



National Certified School Counselor (NCSC) Required Coursework

The National Certified School Counselor (NCSC) certification requires that all applicants must currently hold the National Certified Counselor (NCC). The certification requires a master's, education specialist/educational specialist, certificate of advanced study (CAS), or doctoral degree in counseling from either a CACREP-accredited degree program or a counseling program administered by a regionally accredited educational institution. The degree must have a minimum of 48 semester or 72 quarter hours of graduate-level academic credit.

The descriptions below will help you determine which classes from your graduate program fulfill the coursework content areas required for the NCSC. All courses except supervised field experience must carry at least two semester hours or three quarter hours of graduate-level credit. Please note that a single course cannot fulfill two content areas, and the courses must not have been applied to your NCC coursework requirement.

Counseling field experience, which includes your internship/practicum, must total at least six semester or 10 quarter hours of graduate-level credit. No course may be used to fulfill more than one content area. If you have not completed six semester hours of supervised school field experience, you may make use of one of the following alternative options:

- Three semester or five quarter hours of supervised school field experience and 10 continuous years as a fully state-licensed school counselor.
- Three semester or five quarter hours of supervised school field experience and an additional 120 hours of direct supervision.

COURSEWORK CONTENT AREAS

Foundations of School Counseling - You must have taken a course in this content area as outlined below.

Studies in this area provide an understanding of the following elements:

- a. Historical perspectives and the role of counseling in the educational setting and its services within the total school program.
- b. Theoretical perspectives and practices in school counseling; history, philosophy, and current trends in school counseling and educational systems.
- c. Professional standards, professional identity, and credentialing in school counseling; role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
- d. Legal considerations in school counseling.
- e. The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, disability, physical and mental status, and equity issues in school counseling.
- f. Current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.
- g. Appropriate roles and functions of school counselors at elementary, middle, and high school levels.
- h. Ethical considerations.

Additionally, you must have taken courses covering at least three of the following five content areas listed below:

1. Family Counseling

Studies in this area provide an understanding of the following elements:

- a. Theoretical understanding of family counseling practice and major approaches to family and couple therapy, and how these have emerged historically; major theoretical and practice differences.
- b. Development phases of family life and how these predict certain stressors and opportunities for change.
- c. Skills related to engaging families and couples; obtaining necessary information; conducting systemic assessment of transactional problems of a family and identifying contributory environmental factors.
- d. Family and couple assessment tools, including the family life chronology, eco-map, genogram, etc.
- e. Professional, ethical standards as applied to the practice of working with couples and families.
- f. Knowledge and skills pertaining to family-of-origin issues, addictions, parenting, and professional consultation.
- g. Ethical considerations.

2. Addictions Counseling

Studies in this area provide an understanding of the following elements:

- a. Historical development in addictions counseling; issues related to the etiology and treatment of substance use disorders.
- b. Theories and models of addiction counseling; implementing a multi-modal/multi-method approach to diagnosing and assessing addictive and comorbid disorders.
- c. Major classifications of psychotropic drugs of abuse, typical routes of administration, and brief descriptions of effects.
- d. Principles and philosophies of addiction-related self-help.
- e. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning; identification of sociocultural impacts upon the development and implementation of treatment models.
- f. Etiological models of substance abuse and dependence, including genetic and biological models, psychological models, sociocultural models, and the biopsychosocial model.
- g. Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user.
- h. Psychological tests and assessments specific to addiction counseling; the use of alcohol and other drug abuse screening and assessment tools and procedures.
- i. Professional issues in addictions counseling.
- j. Ethical considerations.

3. Counseling Consultation and Program Development

Studies in this area provide an understanding of the following elements:

- a. Design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs, including awareness of various systems that affect students, school, and home.
- b. Theory and practice of consultation specific to school counselors; implementation and evaluation of specific strategies that meet program goals and objectives.
- c. Consultation/collaboration methods and current research regarding the delivery of indirect (consultation) services; systems theories and models and processes of consultation.
- d. Skills necessary in counseling, consulting, advocacy, and collaboration; an awareness of common consultation issues associated with different professional team members and how to build effective teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
- e. Consultation and collaboration models for individuals, groups, and programmatic assessments; functional differences between the consultation models.
- f. Ethical and legal considerations in consultation and collaboration.

4. Counseling Children, Adolescents, and/or At-Risk Youth

Studies in this area provide an understanding of the following elements:

- a. Theory and practice of working with children and/or adolescents; differences between significant psychological problems and “normal growing pains.”
- b. Developmentally appropriate approaches to counseling children and adolescents in school and mental health settings.
- c. Effective conceptualizations and interventions in helping children and adolescents with emotional and/or behavioral problems.
- d. Developmental considerations when counseling children and/or adolescents; appropriate techniques for the evaluation of counseling services provided to children and adolescents.
- e. Social and cultural factors in counseling children and/or adolescents; how cultural and gender issues may interact with diagnostic criteria.
- f. Impact of trauma, violence, lack of social connectedness, and related biological, social, emotional, and psychological distress in counseling children and adolescents.
- g. Legal and ethical considerations in counseling children and/or adolescents.

5. Counseling for Trauma, Violence, or Abuse

Studies in this area provide an understanding of some of the following elements:

- a. Impact of crises, disasters, sexual assault, and other trauma-causing events on individuals and communities.
- b. Treatment of trauma-related disorders.
- c. Examination of trauma through the impact on the brain regions and memory, as well as variations of emotional regulation and somatic responses.
- d. Counseling perspectives and practices for children and adolescents experiencing trauma, violence, or abuse.
- e. Counseling perspectives and practices for families experiencing trauma, violence, or abuse.
- f. Function and operations of emergency management systems within clinical mental health agencies and in the community.
- g. Legal considerations in dealing with children, adolescents, and/or families experiencing trauma, violence, or abuse.
- h. Ethical considerations.