness to engage in field supervision. If the student is not assessed as ready for site placement, a remediation plan is put into action with a written contract specifying what needs to be done and within what timeframe. The adviser serves as the contact person as the action plan unfolds. Additionally, the Higher Education Administration Program has a committee structure to evaluate student conduct and progress (the Dispositions Committee). This assigned committee convenes when dispositional issues emerge. It is the responsibility of this committee to specify the remediation plan and outcome.

It is important that you understand the critical nature of the dispositions factor. As gatekeepers, faculty use best judgment in protecting the public from any questionable characteristic or behavior of a higher education administrator-in-training that could impair professional and ethical service to clients. Faculty will give direct feedback when necessary and will direct the student toward resources that could help the student develop greater fit or redirect his/her career direction. The action plan

could include not allowing the student to move ahead into supervised field experience. Faculty work with any student who is assessed to have these kinds of difficulties and options for remediation and remedy are given to the student with an appropriate timeframe before another evaluation is made. If at any time during the student's training, faculty receive information about unethical professional behavior or if the student is unwilling to comply with the requirements of the stated remediation plan to address fit for service, the student can be dismissed from continuation in the program.

Higher Education Administrator-In-Training Dispositions and Behaviors

Higher education administration professional values provide a conceptual basis for ethical principles. These principles are the foundation for ethical behavior and decision making of administrators and administrators-in-training. The fundamental principles of professional ethical behavior are

- **autonomy** or fostering the right to control the direction of one's life.
- **nonmaleficence** or avoiding actions that cause harm.
- **beneficence** or working for the good of the individual and society by promoting mental health and well-being.
- **justice** or treating individuals equitably and fostering fairness and equality.
- **fidelity**, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
- **veracity** or dealing truthfully with individuals with whom administrators come into professional contact.

Course of Study

The graduate program in Higher Education Administration offers courses leading to the Master of Science degree (M.S.) in Higher Education Administration. The curricula are offered 100% asynchronously online.

Requirements for the Master of Science in Higher Education Administration

A cumulative GPA of 3.0 or higher is required. The core courses are divided into phases indicating the general sequence in which the courses are to be taken.

Program Plan of Study

PHASE 1	Credit Hours
HEA 5001 Organization and Administration of Higher Education	3
HEA 5005 Theories of College Student Development	3
HEA 5030 History of Higher Education	3
HEA 5010 College Students and the Campus Environment	3
HEA 5020 Diversity in Higher Education	3
EDGR 5910 - Introduction to Statistical Methods in Education	3
Counseling Elective Course	3
HEA Advisor Approved Elective:	3
PHASE II	
EDGR 5920 Educational Research	3
HEA 5050 Legal and Policy Issues in Higher Education	3
Counseling Elective Course	3
HEA Advisor Approved Elective	3
HEA 5090 Supervised Clinical Experience	3
Mid Program Review	
COMPS in next to last semester	
PHASE III	
HEA 5095 Higher Education Capstone	3
Final Program Review	

COURSE DESCRIPTIONS (All Core and Specialty Track Courses)

HEA 5001 Organization and Administration of Higher Education

This course introduces students to the complex nature of college and university administration. This course elucidates the application of administrative theory to higher education practice by examining the interplay between organizational characteristics, modes of governance, and institutional culture at different types of colleges and universities. The frame of reference for this course will take the view that colleges and universities (in all forms, public and private, small and large) are complex organizations. There are two primary components to this course—the first concerns the study of organization-structures, systems, forms, and functions, and the second is administration-processes, people, products, and management behavior.

HEA 5005 Theories of College Student Development

This course is designed to provide students with a general overview of student development theories that offer insight to the processes of student development, learning and growth that occur during post-secondary years. Student development theory allows for student affairs practitioners to have a greater understanding of how college students construct themselves and (more specifically) understand themselves through their experiences on campus, their relationships with other people, and the natural way of knowing. Special emphasis will be placed on understanding the impact such theories have on policies and practices of higher education administration and student affairs, particularly student services.

HEA 5030 History of Higher Education

This course is designed to provide students with a general overview of student development theories that offer insight to the processes of student development, learning and growth that occur during post-secondary years. Student development theory allows for student affairs practitioners to have a greater understanding of how college students construct themselves and (more specifically) understand themselves through their experiences on campus, their relationships with other people, and the natural way of knowing. Special emphasis will be placed on understanding the impact such theories have on policies and practices of higher education administration and student affairs, particularly student services.

HEA 5010 College Students and the Campus Environment

The purpose of this course is to decipher the affect college environments have on students and their student experiences. In addition, as higher education practitioners, students will become familiar with literature and theoretical concepts related to campus environments. Furthermore, students will have the opportunity to enhance their critical thinking skills, through a research project, to facilitate campus environments that will maximize student success for all students.

HEA 5020 Diversity in Higher Education

This course will focus on learning how to have conversations about systemic oppression, power, issues of privilege, and multiple issues and being informed on the needs of various student

groups on campus. This course will also serve as a venue through which students will act as both learners and teachers, requiring all participants to think deeply about their own personality in relation to diversity and social justice and the extent to which they are prepared to advocate for creating more equitable environments.

HEA 5090 Clinical Field Experience

This course provides students with an opportunity for observation of student personnel administration and supervised learning experiences in higher education settings. Students will gain knowledge and practical application in various areas of higher education that include budgeting, technology, assessment and evaluation, and general management. The Practicum provides the student with an opportunity to directly observe and / or participate in services that are a part of a higher education or a student affairs administration program. Student participants in the Practicum will spend a minimum of nine clock hours per week in the assigned Practicum location, for a total of 100 hours per sixteen-week semester or over both summer terms. At least forty hours will include direct service with student clients.

HEA 5050 Legal and Policy Issues in Higher Education

The purpose of this course is to explore a range of issues at the intersection of law, policy, and regulatory compliance in higher education. Applied in nature, the course equips emerging and seasoned higher education professionals with a basic understanding of legal considerations in the field and the ways in which institutions and individuals respond to legal challenges. In particular we examine freedom of expression, affirmative action, due process rights, gender discrimination and sexual assault, and risk management . Moreover, we discuss pertinent federal and state higher education policy priorities. We also explore the processes by which colleges and universities are governed at the state level in their day-to-day operations and make long-term policies. Students will become familiar with a range of relevant court cases and learn how to conduct policy analyses. As a result of this course, students will have an understanding of the legal and regulatory landscape in which their work as higher education administrators is situated.

HEA 5095 Higher Education Capstone

Students develop a culminating project that demonstrates their engagement in an original line of inquiry. The culminating project provides students with an opportunity to develop a unique representation of what they have learned throughout the Higher Education Administration program while also producing that has the potential to enhance their professional profile. Topics covered include: topic selection and format, literature review, IRB proposal preparation, and committee selection.

CON 5201 Ethical & Professional Orientation to Counseling

This course is designed to provide an understanding of the ethical and professional issues in the professional field of counseling. Additionally, identity of the professional counselor, characteristics/dispositions of an effective counselor, and self-exploration in relation to that role are also examined.

CON 5320 Vocational Theory and Career Development

A survey of the major theories of career choice and development with demonstrations on how to translate these theories into meaningful practice in the counselor-client relationship. Students will demonstrate the ability to use computerized assistance guidance systems and career development techniques across the life span.

CON 5331 Psychosocial Development and Behavioral Dynamics

A focus on the developmental process and the behavioral dynamics of individuals over the life span. Theories of personality and their relevance for client understanding will be explored.

CON 5381 Introduction to Clinical Mental Health Counseling

This class gives students an opportunity to explore the organization and functions of various local, state and federal agencies responsible for community mental health. The student will be able to identify problems peculiar to various mental health agencies and will examine prevention and treatment strategies related to community mental health counseling. Contemporary models of service care delivery will be presented as well as the roles, responsibilities, and credentialing of clinical mental health practitioners.

EDGR 5910 - Introduction to Statistical Methods in Education

Introduction to Statistical Methods in Education is a graduate level course in applied statistics relevant to education and social sciences. The course topics will include descriptive statistics, inferential statistics, and research designs as well as data analysis using inferential statistical procedures. Candidates will compile, analyze, and interpret data in a culminating final paper. The course will prepare candidates to use statistical tools for making data-based decisions.

EDGR 5920 Procedures in Education Research

Procedures in Educational Research is an introductory course in educational research and is oriented to the methodology of research and investigation in education. You will develop, with guidance, a research outline (research proposal) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of studies in the field of education and their significance for educational practice.

University Resources

Statement of Inclusion/Non-Discrimination

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

Student Accessibility Services

Students with disabilities (physical, learning, psychological, chronic, or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or SAS@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the [NCCU Accommodate Website](#) and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with SAS.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at <https://www.nccu.edu/administration/ola/policies-regulations-and-rules>. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530- 7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix

Student Advocacy Coordinator

The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu

Counseling Center

The NCCU Counseling Center is staffed by licensed psychologists and clinical mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu. <https://www.nccu.edu/dsa/health-wellness/counseling-center>

Career Services

The Career and Professional Development Center is committed to partnering with graduate students to ensure student success inside and outside of the classroom. Their mission is to foster campus collaborations that will connect and empower students through transformative career and professional development. For more information, please contact the Career and Professional Development Center at <https://www.nccu.edu/dsa/student-support/cpdc>.

Veterans Services

One of the goals of the faculty and the NCCU Veterans Affairs Office (VA) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VA's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VA during the first weeks of class so that we may support and assist you. During your matriculation, the VA is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000, veteransaffairs@nccu.edu or visit their website at [nccu.edu/enrollment/veterans-affairs](https://www.nccu.edu/enrollment/veterans-affairs).

Student Health Services

The mission of the Student Health Center is to provide a collaborative and holistic health climate that provides service, care, wellness, and education. For appointments and general information call 919-530-6317, and for more information, please visit <https://www.nccu.edu/life-nc-central/health-and-well-being/student-health-center>.

Student ID

The NCCU ID (Eagle Card) is a one-card access to a variety of campus services and facilities, including the library. Students receive a personal Eagle Card as part of the tuition. Eagle Cards

can be obtained from the Eagle Card Office located in room 117 of the Lee Biology Building. They can be contacted at 919-530-7523. <https://www.nccu.edu/administration/administration-and-finance/campus-enterprise/eagle-card-office>

The Eagle Card can also be used to purchase books in the campus bookstore (by having funds from financial aid placed onto the Eagle Card) or to use the book voucher process.

Library Services

As a NCCU Graduate student, you have access to various resources located in the Curriculum Materials Center (CMC) Library, the James E. Shepard Memorial Library, the Music Library, the School of Law Library, and the School of Library and Information Sciences Library. Students also have borrowing privileges from Duke University, UNC-Chapel Hill, and N.C. State through the Triangle Research Libraries Network. Additionally, students have access to a wide variety of electronic databases, including [NC Live](#), to conduct literary reviews and research. These electronic resources are available through <https://www.nccu.edu/library> and can be accessed both on and off campus.

The Graduate Student Association

The Graduate Student Association (GSA) is the governing body of North Carolina Central University's graduate students. The organization represents graduate students at formal university sponsored meetings, provides a forum for dialog between graduate students and other campus units, including university faculty and administrators. The GSA also organizes events and programs design to foster intellectual growth and interchange within the graduate community. The GSA office is located in the Students Services Building on the campus of North Carolina Central University.

Contact Info: NCCU Graduate Students Association Office Phone Number: (919) 530-6126 or <https://www.nccu.edu/sgs/graduate-student-association>

Engagement (formerly Office of Spiritual Development and Dialogue)

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

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

Safety

University Police Department

The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu or <https://www.nccu.edu/administration/university-police>.

Escort Program

The Campus Police Department will provide escorts to the University family at night from one section of the campus to another, when requested. To receive an escort, students must contact the Police Department at (919)530-6106.

Crime Stopper

The University Police Department is a member of the Durham Police Department's Crime Stopper program. Any information about a crime committed can be reported to the Durham Crime Stoppers Program at (919) 683-1200.

Emergency

Blue light emergency phones are located throughout the campus. These telephones are for use when police assistance is needed. The telephone system provides your location to the University Police as soon as the red button is pushed. This alerts the University Police to respond immediately. *Contact info: (919)530-6106.*

Financial Information

Scholarships & Student Aid

The purpose of the Office of Scholarships and Student Aid (OSSA) is to assist in the recruitment and retention of students by providing financial resource information and access to funding. The OSSA provides financial assistance and guidance through appropriate communication and learning activities that empower students to fulfill their academic aspirations. The Office of Scholarships and Student Aid is committed to providing timely and exemplary service to its students and families.

Financial aid is available in the form of scholarships, grants, loans, and work study. Most federal and state funded financial aid programs are awarded on the basis of proven financial need. The OSSA ensures that funds are awarded in a consistent and equitable manner. For each student who desires financial assistance, a [Free Application for Federal Student Aid \(FAFSA\)](#) must be completed online at www.FAFSA.gov beginning on October 1. The student must reapply each academic year for financial aid. Applicants should make sure the correct award year is selected and the school code of 002950 is listed in section six. NCCU does not certify private loans.

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

Cost of Attendance

The cost of attendance reflects the maximum amount of financial assistance (grants, scholarships, work assistance, and loans) a student may receive for the enrollment period (a semester, an academic year, or summer term). The cost of attendance is listed on the award notification. In addition to the cost of required fees, the financial aid office considers other living expenses students may incur during the school year. The cost of attendance is the sum of the following:

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

Application Process for Summer Financial Aid

Students who are interested in receiving financial assistance during the first, second, and/or dual sessions of summer school must have a valid student aid report on file. The expiration date for

the [Free Application for Federal Student Aid \(FAFSA\)](#) is June 30th. Students receiving financial assistance for the first time during the summer session should closely monitor the deadline date to ensure that the FAFSA is processed before June 30th. The deadline date for the FAFSA appears prior to the start date for the second session of summer school.

In addition to the FAFSA or Renewal FAFSA, students must complete the NCCU Summer School Financial Aid Application, to receive financial assistance for summer school. Applications will be issued with students who are registered for summer school. Therefore, please make sure that you have been advised by the academic adviser and registered for your classes prior to requesting a summer school application. The applications will be available on March 15th.

The types of financial aid available during the summer are Pell Grant, SEOG, Federal Work-Study, Perkins, Stafford Loans, and PLUS Loans. Funds are reserved in SEOG and Perkins to assist students who have exhausted their Pell and Stafford Loan eligibility. These funds are awarded on a first come first served basis and are depleted quickly.

Assistantships

Graduate Assistantship positions are available for students pursuing their graduate level degrees. These are awarded in the spring with a beginning date of fall semester. Students generally work up to 20 hours per week in programs at NCCU. For more information, please see <https://www.nccu.edu/sgs/funding-your-graduate-education>. Some graduate assistantships include tuition remission if students render services as teaching assistants, research assistants or office assistants. A per semester stipend may also be awarded.

Appendices

Plan of Study



Higher Education Administration Plan of Study

Name _____

IDN: _____

	Credit Hrs.	Offered	Semester Proposed	Semester Completed	Grade
PHASE 1					
HEA 5001 Organization and Administration of Higher Education	3	Fall			
HEA 5005 Theories of College Student Development	3	Fall			
HEA 5030 History of Higher Education	3	Fall			
HEA 5010 College Students and the Campus Environment	3	Spring			
HEA 5020 Diversity in Higher Education	3	Spring			
EDGR 5910 - Introduction to Statistical Methods in Education	3	Fall/Spring/ Summer			
Counseling Course (choose from list)	3	Varies			
Advisor Approved Elective	3	Varies			
PHASE II					
EDGR 5920 Educational Research	3	Fall/Spring/ Summer			
HEA 5050 Legal and Policy Issues in Higher Education	3	Fall			
Counseling Course (choose from list)	3	Varies			
Advisor Approved Elective	3	Varies			
HEA 5090 Supervised Clinical Experience	3	Fall/Spring			
PHASE III					
HEA 5095 Higher Education Capstone	3	Spring/Fall			

Student

Date

Advisor

Counseling and Counseling Education (2 courses needed)	6	
CON 5201 Ethical and Professional Orientation to Counseling	3	Fall/Spring
CON 5320 Vocational Theory and Career Development	3	Fall/Spring
CON 5331 Psychosocial Development and Behavioral Dynamics	3	Fall/Spring/Summer
CON 5381 Introduction to Mental Health Counseling	3	Fall/Spring

Student Address: _____

Telephone Number: _____

Major: _____

Date Admitted _____

Admission Status: _____ Conditions: _____
(Unconditional) (Conditional) Conditions Met: _____



MEMORANDUM OF AGREEMENT

BETWEEN

Higher Education Administration Program, North Carolina Central University

and

Please print or type the name of the student

and

Please print or type the name of the cooperating institution and office/department

This Memorandum of Agreement (MOA) is for: PRACTICUM

Please select: University College Community College

Is this your place of employment? YES NO

The Higher Education Administration at North Carolina Central University (NCCU) designates the above institution and office/department as an appropriate setting for a field placement in the program of study for higher education administration by the signing of this agreement. Also, by the signing of this agreement, both the Higher Education Administration Program and the institution and office/department commit themselves to cooperatively provide supervision for the student in the Program as described below.

The student, by signing this agreement, commits themselves to following the requirements for completing a practicum placement.

This agreement becomes effective on the first day of classes at NCCU for the semester in question _____, and remains in force until last day _____ of the said semester for a period of one semester unless either the Higher Education Administration Program, the student, or the office/department indicates a need for review or change. Minor adjustments may be agreed upon by letter which should be then attached to each copy of this document.

A: THE HIGHER EDUCATION ADMINISTRATION PROGRAM AGREES TO:

1. Consider the perceptions and recommendations of the office/department in all matters concerning its' field placement program;
2. Provide guidelines to students which include learning objectives/expectations of the higher education administration trainee and copies of the evaluation that will be completed by both the site supervisor and the university supervisor;
3. Take final responsibility for decisions regarding appointment of site-nominated staff members as "site supervisors" for the Program;

4. Carry final responsibility for the administration of the field placement program, including decisions which affect the progress of the student, such as grades, credits, and field placement hours in the office/department;
5. Involve the office/department and students in decisions regarding placement, and accept the office/department's judgment as to the final acceptance of the individual student;
6. Provide consultation as needed to the office/department, site supervisor(s) and other appropriate staff of the institution regarding the general development of its field placement program;
7. Provide a designated member of the faculty to serve as a "university supervisor". This university supervisor will:
 - a. Serve as principal liaison between the Program and the office/department including appropriate communication with the site supervisor;
 - b. Make periodic visits to the office/department (when appropriate) to assess the setting, review student progress, and consult with the site supervisor on learning patterns or problems;
 - c. Be available to the site supervisor for immediate consultation when requested; and
 - d. Share with the site supervisor knowledge of the educational program of the Program and pertinent information about the student's progress in other areas of the curriculum.
8. Provide opportunities for professional development of the site supervisor and other appropriate members of the office/department staff through provision of a meeting, institute, seminar, and/or workshop.

B: THE STUDENT AGREES TO:

1. Meet the appropriate qualifications before beginning their field placement;
2. Maintain a continuous field placement for the entire semester;
3. Spend at least 40% of their time at the office/department in the direct service of students;
4. Follow all professional and ethical standards as set by Council for the Advancement of Standards in Higher Education (CAS) Statement of Shared Ethical Principles;
5. Meet on a regular basis with their site supervisor. This will mean meeting with the site supervisor on a weekly basis;
6. Gain exposure to both the breadth and depth of student affairs work;
7. Gain exposure in one or all of the following areas during their experience:
 - developmental work with individual students and groups of students
 - program planning, implementation, or evaluation;
 - staff training, advising, or supervision; and administration functions or processes.
8. Complete the clinical supervised experience course led by the university supervisor(s) per the schedule given by the university supervisor(s).

C: THE OFFICE/DEPARTMENT AGREES TO:

1. Accept the student for placement in the office/department;
2. Accept the assignment of the student to the office/department without discrimination based upon race, color, national origin, age, gender, religion, disability, sexuality, or marital status;
3. Accept the guiding principle that the office/department should provide an educationally sound field placement for the student;
4. Provide opportunities for the student to obtain the appropriate amount of experience
 - 150 hours over the course of one semester
5. Provide students with opportunities to participate in the overall institution's programs and activities;
6. Accept and help to implement the objective of the Higher Education Administration Program that field placement should provide opportunities to reinforce learning from all areas of the Program's curriculum;
7. Review the ACPA/NASPA Professional Competency Areas for Student Affairs Professionals to be used as the basis for student's demonstration of learning;
8. Provide a qualified site supervisor for the student, subject to the approval of the Program. The site supervisor:

