

Counselor Education Program
Department of Educational Leadership, Policy,
and Human Development

Student Handbook 2020-2021

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LEAD & SERVE

LEARN | EDUCATE | APPLY | DEMONSTRATE |
| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE

CONCEPTUAL FRAMEWORK FOR DEVELOPING PROFESSIONAL COUNSELORS AND COUNSELOR EDUCATORS WHO LEAD and SERVE

LEAD elements focus on the four forms of knowledge: general pedagogy, content-specific pedagogical strategies, content or discipline knowledge and knowledge of the context of counseling and education, including foundations, historical perspectives and school, college, and community settings. The conceptual framework for our programs for professional counselors and counselor educators is the touchstone to assure that all who complete the programs:

LEAD

L LEARN GENERAL PEDAGOGY:

Graduates acquire general knowledge and skills appropriate to the roles of professional counselors and counselor educators

E EDUCATE WITH CONTENT-SPECIFIC STRATEGIES:

Graduates acquire and use content-specific strategies related to the roles of professional counselors and counselor educators

A APPLY DISCIPLINE KNOWLEDGE:

Graduates apply content-specific knowledge to the roles and functions of professional counselors and counselor educators

D DEMONSTRATE UNDERSTANDING OF THE EDUCATION CONTEXT:

Graduates understand the cultures of the professional settings they are being trained to serve

SERVE elements show the range of skills and dispositions being developed in candidates. All who complete our programs will serve the profession by being:

S SCHOLARLY:

Graduates are able to make informed decisions based on content-specific knowledge in their roles as professional counselors and counselor educators

E ETHICAL:

Graduates are ethical in their dispositions and behaviors toward students, clients, colleagues, and all other stakeholders

R REFLECTIVE:

Graduates are reflective and self-evaluative in their thinking and accountable to their professional stakeholders

V VALUERS OF DIVERSITY:

Graduates understand the needs and conditions of all stakeholders in their service domains and are sensitive and responsive to cultural, economic, developmental, ethnic, racial, gender, and sexual orientation differences

E EXPERIENCED IN PRACTICAL APPLICATIONS OF KNOWLEDGE:

Graduates are prepared for autonomous roles as professional counselors and counselor educators upon completion of their respective preparation programs

THE COUNSELOR EDUCATION PROGRAM

Mission and Vision Statement

The Counselor Education program at NC State shares the University's land grant *Mission*. Through our Scholar Leader and School-College - Community Collaboration Model, we train culturally competent counselors and counselor educators who are able to work collaboratively across settings to effectively lead, serve, and advocate for the academic, career, and personal-social development of children, adults, families, and communities.

Our *Vision* is to push forward the frontiers of knowledge: Advanced video, computer, and networking technologies do and will continue to link Counselor Education graduate students and faculty with regional, state, national, and international partners in teaching, research, and service endeavors designed to offer hope to persons with the least access to educational and career opportunities afforded by life in the 21st century.

Program Objectives

- PLO 1: Professional Counseling Orientation and Ethical Practice - Students will demonstrate knowledge of and skills related to ethical professional counseling practice (CACREP 2.F.1).
- PLO 2: Social and Cultural Diversity - Students will demonstrate knowledge of the role cultural context plays in the practice of professional counseling and apply culturally relevant skills for working with diverse populations (CACREP 2.F.2).
- PLO 3: Human Growth and Development - Students will demonstrate knowledge and application of human growth and development, as well as related contextual dimensions, to the practice of professional counseling (CACREP 2.F.3.).
- PLO 4: Career Development - Students will demonstrate knowledge and application of career development to the practice of professional counseling (CACREP 2.F.4.).
- PLO 5: Counseling and Helping Relationships - Students will demonstrate knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process (CACREP 2.F.5.).
- PLO 6: Group Counseling and Group Work - Students will demonstrate knowledge and skills of group development, dynamics, theories, and techniques (CACREP 2.F.6).
- PLO 7: Assessment and Testing - Students will demonstrate knowledge and application of culturally and developmentally appropriate clinical assessment and evaluation practices (CACREP 2.F.4.; CACREP 2.F.7.).
- PLO 8: Research and Program Evaluation - Students will critically evaluate and utilize research, evidence-based practices, and/or program evaluation (CACREP 2.F.8.).
- PLO 9: College Counseling and Student Development Program - Students will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings.
- PLO 10: Clinical Mental Health Counseling (CMHC) Program - Students will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.
- PLO 11: School Counseling Program - Students will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all K-12 students through data-informed school counseling programs.
- PLO 12: Counseling and Counselor Education Program (doctoral) - Students will demonstrate the skills, knowledge, and dispositions necessary to function as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings.

Background and Development

The Counselor Education Program at North Carolina State University has had a long and rich history of contributing to the needs of North Carolina and the nation. Founded in 1946 with the appointment of Professor Roy Anderson, the counselor education program functioned largely as a one-person enterprise with a focus on

occupational information and guidance. In the early sixties, the name was changed to Guidance and Personnel Services.

By 1975, the faculty had increased to four full time positions. The primary focus of the program was still toward master's degree training for school counseling. A small individualized doctoral program was also started. In 1977 a fifth faculty position had been added. By 1985, the work of the faculty was further enhanced by the addition of a new Associate Dean for Graduate Studies in education whose academic background was in counseling psychology and counselor education. A new full-time faculty position was added in 1989.

At present Counselor Education offers a graduate program of study at the master's and doctoral levels. At the master's level, there are three concentrations: school counseling, college counseling and student development, and clinical and mental health counseling. The doctoral program, counseling and counselor education, a combined focus on research, theory and practice, is designed to prepare leaders for the field of counseling and counselor education. The department was authorized to offer the Ph.D. degree in 1992. Counselor Education also offers an online graduate certificate program and a small online master's program.

In addition to the traditional core of individual and group counseling, a major program focus is on developmental theory and the design and implementation of preventive interventions based on this theory. In the design of the curriculum and throughout each course, the student's competence in theory and practice is important. Students participate in individualized field experiences appropriate to their area of study in settings on and away from campus.

Another major focus is the commitment to multicultural diversity, which is reflected in the required coursework and in the faculty-student community. In light of this, we are particularly interested in attracting students from culturally-diverse backgrounds. In recent years, we have increased the proportion of culturally-different students from less than 5% to almost 20% of our degree candidates. Our curriculum content acknowledges the significance of cross-cultural perspectives in counseling theory, research, and practice.

The student development and doctoral concentrations were accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in March 1990. Both were reviewed for re-accreditation in 1998, and the community/agency and school counseling concentrations were reviewed for initial CACREP accreditation. All four programs continue to receive accreditation. Accreditation for the three master's concentrations and the Ph.D. program was renewed and extended into October 31, 2020.

In 1999, the Counselor Education program merged with the Educational Leadership and Program Evaluation program to form a new department. The new departmental name was the Department of Educational Research and Leadership and Counselor Education. Within the new arrangement, Counselor Education was a program in a department. In fall, 2005, Counselor Education became a part of the Department of Curriculum and Instruction. In Spring 2010, the name of the department was changed to Curriculum, Instruction and Counselor Education. In July 2015, Counselor Education Program became a part of the Department of Educational Leadership, Policy, and Human Development. The department also includes other human development programs such as adult education, training and development, etc.

In fall, 2015, the online deliveries of the master's programs were approved by the UNC-General Assembly. The online deliveries are offered as a distance education version of the existing on campus programs, they are included in the current accreditation by CACREP, our accrediting body. Students receive the same degree as the on-campus students. The curriculum of the online and on-campus deliveries are the same.

ORGANIZATION OF THE PROGRAM

The Counselor Education Program is located in 520 Poe Hall, although some faculty members and graduate students have offices elsewhere, like our clinic. The program's phone numbers are 919-515-2244 and 919-515-2245. Some information about program organization and administration will be useful in helping you to understand how decisions get made and whom you should see about various kinds of problems.

The Counselor Education Program is a unit within the College of Education. The Dean of the College is Dr. Mary Ann Danowitz. The Associate Dean is Dr. Lee Stiff. Many matters of importance to students, such as late drops, grade changes, and assistantships must receive approval from the Office of the Dean.

The Interim Department Head for Educational Leadership, Policy and Human Development, is Dr. John Lee. In the Counselor Education program, the Program Coordinator is Dr. Siu-Man Raymond Ting. He is also the Director of Graduate Program for the department. The voting members of the program consist of all regular faculty members.

FACULTY

The following list includes all core (regular), part-time/adjunct, visiting and emeritus members of the Counselor Education faculty, along with roles. Regular faculty have a regular university appointment, teach courses each semester, and are generally available to advise students. Visiting and adjunct faculty may or may not have continuing university appointments but make some of their time available to teach special courses or to advise students on research problems in their area of interest. Emeritus faculty are retired regular faculty members who are sometimes available for advising students.

Core Faculty

Name	Degree	School	Role
Baker, Stanley B.	Ph.D.	State University of New York at Buffalo	Professor and Coordinator of School Counseling Track
Braga, Cristina	Ph.D.	University of South Carolina	Assistant Teaching Professor, online clinical counseling
Chung, Sharon	Ph.D.	William and Mary College	Assistant Teaching Professor, online school counseling
Dunbar, Adria Shipp	Ph.D.	University of North Carolina, Greensboro	Assistant Professor, school counseling
Grimmett, Marc A.	Ph.D.	University of Georgia	Associate Professor and Coordinator of Clinical Counseling Track
Lupton-Smith, Helen	Ph.D.	North Carolina State University	Assistant Teaching Professor and Clinical Director
Mitchell, Rolanda	Ph.D.	University of North Carolina-Charlotte	Assistant Teaching Professor, online program
Nassar, Sylvia	Ph.D.	University of North Carolina-Greensboro	Professor, Doctoral Program Coordinator
Parker, Brean'a	Ph.D.	University of Georgia	Assistant Professor, clinical counseling
Smith, Angela	Ph.D.	North Carolina State University	Associate Teaching Professor and Coordinator of College Counseling Track
Ting, Siu-Man Raymond	Ph.D.	University of Iowa	Professor, Program Coordinator and Director of Graduate Programs

* Picart, Jose A, Ph.D., University of Oklahoma, Professor, currently works at Friday Institute.

Part-Time Faculty

Name	Degree	School	Role
Childs, Nicole	Ph.D.	University of Georgia	Assistant Teaching Professor

Visiting Faculty

Name	Degree	School	Role
Allen, Amanda	Ph.D.	North Carolina State University	Lecturer
Bolton, Clinton	Ph.D.	North Carolina State University	Lecturer
Callanan, Roger	Ph.D.	North Carolina State University	Visiting Assistant Professor Assistant Vice Provost, Division of Academic and Student Affairs
Osborn, Monica	Ph.D.	University of Arkansas, Fayetteville	Visiting Assistant Professor, Director Counseling Center, Director of Counseling Center, NCSU
Tyler-Walker, Richard	Ph.D.	North Carolina State University	Visiting Assistant Professor Assistant Director, Counseling Center

Emeritus Faculty

Name	Degree	School	Role
Gerler, Edwin	Ph.D.	Penn State University	Professor Emeritus
Jones, Lawrence K	Ph.D.	University of Missouri	Professor Emeritus
Locke, Don C., (1943-2016)	Ed.D.	Ball State University	Professor Emeritus
Mcvay, Julie G	Ed.D.	North Carolina State University	Associate Professor Emeritus
Sprinthall, Norman A	Ph.D.	Harvard University	Professor Emeritus

COUNSELOR EDUCATION PROGRAM POLICY ON RECRUITMENT POLICY

Counselor Education Program Recruitment Policy

The Counselor Education Program (CEP) is committed to a diverse student and faculty population. The program's vision and mission statements express the University's commitment to diversity among its students and establishes diversity and multiculturalism as central to the academic mission of the program. This document, while recognizing that diversity in general is desirable, including a focus on recruiting and retaining ethnic minority students. For the purpose of this document, ethnic minorities include African Americans, American Indian or Alaskan Natives, Asians, Hispanics, and Native Hawaiian or other Pacific Islanders, and they may be either citizens or permanent residents. Also, the program recruits from students from other diverse background.

In providing opportunity and defining the department's identity, students are the heart of the department's academic community. It is therefore especially important that ethnic minority students are encouraged to join the department. Full involvement in departmental activities such as seminars and Nu Sigma Chi. On record most of our students are qualified to join Nu Sigma Chi after one semester. Nu Sigma Chi organizes social, professional and academic activities and engage program students from diverse backgrounds, including on-campus and online deliveries. We also encourage our students to join ACA and NCCA as student members. These activities help to assure that students are engaged in the program/profession as a counseling community as well as the student diversity is maintained, that the department is indeed an engaged multicultural community, and that the academic focus and vision of the department is achieved.

The program also expects to enhance the quality of its intellectual life and foster a welcoming organizational climate for all its members through the recruitment and retention of ethnic minority tenure-track faculty members. Ethnic minority faculty may themselves attract greater numbers of students from diverse backgrounds and will enrich the experience of all students by acquainting them with diverse cultures and alternative world views. In addition, such faculty enrich the professional lives of the other ethnic minority faculty in the program and in the university, offering greater opportunities for peer mentoring and strengthening morale by expanding their community.

Admissions Requirements for Master's Programs (on-campus and online delivery):

- Completed online application, resume, and non-refundable application fee
- GRE Scores
- 3 recommendations from people who know your academic record and potential for graduate study (letters should be uploaded online)
- Official transcripts of all post-secondary education
- Official** statement of English Proficiency (TOEFL) for international students (DE online program admits only residents in North Carolina)

Applicants are expected to have an undergraduate GPA of 3.0 or higher.

Admission Requirements for Doctoral Program:

Applicants are expected to have a master's degree in counseling or an equivalent degree with master's level coursework equivalent to that of a 60-credit hour CACREP-accredited program. In addition to the academic credentials attesting to intellectual competence, evidence of successful leadership and outstanding professional commitment are desired.

Completed online application, resume and non-refundable application fee

- GRE scores
- Three recommendations from people who know your academic record and potential for graduate study (letters should be uploaded online)
- Official* transcripts of all post-secondary education
- Official** statement of English Proficiency (TOEFL) for international students
- Students will be asked to submit a writing sample once application is received

Selection for admission is based on a number of considerations:

Academic achievement, especially in the junior and senior undergraduate years, and performance in any graduate courses, are carefully evaluated for evidence of competence in intellectual inquiry. For PhD students, a 60-credit hour counseling degree or equivalent master's program and coursework is required. Performance ratings and recommendations from professors and supervisory personnel are also carefully examined for evidence of personal qualities requisite for professional competence. Demonstrated leadership activity and/or significant work experience represent additional important factors.

Interview process – all doctoral candidates are expected to be interviewed.

Other additional materials are also welcome to supplement the application – such as a research paper, a video of some ““helping”” activity by the candidate, etc.

Applications and all supporting documents must be received on or before the Graduate School Priority Deadlines or the Program Deadlines. International students should also consider their specific deadlines, whichever is earlier. For questions, contact us via ncsu_couned@ncsu.edu or 919.515.2244.

**Request the test center to send your scores directly to NC State when taking the exam; GRE/TOEFL Institution code 5496. Upload unofficial copy when submitting application.

Recruiting and Admissions Procedure:

1. In addition to admission information sessions in fall, the program also recruits students from diverse backgrounds through newsletters sent to universities (including minorities universities), college open house, and receptions at ACA conferences.
2. Students may apply online and submit their applications to <https://applygrad.ncsu.edu/apply/>
3. The Counselor Education Program forms admissions committees to review applications specifically for college, clinical, and school counseling tracks, and the doctoral program. Each committee consists of a track or program coordinator and two professors.
4. Each applicant is reviewed based on specific and consistent objective criteria.
5. Some applicants are reviewed for interviews.
6. The admission committee will meet with the applicant with questions from a questions list.
7. The admission committee will make recommendations for admissions to the program.
8. Admission offers will be made through emails to applicants by the program.
9. Few applicants not offered admissions will be listed on the waitlist. When seats are open, they will be informed for admissions. Remaining applicants who are rejected will be notified by the Graduate School.

Accreditation: All of our programs are accredited by Council for Accreditation of Counseling and Related Educational Program (CACREP) until Oct 31, 2020. Renewal for accreditation is underway. Also, NCSU is accredited by SACS until 2024.

Methods of Instructions: Mini-lecture, discussion, project-based learning, case study, role-play, etc.

General Policy of the College of Education for Recruiting, Retaining Diversity Students and Faculty

All programs of study which comprise the College of Education (CED) are encouraged to develop their own guidelines for the recruitment and retention of ethnic minority students. Program Directors should maintain data on their efforts to recruit ethnic minority faculty members, share those data on a regular basis, and use such data to measure successful achievement of their goals. The department head will assist individual program directors in developing these guidelines and work with them in implementing their ethnic student recruitment and retention procedures. Collegial cooperation is an indispensable element in achieving desired results in both recruitment and retention efforts.

Recruitment efforts that are not dependent on University funding should be aggressively explored. Students from ethnic minority groups should be identified and pursued using National data-banks for ethnic minorities such as the Hispanic high school student directory provided by HACU (Hispanic Association of Colleges and Universities). Faculty relationships with faculty colleagues at HBCUs (Historically Black Colleges and Universities) in North Carolina should be leveraged to identify and recruit minority undergraduate students interested in counselor education.

The behavior of majority group faculty members is also an important component of this policy. The behaviors of majority faculty can inadvertently subvert success in recruiting ethnic students. Such behaviors may include inappropriate comments and interactional insensitivity. The faculty in CED are encouraged to view diversity education as a lifelong process that approaches, but never quite reaches full and complete understanding of others who are different. Therefore, CED faculty are encouraged to participate in diversity workshops, events, and lectures. In addition, faculty are encouraged to contact the College Diversity Coordinator and the Office of Diversity and African American Affairs for additional diversity education opportunities and resources. Furthermore, faculty in CED are encouraged to integrate multiculturalism and diversity into their courses and research.

CED faculty should be sensitive to the unique experience of ethnic minority students on a majority white campus. Because of their cultural experiences and perspectives, minority students often experience feelings of isolation on majority white campuses. The CED and its faculty will act purposely to promote a welcoming and inclusive climate that embraces all of its students.

Contact between junior and senior ethnic minority students should be encouraged. Such mentoring can and should reach across groups to create a genuinely intercultural department community. Beyond the programs established by and within the colleges of the University, the CED will conduct an informal welcoming for all students. Informal contact and social events between and among students and faculty members could inspire a more positive campus climate and is encouraged.

Voluntary exit interviews of departing students will also be conducted. These may provide information relevant to the implementation of this policy and to the improvement of our recruiting and retention practices. Data from all exit interviews should be carefully examined to identify issues relevant to the retention of ethnic minority students.

The “Department Policy on Recruitment and Retention of Ethnic Minority Students” will be periodically read, discussed, and reviewed in light of assessment data, such as the exit interviews and informal student surveys about their experiences in the department. These efforts serve to promote recruitment and retention of a diverse student population and enhance the spirit of community within the department culture.

Recruitment Plan

1. Departments will monitor ethnic minority student enrollment on a continuous and ongoing basis.

2. The process to recruit, enroll, and retain ethnic minority students should be as deliberate in its approach as any faculty search. In the Counselor Education Program, in addition to admission information sessions in fall, the program also recruits students from diverse backgrounds through newsletters sent to universities (including minorities universities), college open house, and receptions at ACA conferences.
3. Funding for the recruitment of ethnic minority tenure-track students will be aggressively pursued.
4. The program website will contain information relating to issues of diversity and the direct connection between our vision, the academic program, and the recruitment and retention of minority students (and faculty).
5. Departments should explore ways of greater collaboration with students and faculty at the historically black institutions in North Carolina.
6. The expansion of the pipeline for ethnic minority faculty in higher education is a critical responsibility that has been embraced by the College of Education and North Carolina State University in its recruitment and advancement of minority students in advanced graduate programs. The department should align its efforts with those of the college and the university for greater efficiency and success.
7. The performance evaluations of program directors in the College of Education shall include a discussion about their efforts to recruit and retain ethnic minority students. Such evaluations shall include entries that establish expectations and should assess and evaluate the program director's efforts to recruit and retain ethnic minority students.

ADVISERS, COURSEWORK, AND COMMITTEES

The Adviser

Upon being accepted to do graduate work in the Counselor Education Program, each student is assigned to a faculty adviser. For the doctoral program, this is a temporary assignment, which is designed to assist in transition issues and support the student. In the spring semester, all doctoral students will initiate conversations with their temporary advisors, and submit paperwork for any advisor changes by the last week of classes in spring. Regarding master's students, they are assigned an advisor to work with them throughout the program.

All students should meet with their advisers to discuss their plan of work and to ask any questions which may arise during their initial semesters in the program. DE online students should contact their advisers through emails, virtual meetings, phone or face-to-face meetings. Advisers can be of great assistance in getting settled and in establishing an individual graduate advisory committee. Students wishing to change advisers should first discuss with their current adviser, then request a new assignment from the Director of Graduate Programs (DGP) (Dr. S. Raymond Ting).

Advisors meet with their students at least once per semester to help them develop a planned program of study, discuss their academic progress, professional development and professional dispositions. The advising meeting is usually before class registrations for next semester.

Faculty Advising List:

Sharon Chung - Online school counseling track

Cristina Braga – Online clinical counseling track
 Rolanda Mitchell – Online school and college counseling tracks
 Angie Smith – On-campus and online college counseling track
 Helen Lupton Smith – clinical advising for all students and clinical counseling track
 Stanley Baker – on-campus school counseling track and doctoral
 Adria Dunbar – on-campus school counseling track and doctoral
 Marc Grimmertt- on-campus clinical counseling track and doctoral
 Brean'a Parker – on-campus clinical counseling track
 Sylvia Nassar – Doctoral and college counseling
 Siu-Man Raymond Ting – College counseling and doctoral

The Graduate Advisory Committee (General)

Doctoral students should go to the following Internet site for information about the composition and requirements of Graduate Advisory Committees:

<https://grad.ncsu.edu/students/rules-and-regulations/handbook/3-2-advisory-committees/>

Our master's degree program is Option B master's program of the University. Students are not required for an advisory committee. Instead, students should discuss a plan of work with their adviser and submit the plan online a semester after they start their program. The Graduate School will verify the appropriate major advisor and the plan of study when the DGP approves and submits it.

Go to the following Internet site for information about Graduate Plans of Work:

<https://grad.ncsu.edu/students/rules-and-regulations/handbook/3-3-graduate-plan-of-work/>

All master's graduates all eligible for the LCMHC. Students who are admitted in summer, 2020 and after are required to take the National Counselor Examination before they can graduate from the degree program.

Generally, we look for candidates with solid academic credentials who possess important experiences in human services. Although there is no single preferred undergraduate major, we do expect applicants to have substantial course work in humanities and social science. Those accepted from technical programs may be required to take additional work in humanities and social sciences as part of their master's program. Also, evidence of leadership potential is a significant component. Applicants who are applying directly from undergraduate programs are expected to demonstrate these experiential and leadership qualities through unusually strong activity records in their undergraduate years. Usually, we recommend that candidates do not apply directly from undergraduate programs unless there is such off-setting significant activity experience.

The Master of Science Degree (M.S.) is primarily oriented to the practitioner-researcher and is also offered in the three concentrations. The program requires 66 hours of course work, including a thesis, and an oral examination. Generally, the same criteria for admission are applied as for the M.Ed. except that the candidate needs to show clearer evidence of research competency in addition to the requisite professional and academic competencies. M.S. option is not offered in DE online program. The following courses are the statistics and research courses required of M.S. students: ED 710: Applied Quantitative Methods in Education I or ST 508 Statistics for the Behavioral Sciences II, ED 730 Introduction to Qualitative Research in Education or equivalent (approved by advisor), ECD 738 Research in Counselor Education, ECD 695 Master's Thesis Research in Counselor Education.

Methods of Instruction

The on-campus delivery of the master's program is a full- or part-time program. Classes usually meet after 4:00 pm. Generally, class size averages between 20 and 25 in didactic, 4-5 in practica, 12 in internships and the advising ratio is approximately 1 to 10. Some of these courses are delivered in hybrid or online format in summer. The hybrid courses have different learning modules and each week students complete a series of learning activities (such as readings, media, or small group activities, forums) and assessments (such as discussions, exams, case studies, or presentations). Students are required to complete three courses: ECD 530: Theories of Counseling, ECD 562: Techniques of Counseling, and ECD 533/535/536 Introduction to School/College/Clinical Counseling before they are allowed to take practicum (ECD 642). After they successfully complete 100 hours during the practicum, they will take internship I and internship II, a total of 600 hours of field work experience. School counseling students who wish to get a school counselor license in NC, they have to pass the PRAXIS.

The DE online delivery of the master's program adopts the same curriculum as the on-campus delivery, requiring 60-credits part-time study for three years. This program began in fall 2015, and received accreditation from CACREP in 2016. The online deliveries of our master's program are cohort based part-time studies, students complete the same curriculum in 3 years by following the curriculum and course schedule. It allows students to learn in a flexible environment with structured support and peer interaction. Students meet online (virtual meeting) through Zoom each week for a 90-minute interactive discussion/practice with the professor, instructors and your classmates, allowing the students to stay connected and challenged. Students also engaged in online learning, activities, assignments through Moodle. Professors keep virtual office hours and are available by email, phone and face-to-face advising. A new student orientation including online teaching and learning tutorial is provided before classes begin, and technical support is available. Same as the on-campus delivery, a thesis is not required. Only 25 students are admitted each year.

Transfer Credits

Students may request for transfer credits through the recommendation of their advisors and DGP, and to be approved by the Graduate School. Courses applied to other degrees are not allowed to transfer, as well as the transfer credits being within the time limit. Degree time will begin from the oldest course transferred. Students should notice the degree time required by the Graduate School (6 years for master's degree and 10 years for doctoral degree).

Master's Degrees Program

For master's degree programs, admission is limited in order to maintain faculty student interaction in didactic classes, for supervision in practica and for informal contact. Generally, class size averages between 20 and 25 in didactic, 4-5 in practica, 12 in internships and the advising ratio is approximately 1 to 10.

The Master of Education Degree (M.Ed.) is primarily a practitioner-oriented master's and is offered through the on-campus delivery or DE online delivery (same degree). There are three concentrations: (a) school counseling (elementary and middle or secondary), (b) college counseling and student development, and (c) clinical mental health counseling. These concentrations require a minimum of 60 credit, completing in six calendar years. Students who complete the program will be eligible to sit for the National Counselor Examination (NCE). Students in the school counseling track are also eligible for licensure as school counselors in North Carolina (providing they pass the counseling PRAXIS examination). M.Ed. students in Counselor Education complete what is known as a Plan B Masters of Education program. The Option B

Master's degree requires that students adhere to the general guidelines for a Master of Arts or Master of Science degree with the following exceptions:

1. A comprehensive oral exam is not required
2. A thesis is not required
3. Students have a single assigned advisor rather than an advisory committee.

It is important that Plan B master's students and their advisers keep accurate records of the completed coursework requirements, complete their Plan of Work online after one semester in the program, and submit a "Request for Graduation" online to the Graduate School no later than 30 days after the first day of the semester in which the student intends to graduate.

Master's Program Requirements

CORE COURSES:

The following courses are required of all master's level students (on-campus or online delivery):

ECD 510	Orientation to Professional Counseling, Identity, and Ethics
ECD 524	Career Counseling and Development
ECD 525	Multicultural Counseling
ECD 530	Theories and Techniques of Counseling
ECD 539	Group Counseling
ECD 561	Strategies for Clinical Assessment in Counseling
ECD 575	Multicultural Lifespan Development
ECD 541	Substance Abuse Counseling
ECD 562	Techniques of Counseling
ECD 642	Practicum in Counseling
ECD 542	Research in Counseling
ECD 545	Counseling Couples and Families
ECD 546	Crisis Interventions in Counseling
ECD 540	Gender Issues in Counseling
ECD 651/652/653	Internship I and II

Students are expected to attend to the sequencing of courses provided in the advising checklists for each of the master's degree concentrations. These checklists are included in the student handbook, available on our website and in the departmental office. It is especially important to know and meet the prerequisites for each course in the curriculum. Failure to follow these guidelines may lead to delays in one's progress toward completing the program of studies because some courses, such as ECD 642 which has several prerequisites, are scheduled only once per year.

CACREP Standards require that students complete supervised practicum experiences: ECD 642 Practicum in Counseling totals a minimum of 100 clock hours. Of those 100 hours, a minimum of 40 hours are direct service to clients. Of the 40 hours of direct service, at least 10 hours should be in group work. While enrolled in practicum (ECD 642), students are to receive a minimum of one hour per week of individual supervision and a minimum of one and one-half hours of group supervision over one academic term from a faculty member or a supervisor under the supervision of a program faculty member.

CACREP Standards also require that students complete a supervised internship (ECD 651, 652, or 653) of 600 clock hours that begins after successful completion of the practicum. A minimum of 240 hours of the internship experience is to be in direct service to clients appropriate to one's program of study. Interns are to receive a minimum of one hour per week of individual supervision from their on-site supervisors who

themselves must have a master's degree in counseling or a closely related field, and appropriate certifications and/or licenses. In addition, interns are to receive one and one-half hours per week of group supervision throughout the internship, usually provided by a faculty member/university supervisor.

All students enrolled in practica, as well as internships, must have proof of possessing their own professional liability insurance before they are able to see clients. There are no exceptions. Relatively inexpensive professional liability insurance is available to members of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Applications for ACA and ASCA membership are available on the organization's website as are applications for professional liability insurance.

Three Master's Tracks:

There are three concentrations in the Master of Education in Counselor Education program: College Counseling and Student Development, Clinical Mental Health Counseling and School Counseling, offered through on-campus or online deliveries, with the same curriculum.

New requirements for students admitted after 2020:

All school counseling admits after 2020 are required to have practicum and internship placements in North Carolina.

Beginning in 2020, all new master's degree students in the College and Clinical Mental Health Counseling tracks will have to complete two semester internships. School counseling students may complete either one or two-semester internships

College Counseling and Student Development Program

In this specialization, the master's degree program prepares persons for entry level positions in student service agencies such as advising, career planning and development, counseling, admissions, residence life, diversity office, financial aid, and the international student office. The faculty and students of the program enjoy an excellent relationship with professionals in the University Counseling Center, and the Division of Academic and Student Affairs, and many opportunities for relevant experience are provided through internships in the various agencies.

The program (on-campus and online deliveries) is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In addition to the general program learning objectives (PLO 1-PLO8) on p. 5, the specific program objective is listed below:

PLO 12: College Counseling and Student Development - Students will demonstrate the skills, knowledge, and dispositions necessary to function as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings.

Courses in Specialization:

ECD 535	Introduction to College Counseling and Student Development
ECD 652	Internship in College Counseling and Student Development (6 credits, each in fall and spring)

(Students are placed in college or university settings which are related to their specialized interests; e.g., academic advising office, career/counseling center, multicultural affairs, etc. The primary focus should be on counseling in a college or university setting.)

Clinical Mental Health Counseling Program

This curriculum area has been designed for those who wish to become counselors and/or related helping personnel for community agencies. There is a dual emphasis on counseling and assessment skills as well as advocacy roles for the community-based professional. In addition to direct service, there is also a focus on the training director, workshop leader role. The program (on-campus and online delivery) is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In addition to the general program learning objectives (PLO 1-PLO8) on p. 5, the specific program objective is listed below:

PLO 10: Clinical Mental health Counseling - Students will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

Courses in Specialization:

ECD 536 Introduction to Clinical Mental Health Counseling
 ECD 653 Internship in Clinical Mental Health Counseling (6 credits, each in fall and spring)

School Counseling Program

Professionals prepared in this area work as counselors in public and private school settings. Programs are designed to meet school counseling licensure requirements for North Carolina. The program (on-campus and online deliveries) is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Those who wish to obtain school counselor certification from other states should contact them to determine requirements. This is particularly important for those persons who do not have a teaching certificate; it is a requirement in some states. In addition to the general program learning objectives (PLO 1-PLO8) on p. 5, the specific program objective is listed below:

PLO 11: School Counseling - Students will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all K–12 students through data-informed school counseling programs.

Courses in Specialization:

ECD 533 Introduction to School Counseling
 ECD 651 Internship in School Counseling (6 credits, each in fall and spring or in one semester)

Online Graduate Certificate in Counselor Education Program (GCCE)

This program targets degree holders who desire to increase their communication and counseling skills. This is not a professional program and cannot lead to licenses. Students who are admitted to this program are required to complete four online courses usually in a year: ECD 510 Orientation to Professional Counseling, Identity, and Ethics, ECD 530 Theories of Counseling, ECD 524 Career Counseling, and ECD 525 Multicultural Counseling. Dr. Nicole Childs is the advisor for students in this program.

Ph.D. Degree

Program Overview:

The doctoral program in Educational Leadership, Policy and Human Development (program area of study: Counseling and Counselor Education, beginning from fall, 2016 and the Counseling and Counselor

Education [Ph.D.] have been designed to prepare dedicated, knowledgeable, skillful, socially and culturally aware, and ethically responsible professionals for the 21st century.

Workplace:

Graduates typically find employment as faculty in counselor education programs, higher education directors for student development, school guidance supervisors and staff developers, educational trainers in industry and human service agencies, counseling center supervisors, career development specialists, and licensed professional counselors and supervisors.

Program Objectives:

The doctorate – with its combined focus on research, theory and practice – is designed to prepare leaders for the field of Counseling and Counselor Education.

In addition to the traditional core on developmental theory, coupled with the design and implementation of preventive interventions based on this model, the program focuses on clinical counseling theory and practice. In the design of the curriculum and throughout each course, the student's competence in theory and practice is important. Students participate in individualized field experiences appropriate to their area of studies, in settings on and away from campus.

Another major focus is the commitment to multicultural diversity, which is reflected in the required coursework and faculty-student community. In light of this, we are particularly interested in attracting students from culturally diverse backgrounds. In recent years, we have increased the proportion of culturally different students from less than 5% to almost 20% of our degree candidates. Our curriculum content acknowledges the significance of cross-cultural perspectives in counseling theory, research and practice.

Admission to the Doctoral Program

Target Students:

Applicants are expected to have a master's degree in counseling or an equivalent degree with master's level coursework equivalent to that of a 60-credit hour CACREP-accredited program. In addition to the academic credentials attesting to intellectual competence, evidence of successful leadership and outstanding professional commitment are desired.

Admissions Requirements: Doctoral students are only admitted once each calendar year and the deadline for applications is December 1st. Students who apply by December 1st will be eligible to receive funding.

1. Completed online application, resume and non-refundable application fee
2. GRE scores
3. Three recommendations from people who know your academic record and potential for graduate study (letters should be uploaded online)
4. Official* transcripts of all post-secondary education
5. Official** statement of English Proficiency (TOEFL) for international students
6. Students will be asked to submit a writing sample once application is received

Selection for admission is based on a number of considerations:
(and CMHC Masters admissions Rating Form)

1. Relevance for career goals: Reflected from performance ratings; recommendations from professors and supervisory personnel are carefully examined.

2. Aptitude for graduate-level study: Academic achievement, especially in the junior and senior undergraduate years, as well as performance in any graduate courses, is carefully evaluated for evidence of competence in intellectual inquiry.
3. Potential success in forming effective counseling relationships: Performance ratings and recommendations from professors and supervisory personnel are carefully examined for evidence of personal qualities requisite for professional competence.
4. Respect for cultural differences: Reflected from demonstrated leadership activity and/or significant work experience that represents additional important factors.
5. Interview process: Candidates are selected to be interviewed, barring significant geographical distances.
6. Other additional materials are also welcomed to supplement the application, such as a research paper, a video of some “helping” activity by the candidate, etc.

Applications and all supporting documents must be received on or before the Graduate School Priority Deadlines or the Program Deadlines. International students should also consider their specific deadlines, whichever is earlier. For questions, contact us via ncsu_couned@ncsu.edu or 919.515.2244.

**Request the test center to send your scores directly to NC State when taking the exam; GRE/TOEFL Institution code 5496. Upload unofficial copy when submitting application.

PhD Program

Program Area of Study: Educational Leadership, Policy, and Human Development (2016-2022)

Concentration: Counseling and Counselor Education (Total: 58 credits)

College Core Courses (Total: 21 Credits)

Scholar Leader Courses (6 credits)

- ED 755 Scholar Leader: Diversity and Equity in Schools and Community (3 cr.)
- ED 756 Scholar Leader: Systemic Change in Education and Society (3 cr.)

Required Research Methods (15 credits)

- ED 710 Applied Quantitative Methods in Education, or equivalent (3 cr.)
- ED 730 Introduction to Qualitative Research in Ed, or equivalent (3 cr.)
- ECD 736 Advanced Assessment in Counseling (3 cr.)
- ECD 738 Research in Counselor Education (3 cr.)

At least ONE of the following research method courses:

- ED 711 Applied Quantitative Methods in Education II (3 cr.) or
- ED 731 Advanced Qualitative Research and Data Analysis in Ed (3 cr.) or
- ED 750 Mixed Methods Research in Education (3 cr.)

Ph.D Core Course (28 Credits)

Scholar Core Required Courses (6 credits)

- ECD 732 Advanced Multicultural Counseling (3 cr.)
- ECD 860 Professional Issues in Counselor Education (2 cr. + 1 cr.)

Program Area of Study (22 credits)

- ECD 731 Career Development Theory and Research (3 cr.)
- ECD 735 Counseling Supervision: Theory and Research (3 cr.)
- ECD 843 Advanced Counseling Practicum (4 cr.)
- ECD 847 Counseling Supervision: Practicum (4 cr.)
- ECD 850 Internship in Counselor Education (4 cr.)
- ECD 886 Supervised Practice Teaching in Counselor Education (4 cr.)

Dissertation Research (9 Credits)

- ECD 895 Doctoral Dissertation Research (minimum of 6 cr.)
- ECD 899 Doctoral Dissertation Preparation (3 cr.) (Final Semester before Graduation)

*NOTE: A thesis equivalent for those not having completed a thesis during their master's program is a co-requisite: (ECD 893: Doctoral Supervised Research 2 cr.).

**GUIDELINES FOR DOCTORAL PROGRAM (Ph. D.)
(For Students Admitted before Fall, 2016)**

This program has stopped admitting new students from fall, 2016, interested students should look into Ph.D. in Educational Leadership, Policy, Human Develop –Program Area: Counseling and Counselor Education, p.17-19

Prerequisites: A masters degree in counseling or its equivalent, including a 600 hour internship, and course work which is the equivalent of ECD 524, 525, 530, 539, 540, 560, 641 and 642 . If applicants do not meet the prerequisites and are admitted, requisite work will be added to the doctoral program.

1. Prerequisites (number of credits: zero to variable)

600 hour internship _____
Master's level course work _____

2. Thesis equivalent for those not having completed a thesis during their master's program (ECD 893: Doctoral Supervised Research 2 cr.) _____

3. Theory Core (9 credits)

ECD 790B Counseling Theory and Development: Gender, Race and Cultures (3 cr.) _____
ECD 731 Career Development Theory and Research (3 cr.) _____
ECD 735 Counseling Supervision: Theo. & Res. (3 cr.) _____

4. Cognate Area* (9 credits minimum; 3 courses at doctoral level) _____

e.g. career development, diversity issues, psychology, higher education.

5. Research Core (27 credits)

ED 710 Applied Quantitative Methods in Education I (3 cr.) _____
ED 711 Applied Quantitative Methods in Education II (3 cr.) _____
ED 730 Introduction to Qualitative Research in Education (3 cr.) or PSY 710x Special Topics: Qualitative Methodology (3 cr.) _____
ECD 738 Research in Counselor Education (3 cr.) _____
ECD 790A Advanced Assessment in Counselor Education (3 cr.) _____
ECD 895 Dissertation Research (9 cr.) _____
ECD 899 Dissertation Preparation (for last semester only; 3 cr.) _____

6. Professional Application Core (18 credits)

ECD 843 Advanced Counseling Practicum (4 cr.) _____
ECD 847 Counseling Supervision: Practicum (4 cr. for 200 hr. exp.) _____
ECD 850 Internship in Counselor Education (4 cr.) _____
(3 cr. for clinical counseling: 300 hour experience;
3 cr. for teaching practicum; 100 hour experience)
ECD 886 Supervised Practice Teaching in Counselor Ed. (4 cr.) _____
(100 hour experience; 1 hour group supervision and
concurrent enrollment in ECD 850 are required)
ECD 860 Professional Issues in Counseling (3 cr. over 2 semesters;
2 cr. in fall and 1 cr. in spring) _____

MINIMUM TOTAL CREDITS = 60 cr. beyond master's degree (possible additional credit requirements and prerequisite in above categories)

***Cognate area** is a concentration in the doctoral study and a focus of the student's interest. This area may be a foundation for the dissertation. Student should consult and receive approval on a cognate area from the advisor and advisory committee. A minimum of 9 credits is required. Some prerequisite courses may be required, depending on courses requirements. Core courses in theory, research and professional application areas taken during one's master's program cannot be counted towards cognate areas. Students may also develop a minor by selecting all cognate courses from one academic department/program.

Acceptable Grades

The University's Graduate School defines grades of A+, A, A-, B+, B, B-, C+, C, or S as satisfactory performance, provided that one's average for "letter-graded" courses remains at 3.0 or better. Students should note that courses graded Satisfactory-Unsatisfactory (S-U) do not enter into the determination of one's grade point average. Thus, particularly during the first year, a student may find that even a single "B-" or "C" grade may put him/her in jeopardy, despite a number of "S" grades. By and large, the Counselor Education Program expects that its graduate students will strive to achieve "B" or better grades in all letter-graded courses. In the fall of 1998, the University instituted a plus and minus grading system for all graduate and undergraduate courses. All instructors are required to use it. Each plus or minus grade has a different weight than that given to A, B, and the like. Note that a B- is weighted below 3.0. Therefore, if one acquires grades of only Bs and Bs-, the GPA will be less than 3.00.

The Incomplete Grade

The "IN" (Incomplete) grade is a temporary one. It is given at the discretion of the instructor for a course not completed because of a serious interruption in a student's work not caused by his/her own negligence. An Incomplete (IN) grade must be made up by the end of the next regular semester (not including summer sessions) during which the student is registered, unless the instructor or teaching department involved is unable to allow the make-up. In the latter case, the instructor or teaching department will notify the student and the Department of Registration and Records of the date by which the Incomplete grade must be made up. The student must not register again for the course while the Incomplete grade stands. Any Incomplete grade not removed by the end of the next regular semester in residence or during the period specified by the instructor or teaching department will automatically become a grade of "F" and will count as a course attempted. While occasional receipt of Incomplete grades creates no problem, students should be aware that too-frequent requests for such delays in course completion suggest the sort of scheduling difficulty which ought to cause one to re-evaluate the compatibility of various outside commitments and the demands of a graduate education.

Transfer Credits Graduate School allows post-master's credits to be transferred, after evaluation, into the doctoral program. However, no outside credits will be transferred that are taken after admissions, except for courses (a) pre-approved by advisors and advisory committees and (b) registered through NC State inter-institutional registration.

REGISTRATION PROCEDURES

Go to the following Internet site for instructions about registering for courses:

<https://studentservices.ncsu.edu/>

Special note for doctoral students:

All courses taken outside of NC State after admissions into the doctoral program will not be transferred with the following exception: Upon receiving advance approval from their advisors and advisory committee, doctoral students may register for courses through inter-institutional registration office of Registration and Records for courses in some UNC-system universities. For details, please contact your adviser. Go to the following Internet site for information and procedures pertaining to Inter-institutional registration:

<https://studentservices.ncsu.edu/your-classes/exchange-programs/inter-institutional-program/>

REGISTRATION REQUIREMENTS AND TIME LIMITS

Master's Degree:

All requirements for the M.S. and M.Ed. degree must be completed within six calendar years, beginning with the date the student commences courses carrying graduate credit applicable to the degree program. This includes Non-Degree Studies (NDS) (formerly Post Baccalaureate Degree Students, PBS) coursework taken prior to acceptance into the degree program. After a student is admitted to the Graduate School and enrolls for the first time, he/she is required to maintain continuous registration. Continuous registration refers to a student's enrollment each semester, excluding summer sessions, until he/she has either graduated or his/her graduate program has been terminated. All students attending classes must be registered for either credit or audit.

A student in good academic standing who must interrupt his/her graduate program for good reasons may request a leave of absence from graduate study for a definite period of time, not to exceed one year within a given graduate degree program. The student should initiate the request with the chair of his/her advisory committee and have it approved by his/her Director of Graduate Programs (DGP) before the DGP submits it to the Graduate School. The Graduate School should receive the request at least one month prior to the first day of the term involved. The time that the student spends on an approved leave of absence will be included in the time allowed to complete the degree, i.e., 6 years for the Master's and 10 for the doctoral. Time limits are not extended.

Doctoral Degree:

The University expects a doctoral student to have been registered for graduate work (at NCSU or at another accredited graduate school) for at least six semesters beyond the B.A./B.S. before receipt of the Ph.D.

All requirements for the Ph.D. degree (including submission of the dissertation in final form to the Graduate School) must be completed within ten calendar years, beginning with the date the student commences courses applicable to the doctoral degree. This includes Non-Degree Studies (NDS), formerly Post Baccalaureate Degree Students (PBS) coursework taken prior to acceptance into the degree program. Within this time period a student is allowed a maximum of six calendar years to pass the written and oral preliminary exams and attain candidacy for the degree.

Doctoral students are required to be registered continuously from admission through the passing of the preliminary examination. After a student is admitted to the Graduate School and enrolls for the first time, he/she is required to maintain continuous registration. Continuous registration refers to a student's enrollment each semester, excluding summer sessions, until he/she has either graduated or his/her graduate program has been terminated. All students attending classes must be registered for either credit or audit.

A student in good academic standing who must interrupt his/her graduate program for good reasons may request a leave of absence from graduate study for a definite period of time, not to exceed one year within a given graduate degree program. The student should initiate the request with the chair of his/her advisory committee and have it approved by his/her Director of Graduate Programs (DGP) before the DGP submits it to the Graduate School. The Graduate School should receive the request at least one month prior to the first day of the term involved. The time that the student spends on an approved leave of absence will be included in the time allowed to complete the degree, i.e., 6 years for the master's and 10 for the doctoral. Time limits are not extended.

DEGREE REQUIREMENTS, PROCESS, SCHEDULING EXAMINATIONS AND PRESENTATIONS

Overview

Doctoral students develop the plan of study with the adviser, and student advisory committee. Doctoral students are required to complete all courses, then they will work with the student advisory committee for the preliminary examination in order to advance into their candidacy. Finally, they will complete their dissertation.

Process for Preliminary Examination and Dissertation:

Doctoral committees should be organized around two key elements—the program area and thematic or disciplinary threads that ensure commitment to research and individuality. Students should select a minimum of four committee members who are particularly well qualified to provide guidance on the student’s advanced coursework, scholarly professional interests, and dissertation topic. Committee members can be drawn from graduate faculty members across the University. The College recommends that at least two of the members of the doctoral committee, the chair and another member, come from the student’s program area. Associate faculty members or those from outside the program area may co-chair the committee. Through the Director of Graduate Programs and the approval of the Graduate School, a faculty member from another university (who is not an inter-institutional graduate faculty member) or a professional from industry or government with credentials comparable to those required for membership on the graduate faculty, may serve as an external member, in addition to the number of committee members normally required. The expectation is that students meet with their advisor as they near completion of coursework in order to discuss committee membership.

Doctoral committees are responsible for guiding students to successful degree completion. Specifically, they are responsible for making sure students have completed the necessary coursework, outlined and administered comprehensive exams, preliminary proposals, and dissertations. As part of this, the expectation is that the doctoral committee will monitor the student’s progress toward degree completion and provide guidance that will support the student to achieve his/her future career goals.

More information about the composition of the doctoral committee, functions and requirements of the doctoral committee, and other matters as related to the doctoral committee can be found in Section 3.2 in the Graduate Handbook.

Scheduling of the thesis/dissertation defense requires certification by the student's chairperson (on behalf of the committee) that the written thesis or dissertation is acceptable to the faculty and is therefore in its penultimate form—pending only minor modifications and/or such changes as may arise from the defense process itself. A copy of the thesis/dissertation must be filed with the program no later than two weeks before the defense. Scheduling the oral prelim requires certification that the student has passed the written portion of the preliminary exams.

It is the student's responsibility to contact committee members to schedule the date/time for each of these special exams or presentations. Once a decision agreeable to all committee members has been reached, the student will notify his/her chairperson who will then submit the necessary form to the program. The student should check back to make sure that there has been no scheduling problem and to determine the assigned room. It is also a good idea to consult with all the committee members and Graduate School representative (if applicable) at least one day before the prelim or thesis/dissertation defense, to remind them of the time and place for the meeting. Ph.D. students should also make sure that a copy of the dissertation is delivered to the Graduate School representative, if there is one, at least two weeks before the date of that defense.

The oral preliminary exam must be scheduled as soon as possible following certification by the committee chair that the written prelims have been passed. Ordinarily this will be within four weeks of such certification.

Extensions are possible only on the recommendation of the student's committee and with the approval of the Program Head and the Graduate Program Director. Failing the oral exam constitutes a failure on the entire preliminary exam. Any retake must include both a written and an oral exam and must occur no sooner than one full semester (or its equivalent) after a failed attempt. The opportunity for a second prelim is at the option of the student's Advisory Committee and only one such retake is ever permitted.

If a preliminary exam results in a conditional pass, the conditions and the date by which they must be met are to

be specified by the committee. The completion deadline should indicate as short a time period as reasonable and shall not extend beyond the end of the next full semester. Failure to meet the deadline will result in failing the exam. Normal procedure governing the retaking of the entire exam then becomes effective. Once a preliminary exam has begun, and until it has been completed in a satisfactory manner, there will be NO changes in the makeup of the student's committee except under extraordinary circumstances such as a death or serious illness of a committee member.

Written and Oral Preliminary Exams

The written preliminary exam is an opportunity for Ph. D. students to demonstrate their command of the literature of the field and to show an ability to synthesize material. This activity allows for greater consideration of detail and depth of one's review than usually will occur in the oral examination.

The oral preliminary exam will ordinarily occur no more than four weeks after the written examinations have been passed. The Graduate School's representative, if there is one, will participate in the oral preliminary exam. The exam is an opportunity for the student to answer committee members' questions about the written exam.

The dissertation proposal meeting follows successful completion of the preliminary examination and does not require scheduling coordination with the Graduate School. At least one week prior to this meeting, the student will have submitted a detailed written proposal to each committee member. All committee members should have read the research proposal, and this meeting is an opportunity for everyone to discuss the specifics of the research jointly. Ideally, by the end of this meeting there should be a clear agreement among those present that the proposed study is appropriate and feasible and that necessary controls have been adequately incorporated. Although the meeting does involve the expectation that the student be able to discuss and provide some rationale for the proposed research, it is also the duty of the committee to provide as much constructive input as possible, in order that the eventual research will be the best project possible.

Special Guidelines for the Written Preliminary Examination

The four-member doctoral committee is composed of the student's chair (or co-chairs), and two (or three) members from the departmental faculty (and possibly a faculty representative of the cognate courses.) The departmental representatives can include visiting and/or adjunct appointments if they are members of the University's Graduate Faculty. The four-faculty person committee has the following guidelines for the written preliminary examination. Students have the option of requesting a Graduate School Representative on their advisory committee. The Graduate School will assign a representative if all members of the committee are from the Counselor Education faculty.

Negotiated Examination

In lieu of preliminary exam, a student may choose to take the negotiated exam. The student meets with the advisory committee and presents/discusses an outline for a special paper of at least 30 and no more than 50 pages. The topical area selected can be any area that is highly relevant to counselor education. The purpose of the paper will be to demonstrate a high level of in-depth critical analysis, synthesis and originality. The committee may choose to accept the topic and make suggestions to clarify the question or the committee may request a second meeting to consider a revised submission by the candidate. Once the candidate begins the process (normally six weeks), the student will work on the examination without the committee's assistance.

In all cases, the committee will evaluate the product on a Pass-Fail basis (with a unanimous vote necessary). Generally, the evaluation should be completed in one month. In some cases, a conditional pass may be registered, and additional clarifications may be requested. The advisory committee, in the event of a failure, may recommend termination or a second written exam. In the latter case, the committee is also to recommend additional background work and/or course work to ensure success as well as the format to be followed. If a candidate fails the exam twice, the candidacy is ended.

Eligibility

A student is eligible for the Counselor Education Program's written prelims during the final semester of course work or within completion of six hours of the final courses listed on the study plan. Internship credits are excluded. The student needs to complete written prelims in both the major and minor or supporting program in the same academic year.

The following guidelines apply to the Negotiated Exam:

Introduction [2-3 pages]
Theory Section [roughly 20 pages]:
Justify your choice of theories (whether it be 2, 3, or some other number)—why are these the most relevant/appropriate to your interest—this also (or instead) could go in introduction section.
Explain what criteria/guidelines you will utilize to critique your chosen theories (See section titled Criteria for Critiquing Theory).
Critique each theory using those criteria. Each theory also needs to be evaluated from the perspective of
Research Section [roughly 20 pages]:
Select 4-6 articles (depending upon committee recommendation) that are relevant to your topic of interest—these can and often are related to the theories selected above.
Justify your choice of articles, taken into consideration the participant pool, methodologies, etc. [Ask yourself whether these provide a good representation of what is out there in the literature as well as a broad enough range of demonstration of your ability to critique research.]
Explain criteria/guidelines you will utilize to critique your research articles (e.g., are there different criteria for different methodologies?) (See sections titled Criteria for Critiquing Factor Analysis, Correlation, Regression, and Survey Studies; Criteria for Analyzing and Designing True and Quasi-Experimental Research Designs; and Criteria for Critiquing Qualitative Methods.)
Critique each article accordingly [use remaining pages left for this section, divide by the number of articles selected.]
Synthesis Section [3-5 pages]:
What have you learned? What are your conclusions? Where are the gaps in the literature? Where are your gaps in knowledge?
References Section – list references used in the exam document.
Important Note: Negotiated Exam should be written in APA style, with headings and subheadings to organize it appropriately for its content.
A brief prospectus must be submitted to committee approximately 2 weeks prior to Negotiated Exam Proposal meeting and approved by that meeting, which includes information on each section above sufficient for committee to make determination on appropriateness of topic, theories, research articles, etc.
Criteria for Critiquing Theory:



Assumptions and Premises

What are the assumptions stated by the theory?

Key Constructs (i.e., ideas, concepts)

What are the key constructs and ideas proposed by the theory? How are key constructs defined?

Definitions

What important definitions are included in the theory?

Precision (i.e., clarity)

Usefulness (i.e., applicability to stated issue or problem)

Is the theory precise, clear, useful? How is the theory useful? Applicable?

With what populations? In what contexts?

Testability

Can hypotheses be generated from the theory that can be tested empirically and clinically?

Comprehensiveness

How is the theory comprehensive?

Generalizability**Integration of previous theory and research**

Does the theory integrate previous theory and/or research? Describe previous theory and/or research are integrated with this theory.

Integration of multiculturalism and diversity concepts

Does the theory integrate multiculturalism and diversity concepts? Describe and explain, for example, cultural values; multiple dimensions of identity; universal and cultural-specific strategies; individualism and collectivism, as they are addressed by the theory.

Integration of historical, social, political, economic, and other relevant contextual information

Does the theory integrate historical, social, political, economic, and other relevant contextual information? Describe and explain, for example, client and client systems; prejudice, discrimination, and racism at the individual, institutional, and cultural level, as they are addressed by the theory.

Integration of social justice concepts

Does the theory integrate social justice concepts? Social justice refers to the commitment to ensuring change locally, nationally, and internationally based on the valuing of fairness and equity in resources, rights, and treatment for marginalized individuals and groups of people who do not share equal power in society because of their immigration, racial, ethnic, age, socioeconomic, religious heritage, physical ability, or sexual orientation status groups (Constantine, Hage, Kinaichi, & Bryant, 2007, p. 24).

Implications for organizing existing knowledge and for placing it in a context meaningful to researchers, practitioners, and training programs

Does the theory help to meaningfully organize and contextualize information for researchers, practitioners, and training programs?

Criteria for Critiquing Factor Analysis, Correlation, Regression, and Survey Studies:**Factor Analysis Studies**

<p>Was the rationale for the study sufficient?</p> <p>Did the goals or research questions clearly indicate the true purpose of a factor analysis?</p> <p>Were the population and sample defined or described clearly and comprehensively enough, and is the sample representative enough to make the findings useful? Is it large enough?</p> <p>Was the measurement scale described sufficiently and does it seem valid and reliable?</p> <p>Was the data collection process unobtrusive?</p> <p>Was the type of factor analysis identified? (e.g., exploratory, confirmatory, principal factors, principal components), and was the choice appropriate?</p> <p>Were the steps in the analysis presented clearly? (e.g., rotation method, derived factor, eigenvalues, correlations, percent of variance accounted for)</p> <p>Were the results presented accurately and appropriately?</p> <p>Were the names of the derived factors presented clearly?</p> <p>Were there tables that summarized the intercorrelations and the relevant values associated with the derived factor?</p> <p>Did the tables stand alone?</p> <p>Were the findings discussed in conjunction with the research questions or goals?</p> <p>Were the findings discussed in relation to previous findings and identified theories?</p> <p>Were the implications for professional practice and further research discussed?</p> <p>Were there any potential generalizations of the findings?</p>
Correlation Studies
<p>Was the rationale for the study sufficient?</p> <p>Did the goals or research questions clearly indicate the true purpose of a correlation analysis?</p> <p>Was the sample defined or described clearly and comprehensively enough, and was it representative enough to make the findings useful? Was it large enough?</p>
<p>Were the measurement scales defined sufficiently, and did they seem to be reliable and valid?</p> <p>Did the measures have sufficiently wide ranges in the scales?</p> <p>Was the data collection process unobtrusive?</p> <p>Were the steps in the analysis stated clearly?</p> <p>Was the strength of the relationships reported? (i.e., r^2)</p> <p>Was the correlation matrix provided so that all correlation relationships are reported? (r and p-values, positive—negative, significant—non-significant)</p> <p>Do the tables stand alone?</p> <p>Were the findings discussed in relation to the goals or research questions?</p> <p>Were the findings discussed in relation to previous research?</p> <p>Were there recommendations for practice and for further research?</p> <p>Were there any potential generalizations of the findings?</p>
Regression Studies
<p>Was the rationale for the study sufficient?</p> <p>Did the goals or research questions clearly indicate the true purpose of a regression analysis?</p> <p>Was the sample defined or described clearly and comprehensively enough, and was it representative enough to make the findings useful? Was it large enough?</p> <p>Were the measurement predictor and criterion scales defined sufficiently, and did they seem to be reliable and valid?</p> <p>Was the data collection process unobtrusive?</p> <p>Was the type, or the types, of regression analysis or analyses identified and explained? Was the type used appropriate?</p> <p>Were the steps in the analysis stated clearly?</p> <p>Were the best predictors identified?</p> <p>Were the standardized Betas reported?</p> <p>Was the strength of the relationships reported? (i.e., R^2)</p> <p>Was the correlation matrix provided so that all correlation relationships are reported? (R and p-values, positive—negative, significant—non-significant)</p> <p>Do the tables stand alone?</p>

<p>Were the findings discussed in relation to the goals or research questions? Were the findings discussed in relation to previous research? Were there recommendations for practice and for further research? Were there any potential generalizations of the findings?</p>
<p>Survey Studies</p>
<p>Was the rationale for the study presented clearly? Was the purpose or goal of the survey study presented clearly? Were the population sample defined clearly? Was the sample representative enough? Were the procedures for recruiting participants presented clearly? Was there a follow-up in order to increase the sample size, and were the follow-up recruiting efforts appropriate? Was the return response rate reported? Was it high enough to accept the findings and recommendations? Was the survey development process presented clearly and in enough detail? Did the survey item categories seem to match the goals? Was there any evidence of validity and reliability for the survey scale? Were the methods for collecting and scoring the responses provided clearly? Were they appropriate? Were all of the findings presented in the narrative and tables? Did the tables stand alone? Were the findings presented accurately and appropriately? Were the findings discussed regarding: (a) the research questions or goals, (b) implications for professional practice, (c) implications for research, and (d) previous research and theory?</p>
<p>Criteria for Analyzing and Designing True and Quasi-experimental Research Designs:</p>
<p>Preliminary Questions</p> <p>Is the study based on descriptive, difference, or relationship question? Is it a field or laboratory study? Using the notations provided in the Heppner et al., text (e.g., R X O) diagram the design of the study</p>
<p>Basic Questions</p> <p>What are the research questions? What are the research hypotheses? If applicable, what are the independent and dependent variables? Was the independent variable appropriate operationalized? Was the definition of the independent variable similar to previous uses? Were the dependent variables appropriate operationalized? Were the definitions of the dependent variables similar to previous uses? Was there random assignment of participants to treatments?</p> <p>If yes, how did that impact threats to internal validity? If no, were any of the following procedures employed?</p> <p>Random assignment of intact groups to treatments Pretest manipulations to compare groups prior to the intervention Were there a sufficient number of participants to avoid a Type II error? Were the participants aware of the research hypotheses?</p> <p>If yes, what was done to adjust for this and how was it manipulated? What population did the participants represent? In what ways was the potential homogeneity of the sample a limitation? Was anything done to adjust for the potential homogeneity of the sample (e.g., analysis of covariance)? Was this recognized as a possible limitation in the discussion?</p>

<p>Was there evidence of participant attrition?</p> <p>If so, what was done to adjust for it?</p> <p>Was the content of the independent variable standardized?</p> <p>Was the independent variable manipulated prior to collecting dependent measure data?</p> <p>How many exemplars of the independent variable were there?</p> <p>(Any evidence of mono-operation bias?)</p> <p>How many ways was the independent variable operationalized?</p> <p>(Any evidence of mono-method bias?)</p> <p>Were experimenters aware of the research hypotheses?</p> <p>If yes, what was done to adjust for potential experimenter bias?</p> <p>What was done to make all independent variable treatments appear valuable while also keeping them independent of each other?</p> <p>Was the treatment intervention too long, too short, or appropriate in duration?</p> <p>Were the dependent measures sufficiently standardized?</p> <p>Did the dependent measures have sufficient evidence of reliability and validity?</p> <p>Were the dependent measures appropriate for the population sample?</p> <p>Were the collections of the dependent measure data independent of each other?</p> <p>Were the dependent measures sufficiently different and independent of each other?</p> <p>How many exemplars were there for each dependent variable?</p> <p>(Was there evidence of mono-operation bias?)</p> <p>How many ways were the dependent variables operationalized?</p> <p>(Was there evidence of mono-method bias?)</p> <p>Were the dependent measure data collections conducted concurrently?</p> <p>Were there a number of statistical comparisons?</p> <p style="padding-left: 40px;">If yes, what was done to avoid a Type I error (e.g., multiple analysis of variance)?</p> <p>In what ways was the independent variable treatment intervention generalizable beyond the present study?</p> <p style="padding-left: 40px;">Was generalizability of the intervention treatment addressed in the discussion?</p> <p>What real world settings were represented in the study?</p> <p style="padding-left: 40px;">How generalizable are the findings to other settings?</p>
<p>Criteria for Critiquing Qualitative Methods:</p>
<p>Is the qualitative approach inductive or deductive?</p> <p>Is the approach either post positivist, constructivist, or emancipatory?</p> <p>Is the role of the participants emic or etic? What are the strengths and challenges to each approach?</p> <p>If coders were used, how were they trained?</p> <p>What are the advantages and disadvantages of having one or multiple coders?</p> <p>What data sources were used?</p> <p>What type of coding was used?</p> <p>How were data collected?</p> <p>Describe the observation and transcription process.</p> <p>How were themes or categories developed?</p> <p>How were data reported?</p> <p>What was the process for inter-rater agreement (i.e., reliability)?</p> <p>Trustworthiness: How could the researcher's understandings be inaccurate?</p> <p>Describe the differences among Credibility, Transferability, Dependability and Confirmability</p>
<p>References Used for Exam Criteria:</p>

Theory

Sue, D.W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice* (4th ed.). New York: Wiley.

Quantitative Methods

Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., & Wang, K. T. (2015). *Research Design in Counseling*. Cengage Learning.

Qualitative Methods

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks: Sage Publications.

APPROVAL FOR DISSERTATION RESEARCH

A formal written proposal of thesis or dissertation research is required from each Ph.D. student. The dissertation proposal consists of three chapters: (1) an introduction which describes the background for the proposed work, provides the conceptual justification for the research, and states any explicit hypotheses to be tested; (2) a review of the theoretical and research literature pertaining to the topic of the dissertation; and (3) a method section which describes in detail what will be done, the equipment and subjects involved, and the overall design, as well as a discussion of possible pitfalls, hazards to subjects, etc.; an analysis section which describes the types of data which will result and (as explicitly as possible) the sorts of statistical procedures and analyses to be employed. This last section should also discuss how the data to be collected will be used to evaluate the experimental hypotheses or research questions with which the project started and any limitations on such evaluations. A list of references used is, of course, always required. Figures, graphs of anticipated or theoretically predicted results, and tables are optional, dependent upon the field of study involved.

Presentation of the Proposal

The written proposal should be typed double-spaced and should follow the usual conventions outlined in the Publication Manual of the American Psychological Association. The student should submit an unsigned proposal to his/her advisory committee. It is a good idea for the committee chairperson to have read and tentatively approved the proposal--perhaps in draft form--before submitting the formal document to the rest of the committee.

After all members of the committee have read the proposal, they should agree with the student on a time for a group discussion of the proposed work. During the meeting on the proposal the student will be responsible for presenting a summary of the planned research, including its' background and justification. Questions, suggestions, and comments may be made by members of the student's committee, as well as by any of the above-mentioned guests.

Acceptance of the Proposal

Following presentation and discussion of the proposal, the student's advisory committee will decide upon the acceptability of the proposed research. Any necessary changes resulting from the discussion should be clearly noted on the proposal. The committee chairperson will decide whether such changes can be indicated by marginal notes or addenda or whether the proposal must be rewritten/retyped for clarity.

It should be noted that acceptance of a research proposal does not imply any expectation that the student will (or should) precisely follow every detail to the letter. Faculty and students should be aware that conducting research is a dynamic process. It is quite likely that certain modifications of procedures will suggest themselves as the project proceeds. Those involved in conducting or advising research have an obligation to make such modifications if they are both practically and methodologically reasonable and if, by their inclusion, the quality of the research or its interpretation will be improved. The graduate student and his/her advisory committee should maintain an open channel of communication, so that all parties can be properly informed of (and in agreement about) such modifications as they become necessary.

RETENTION POLICY

Part I: Retention Policy

Standard 1.P of the 2016 Council for Accreditation of Counseling and Related Educational Programs' (CACREP) standards requires that "the program faculty conduct a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development." The NC State Counselor Education Program addresses retention through faculty advising, peer advising, and the biannual faculty reviews of student progress. In the case of faculty advising, each student meets with his or her advisor at the beginning of each semester to review the student's overall progress in the program. The advising that takes place at this time is confidential and addresses the student's academic progress and his or her professional development and personal well-being. Different strategies students may use to improve their progress in the program are discussed at this time. In addition, all students are free to consult with any faculty member other than his or her advisor at any time regarding academic, professional, or personal issues.

Students who experience academic or personal difficulties are referred to an appropriate source of assistance (e.g., the University Counseling Center) if the difficulties cannot be--or should not be--resolved within the program. All students are eligible for free counseling and health services at the University. In addition, students in good academic standing may request and receive a leave of absence for a maximum of two academic semesters with the agreement of their advisor and the approval by the Director of Graduate Program (DGP).

Students may be terminated for academic failure, ethical violations and/or personal unsuitability for the counseling profession. If evidence gathered from various sources for assessing student progress indicates that the process for termination should be initiated, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study" (CACREP, 2009, p.5). The termination process is consistent with established institutional due process policy and the American Counseling Association's (ACA) code of ethics and other relevant codes of ethics and standards of practice.

Part II. Academic Standards

1. Students in graduate programs at North Carolina State University are required to adhere to the academic policies of the Graduate School. (<https://grad.ncsu.edu/students/rules-and-regulations/handbook/3-17-grades/>)
2. Counselor Education masters (on-campus or online) and doctoral students are expected to adhere to the following policies regarding minimum grade requirements.

Acceptable Grades:

- The University's Graduate School defines grades of A+, A, A-, B+, B, B-, C+, C, or S as satisfactory performance, provided that one's average for "letter-graded" courses remains at 3.0 or better. Students should note that courses graded Satisfactory-Unsatisfactory (S-U) do not enter into

the determination of one's grade point average. Thus, particularly during the first year, a student may find that even a single "B-" or "C" grade may put him/her in jeopardy, despite a number of "S" grades. By and large, the Counselor Education Program expects that its graduate students will strive to achieve "B" or better grades in all letter- graded courses. The University adopts a plus and minus grading system for all graduate and undergraduate courses. All instructors are required to use it. Each plus or minus grade has a different weight than that given to A, B, and the like. Note that a B- is weighted below 3.0. Therefore, if one acquires grades of only Bs and Bs-, the GPA will be less than 3.00.

- Students enrolled in both the master's and doctoral programs in Counselor Education at North Carolina State University must earn grades of B- or better in all letter-graded core courses and Satisfactory (S) in all courses using S/U grading scale in order to be eligible to take the written comprehensive examination.
- The above requirement includes courses taken while a NDS/PBS (non-degree) student prior to being accepted to the master's or doctoral programs.
- Grades in required 500 and 700 level courses that are neither ECD or cognate courses must be C or higher to complete the program. If not, they need to be repeated prior to graduation. One repetition is allowed.
- Courses in which grades are below the required minimum standards may be retaken one time each in order to achieve the desired grade levels (i.e., B- or higher in ECD 500 and 700 level courses and S in ECD 600 or 800 level courses).
- If unable to meet the requisite course grade standards for the written comprehensive examination, students will not be permitted to continue in the Counselor Education training program.

Part III. Student Assessment Process

NC State's Counselor Education program is committed to graduating highly qualified professionals into the field of counseling, as well as supporting enrolled students as they move toward graduation. In the Counselor Education's Student Assessment Process all masters and doctoral students will be assessed and provided feedback regarding if they are meeting expectations in the program. In this document the following will be addressed:

1. The assessment process completed on all graduate students in the Counselor Education program.
2. The process that occurs when a student is not meeting academic or professional expectations on a course or program level.

Assessment of all program students:

Every student in the Counselor Education will be assessed using a program wide assessment. Currently the program will be using the DSKCA (The Dispositions, Skills, and Knowledge Competency Assessment by Soli and Stretch, 2017). Instructors for each course, including clinical field experiences, will evaluate students on the DSKCA. The assessment is structured so that each instructor will assess students only on those competencies applicable to that specific course. The Counselor Education faculty conducts a review of all students on an annual (or more frequent) basis to determine each student's progress throughout the program. This structure is consistent with the policies, regulations, and rules of the graduate school governing regular assessment of students.

Advisors are responsible for compiling relevant data on each advisee prior to the annual Student Progress Evaluation Meeting for faculty members to review. Each faculty advisor will be given a checklist of the items required by the graduate school to bring to the spring all-faculty progress evaluation meeting. Additionally, the advisors will have and share the DSKCA results from their advisees' courses. As a result of the annual progress evaluation meeting, all students will receive a letter from the program that informs them whether they are currently meeting expectations.

In addition to the spring annual progress evaluation meeting, one hour of a mid-fall semester faculty meeting and mid-spring semester faculty meeting will be designated to discuss students who are having repeated academic or professional challenges in their coursework.

Evaluations of student progress are guided by the NC State Code of Conduct (Pol. 11.3.01), NC State University Department and Graduate School Policies (Rule 0225.08), the American Counseling Association (ACA) Code of Ethics, individual ratings on the DSKCA, and other related university/college/department policies as outlined in the student and internship handbooks.

Program Level Remediation Plan

During the annual student evaluation meeting in the spring semester, the faculty will consider whether a program remediation plan is recommended for any student. These judgments would be made with consideration of the NC State Student Code of Conduct, the ACA Code of Ethics, individual ratings on the DSKCA, and other university/college/department policies as outlined in the student and internship handbooks. Remediation plans may be recommended for a variety of reasons, including the following:

- **Academic Reasons**, including falling below the course work standards set by the graduate school (for example, falling below the minimum GPA, being placed on Academic Warning or Academic Probation), and/or
- **Non-Academic Reasons**, including failure to meet professional expectations of the program, including but not limited to the following expectations:
 - Willingly accepting and applying feedback from instructors and supervisors;
 - Maintaining positive relationships within the NC State Counselor Education community, including with faculty members, students, supervisors, and staff; and
 - Demonstrating empathy for individuals from a variety of diverse backgrounds and experiences.

As a result of the annual student evaluation meeting all students will receive a letter from the Counselor Education faculty stating that they are meeting program expectations or not meeting expectations and in need of a remediation plan. If a student is recommended for a program remediation plan, a face-to-face meeting will be scheduled with the student. The meeting will typically include selected faculty members and the student's advisor. The Clinical Coordinator may also be included if the concern involves a student's clinical placement. The faculty's concerns will be shared with the student and the student will receive adequate time to respond to discuss their thoughts, feelings, and reactions to those concerns.

There are two levels of remediation plans:

Level 1 Remediation:

If the review concludes that Level 1 Remediation is warranted, a written Student Remediation Plan will be put in place. This plan should address potential methods to remediate the identified behaviors and may involve outside parties (e.g., mental health professionals). Adherence to the plan will be determined by the student's remediation team (e.g. student's advisor and selected faculty)

The written Student Remediation Plan will state specifically the exact actions that must be taken by the student to satisfy adherence to the plan. This plan will

1. State clearly the faculty's concerns;
2. Provide the student the opportunity to correct these concerns;
3. Make the student aware of the consequences for not following through; and
4. Clearly state expected behavior changes and time frames for demonstration of said behaviors.
5. All involved parties will sign the plan and the student will be given a copy of the plan.
6. The advisor is responsible for monitoring student progress throughout future semesters including coordinating any follow up meetings with the student.

If the student declines to come to the remediation meeting, refuses to perform the written remediation plan, and/or continues to have academic or personal and professional concerns despite intervention steps, then they will move to a level 2 remediation where they will meet with the Counselor Education faculty. With level 2 remediation, there is a risk of dismissal from the program.

Level 2 Remediation

During a level 2 remediation, the program coordinator will inform the student of the change in remediation level and ask the student to come to a meeting with program faculty to evaluate. At this point in the student evaluation process, if the faculty deems that all efforts with the student have not been met with success and the student is not a good fit for the program, they will recommend dismissal.

If a student does not agree with the decision rendered by the Counselor Education Faculty committee, he/she can go through a grievance process at the university level. The grievance policies and procedures for students attending NC State University are described at the following internet site:

<https://grad.ncsu.edu/students/rules-and-regulations/handbook/5-1-discipline-and-grievance-procedures/> and in the departmental policy <https://policies.ncsu.edu/regulation/reg-11-40-02/>.

The Counselor Education Student Assessment Process is published in the program student handbook. It will be updated accordingly.

Personal Growth Expectations as Counselors-in-Training

The faculty and staff members of the NCSU Counseling Programs are committed to providing support while building healthy relationships to ensure academic success. Support includes but is not limited to instructors, advisors, graduate assistants, and student ambassadors. Therefore, students within the NCSU Counseling programs are expected to: pursue excellence, communicate effectively, and build wholesome relationships with the NCSU Counseling team and fellow peers.

One expectation we have for graduate students in the NCSU Counseling programs are related to professionalism. One way you will demonstrate professionalism is through your communication and respect for peers, faculty, and staff. We expect that you will stay in frequent communication with us, especially if something is interfering with your course success. We also expect your communication, whether written or verbal, face-to-face or electronic, to be respectful of others. Professionalism also includes timely and respectful responses to emails sent by faculty and staff members. These responses let us know that you are receiving and reading these important messages.

The NCSU Counseling programs require dedication, commitment, excellent time management, and self-care skills. There are multiple readings and assignments due throughout each week; in the online classes you are required to be active in discussions at least three days of each academic week (Monday – Sunday). You must turn assignments in on time, as late assignments are not accepted. To help you succeed, we highly encourage you use a calendar, planner, or time management system.

One of the most wonderful aspects of the NCSU is the abundance of resources available to you. You can access tutoring, proofreading, library assistance, writing skills classes, graduate student success classes, disabilities services assistance, and more on the NCSU website and through your courses. However, these services cannot benefit you if you do not access them. As a graduate student, you must make the most of these wonderful services for them to be helpful.

Personal Growth - Expectations

You will not leave the NCSU counseling program the same way you entered. Being a counselor-in-training is an academic and a psychological process. You will be challenged to examine yourself in relation to everything you know to be true. Most likely, the way you determine “truth” will transform throughout the program. You will develop in four essential areas, which we refer to as the Essential Threads: professional identity, practical application, multicultural competence, and ethical decision-making. The development of these threads will change how you view yourself, others in your life, and the world in general. You are the primary tool of the counseling in which you will engage so you will engage in ongoing self-development as you become more refined as a counselor-in-training. All this change and growth will be exhausting and exhilarating. Therefore, you must engage in ongoing self-care and reflection throughout the process. The faculty will role model self-care and provide opportunities for you to discuss and plan for your own self-care.

RACIAL AND SEXUAL HARASSMENT

NC State University policies and procedures pertaining to racial and sexual harassment are described in detail at the following Internet site:

<http://policies.ncsu.edu/regulation/reg-04-25-02>

Racial and sexual harassment are forms of discrimination in violation of federal and state law and North Carolina State University policy and will not be tolerated. North Carolina State University will respond promptly to all complaints of sexual harassment. Faculty, staff, and students should be aware that violation of this policy will lead to serious disciplinary action up to and including dismissal. North Carolina State University desires to maintain a work environment for all employees and an academic environment for all faculty and students that is free from all forms of harassment and discrimination. North Carolina State University wishes to maintain an environment which supports and rewards individuals on the basis of such relevant factors as academic ability and work performance.

ENDORSEMENT POLICY

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) states that: "A formal endorsement policy by an academic unit with a CACREP accredited program should stipulate endorsement for employment or credentialing only in the program area in which a student received training (i.e., graduates from the School Counseling program would be endorsed for school counseling positions, but

not for mental health counseling positions)." In order to fulfill this requirement, letters of recommendation prepared by the department's faculty members will indicate the concentration in which each student was enrolled (i.e., community/agency, school counseling, or college counseling) and will describe the nature of the internship which the individual completed (i.e., setting, population served, and the number of hours completed). In addition, program faculty members will only recommend individuals for licenses and certificates for which they are qualified by having met the requisite standards.

COLLEGE RESOURCES

The Media and Education Technology Resource Center (METRC) of the College of Education

The Media and Education Technology Resource Center <https://ced.ncsu.edu/metrc/> is a special center located in 400 Poe Hall. The Program makes extensive use of this center and the university library. Kits, games, visual aids, video equipment, and other media materials are available for teaching classes and familiarizing students with materials available for the use of counselors and student development educators.

College of Education Computing Facility

The College of Education Computing Facility is located in Room 417 and the METRC in Poe Hall. The facility has many computing resources available to students as well as consultation services.

Nu Sigma Chi Chapter of Chi Sigma Iota

Chi Sigma Iota is an international counseling academic and professional honor society. The Nu Sigma Chi Chapter was founded at NC State in 1997. Student members must be enrolled in either the master's or doctoral program, have completed the equivalent of at least one full academic semester (9 credits), and maintained an overall grade-point-average of 3.5 or higher. Members are able to participate in the activities of the local chapter and receive the benefits of membership in the international organization.

University Graduate Student Association <https://orgs.ncsu.edu/gsa/>

All graduate students are members of the UGSA. Graduate students may apply to UGSA for travel funding if they present a paper at a professional conference.

Resources for DE online Students

Distance Education Department (Delta) at NC State has provided the financial and other resources and facilities for the required change, including web and program design, conversion of courses from face-to-face to online, hiring new faculty and staff, on-going training about the learning technologies, etc. DELTA supports the development and implementation of DE courses and programs and manages a wide variety of faculty and student services and support. Responsibilities include planning and development services for new DE degree, certificate, and licensure programs. The department provides faculty training and support for DE courses and curriculum development and conducts environmental scans and analytics to gauge interest and demand for DE-based programs of study. It facilitates enrollment planning for programs and allocates funding based on enrollment projections. It is responsible for compliance with the state authorization process for all NC State DE programs, verifying statutes and regulations, completing necessary application and approval processes, and updating information.

DELTA centrally administers NC State's distance education activities and support services. It schedules all DE courses and sections and provides student advising services, application and enrollment services for non-degree seeking students, DE and UNC Online web site updates, student communications, course detail information, DE faculty orientations and workshops, a virtual orientation for DE students, an online FAQ, campus proctoring services and remote testing arrangements. This unit also designs, implements, and

evaluates DE student and faculty services through surveys conducted semi-annually and annually. Findings are issued in reports with recommendations for changes and enhancements to existing services or implementation of new services. It also disseminates information regarding FERPA regulations, IP/copyright regulations and guidelines, and updates to policies and procedures pertaining to DE. DELTA collaborates with other NC State units to provide library resources, student registration, authentication with a unique campus ID and password, ID cards, financial aid, and billing services. Additional information on DELTA's DE student services and support is available online: <http://distance.ncsu.edu>.

All library services at NC State University are available to distance education students. The University receives special funding from the state legislature for library support of distance education students. Students can order books and articles at no charge from the library. Books are sent via express two-day delivery to students, and articles are delivered via the Internet. Electronic resources available to students include the following: database finder, E-journal finder and course reserves for supplementary course materials. A special web site informing distance students about the services available from NC State libraries is located at <http://www.lib.ncsu.edu/distance>.

Distance education librarians are available during most of the day and evening hours, seven days a week, via phone (toll-free number), chat and email. Furthermore, the library offers many additional services for classes, some of which might be the DE courses in face-to-face settings. For example, librarians provide workshops and research consultations for graduate students and research staff across NC State. According to the website, the library can offer help with literature reviews, managing citations, and individual research project needs. In addition, the library's Student Advisory Board, open to all NCSU students, meets several times a year to offer guidance on topics of student interest to the Vice Provost and Director of Libraries.

Faculty and students will be able to access information directly through the course website or through the NCSU library website. Training will also be offered for faculty and students through the College of Education Distance Education Coordinator, programs offered through Distance Education and Learning Technology Application (DELTA) workshops, and personal help sessions with librarians via telephone, chat, or email. DELTA offers workshops for teachers and graduate students in Zoom, Webassign, Wolfware Moodle, traditional website design, and many more relevant applications. In addition, Delta offers student services and support, which include a phone hotline, exam proctoring, international student clearance, registration and enrollment support, an online orientation, and help desk support for technology assistance: <http://distance.ncsu.edu/student-services>.

UNIVERSITY RESOURCES

Public Safety and Safety Escort

In conjunction with University Housing, the University Police Department provides a safety escort service to protect students, faculty and staff during the hours of darkness on campus. Contracted security guards will provide a walking safety escort to any location on Main Campus.

Contracted security guards will also provide a driving safety escort to outer areas of campus, including the Vet School, the Avent Ferry Complex and Centennial Campus. Once a request for an escort has been made, the response time for an escort is approximately 15 minutes. They do try to prioritize requests; individuals and those at remote locations may take priority over groups and those in buildings. Response time may also depend upon demand and time of night. Safety escorts are limited to groups of no more than 3 people at a time.

You can identify University Police officers by their uniform and/or their department identification card. Police Officers wear the standard royal blue police department uniforms. Contracted security guards can be identified by their white and black uniforms designated by "Budd Security Group," as well as the Budd Security Group Safety Escort vehicle.

To request an escort, call 919-515-3000 or use a blue light emergency phone found at many locations across campus.

Counseling Services

On-campus students receives counseling services from the Counseling Center, on-campus. These services are covered by student fees paid by the on-campus students. However, online students are not required to pay the student fees since they do not study on campus; thus they are not covered by these services. The online students may receive counseling services from the Center for Psychological and Counseling Services. <http://www.cfps.net/>. There are two locations in North Carolina: 501 Eastown Drive, Suite 220, Chapel Hill, NC 27514 and 7406 Chapel Hill Road, Suite B, Cary, NC 27607, Ph: 919 408.3212. Our online students primarily reside in North Carolina. If an online student resides out of NC, they will be provided referral information of counseling services based on a national website. <https://nbcc.org/Search/CounselorFind>.

The Counseling Center provides counseling for NC State students experiencing personal, academic or vocational problems. Psychological assessment and psychiatric consultation are also available. Services are primarily short-term in nature and referrals to other helping professionals and community agencies are made as appropriate. Strict confidentiality is assured. Many services are free to currently enrolled students of North Carolina State University.

2815 Cates Avenue
Campus Box 7312
Raleigh, NC 27695-7312
919.515.2423

The Counselor Education Program works with the Counseling Center (the Center) to keep records of the counselor education students who have been seen at the Center from the counselor education interns. This practice will ensure counselor education students completing fieldwork through the Counseling Center do not see or have access to information about other counselor education students. If a student has received services through the Counseling Center, they will be placed at another agency for their field work such as the program clinic (CECRC).

The above practice is to ensure counselor education students will not have conflict of interests when they are in their internship or assistantship sites. The faculty will continue to review this policy and make necessary adjustments or change according to relevant accreditation standards. .

Special Assistance in Statistics

The Department of Statistics offers tutoring services for statistics courses. This service is NOT free. Go to the following Internet site for information:

<https://www.stat.ncsu.edu/programs/grad/tutors/>

Office of International Services (OIS)

Go to the following Internet site for information about the Office of International Services:

<http://www.ncsu.edu/oisss/>

NC State University enrolls more than 32,000 students in ten different colleges. More than 2,200 NC State students are from more than a hundred different countries and now call Raleigh their temporary home. Every student's success is critically important, and it requires careful planning, good decisions, effective communication, hard work, adequate resources, and a supportive environment. Academic Success begins

before arriving in Raleigh and involves finding a good academic advisor, understanding one's rights and responsibilities - both as a member of the NC State University community and as an international student in the US - and achieving a healthy balance among all the competing demands of a student.

International students will need to know the relevant reporting requirements required by Student and Exchange Visitor Information System (SEVIS), maintain fulltime enrollment, obtain the proper forms and approvals before taking certain academic actions or beginning employment, and communicate closely with both academic and international advisors throughout one's program. Students should discuss any questions or concerns with an OIS advisor if before changing curriculum, changing immigration status, registering for less than fulltime enrollment, transferring to another school, needing to extend one's immigration documents, or withdrawing. Most of the important immigration regulations and processes that affect your ability to stay in the US in a student status – both academic and employment related – can be found in the links in the left-hand side bar.

Inter-institutional Registration

Go to the following Internet site for information about inter-institutional registration:

<https://studentservices.ncsu.edu/your-classes/exchange-programs/inter-institutional-program/>

The Inter-Institutional Registration Program is a voluntary organization comprised of NC State University, Duke, North Carolina Central University, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, and University of North Carolina at Greensboro for the purpose of developing and conducting cooperative educational activities. The program provides the opportunity for students to enroll at another institution for a course or courses not offered on their home campus. Other activities include a cooperative library arrangement, joint student activities, and faculty cooperation and interchange.

University Graduate Student Association

The UGSA believes that providing services is an important purpose of the UGSA. Many of the services provided by the UGSA are done through committees. The UGSA runs orientation sessions for new graduate students at the beginning of every school year, meets with faculty about important issues such as health care, and runs a yearly social event to get graduate schools from different departments together.

Go to the following Internet site for information about the University Graduate Student Association:

<https://orgs.ncsu.edu/gsa/>

PROFESSIONAL ASSOCIATION RESOURCES

Students who are members of professional counseling associations have access to their benefits. Student membership is available in most organizations. Included among those benefits are professional liability insurance, professional conferences and conventions, and continuing education workshops. Informational brochures for these organizations can be obtained from the websites below, or from our program office in 520 Poe Hall or may be available from your advisor.

American Counseling Association (ACA)

<http://www.counseling.org/>

North Carolina Counseling Association (NCCA)

<https://nccounselingassociation.org/>

American School Counselor Association (ASCA)

<http://www.schoolcounselor.org/>

North Carolina School Counselor Association (NCSCA)
<http://www.ncschoolcounselor.org/>

North Carolina Licensed Professional Counselors (NCLPC)
<http://www.nclpc.org>

National Board for Certified Counselors (NBCC)
<http://www.nbcc.org>

American Mental Health Counselors Association (AMHCA)
<http://www.amhca.org/>

American College Counseling Association (ACCA) and state affiliate
<http://www.collegecounseling.org/>

Association for Counselor Education and Supervision (ACES)
<http://www.acesonline.net/>

NASPA: Student Affairs Administrators in Higher Education
www.naspa.org

Southern Association for Counselor Education and Supervision (SACES)
<http://www.saces.org/home/home.asp>

North Carolina Association for Counselor Education and Supervision (NCACES)
<https://nccounselingassociation.org/ncca-divisions/ncaces/>

Association for Multicultural Counseling and Development (AMCD)
<https://multiculturalcounselingdevelopment.org/>

National Career Development Association (NCDA)
<http://associationdatabase.com/aws/NCDA/>

American College Personnel Association (ACPA)
<http://www.myacpa.org/>

North Carolina College Personnel Association (NCCPA)
<http://nc.myacpa.org/>

FINANCIAL AID INFORMATION

At NC State, our goal is to assure that no student who can benefit from an NC State education be denied that opportunity due to finances. We are committed to allocating our financial aid resources to help the broadest range of students. Go to the following Internet site for information about financial aid:
http://www.fis.ncsu.edu/financial_aid/

Financial Aid includes scholarships, grants, loans, and campus employment. Financial Aid funds may come from federal, state, institutional and private sources. There are two basic types of Financial Aid: gift funds (money that does not need to be repaid) and self-help funds (money that is borrowed and must be repaid or earned while enrolled).

New students who plan to take Summer I and Summer II classes to begin their degree program:
They need to apply for FASFA both for the current school year (such as 2019-2020) as well as the next school year (such as 2020-2021) because SSI belongs to the current school year and SSII belongs to the next school year. If approved, they would receive financial aid monies in late SSII. Therefore, these students

would need to pay out-of-pocket for their tuition first.

Graduate students may apply for Federal Subsidized and Unsubsidized Stafford Loans, and for Federal Work-Study employment. Qualified graduate students pursuing masters or doctoral degrees may also apply for fellowships, assistantships and other awards offered through individual colleges and the Graduate School. Apply through the Dean's Office in your college or department before January 15. Graduate fellowships, grants, tuition benefits, tuition waivers, or health benefits must count as resources for students who apply for financial aid.

Therefore, federal loan and work eligibility may be reduced if graduate benefits are received. Contact the Graduate School or your particular graduate department for more information about graduate aid.

Graduate students are not eligible for federal and institutional grant funds. If your tuition is not paid through an outside source (such as the GSSP) you may be eligible for a small grant to assist with tuition. You will automatically be considered for this grant by completing the Free Application for Federal Student Aid (FAFSA).

Assistantships/Fellowships/Awards:

New students may apply for assistantships by informing the program in the application. Qualified candidates will be selected for interview. Assistantships are half-time or quarter-time teaching assistants or graduate/research assistants positions for 9-months or 12-months. Assistantship package covers an annual stipends, student health, and a travel fund. Program TAs and GAs are supervised by the program coordinator. The GAs for the program clinic (CCERC) are supervised by the clinic co-directors.

Prospective and current students wishing to be considered for fellowship and grant opportunities should contact Assistant Dean of the Graduate School. Please note that some fellowship programs require students to submit GRE scores to be considered for awards.

Outside Scholarships, including minority scholarships:

Financial Support for Your Doctoral Program:

<https://ced.ncsu.edu/graduate/financing-graduate-education/>

NC State encourages students to search for private scholarships offered by agencies not affiliated with the university.

Information About Tax Status of Graduate Assistants

All scholarship and fellowship payments are reportable on the recipient's income tax returns. This includes the amount of any tuition remission a student may have received, which is treated as a fellowship for tax purposes.

All assistantship payments are considered wages and will be paid and reported by the University payroll system. They will be subject to tax withholding.

The University Payroll Office can answer questions concerning current tax issues. Also refer to the Internal Revenue Service and/or NC Department of Revenue.

North Carolina Residency for Tuition Purposes

North Carolina General Statute 116-143.1 reserves the in-state tuition rate for legal residents of the state of North Carolina. Under this law, "legal residence" means more than simply residing in the state. Specifically,

you must prove that your presence in the state is for the purpose of establishing a domicile (permanent home of indefinite duration), and that you are not just temporarily residing in the state to attend school. To qualify for the resident tuition rate, you must have maintained your legal residency for one year from the start of the term for which you request the resident classification.

Requirements of Legal Residency

To Qualify as a Legal Resident, You Must:

1. Have the legal and financial ability (capacity) to establish a domicile.
2. Demonstrate the intent to make North Carolina your permanent home.

Because you must be a legal resident of the state for at least a year prior to the term for which you request the in-state rate, both of the above requirements must also be true for a year. Therefore, in assessing your claim to the resident tuition rate, the Residency Officer will not only examine what you have done, but when you did it.

Capacity to Establish a Domicile

To have the capacity to establish a domicile, a student must:

1. Be legally of age to act independent of non-resident parents.
2. Be mostly financially independent from non-resident parents or guardians.
3. Be a US citizen, Permanent Resident, or hold another immigration status that allows him/her to establish a permanent home in the United States.

Intent to Establish a Domicile in North Carolina

There are many factors the Graduate School might exam to determine if you have demonstrated the intent to be a legal resident. Residency acts are the most common and easily documented demonstration of intent. In reviewing your residency status, the Residency Officer will examine where and when you have most recently done each of the following items that applies to you:

- Obtained a Driver's License
- Registered to Vote
- Voted
- Registered a Vehicle
- Owned a Home
- Held Non-student Employment
- Paid Property Tax
- Paid Income Tax
- Filed an Income Tax Return
- Been called for Jury Duty

The Residency Officer may also consider:

- Where You Maintain Property
- Where You Spend Vacations
- Where You Maintain Organizational Memberships
- Where You Have Significant Relationships
- Anything Else You Wish to Explain About Your Situation

The Graduate School cannot tell you what you must do to support your claim to the in-state tuition rate. If you intend to be a legal resident of the state, consider what the sum-total of your behavior says about that intent. Consider your ties to North Carolina, and your remaining ties elsewhere. Does the preponderance of evidence show that your domicile is indeed in North Carolina? Does your behavior demonstrate that you have lived in the state as a legal resident for a year prior to the start of the requested term? If so, you will qualify for the resident tuition rate.

Specific Exceptions

North Carolina state law allows special tuition consideration for some specific employment circumstances, as well as an except for spouses of North Carolina legal residents. These benefits are:

1. **Members of the Armed Services Stationed in North Carolina**
Members of the Armed Services who are on active military duty and stationed in North Carolina (and the dependents of these service members) are not required to be legal residents of North Carolina to receive the resident tuition rate. Dependents claiming the lower tuition rate through a service member must be a tax dependent of, and residing in the same home as, the service member.
2. **Full-Time UNC-System Employees, Their Spouses, and Their Dependents**
Legal North Carolina residents who are UNC-System employees, their spouses, and their tax dependent children are eligible for the resident tuition rate regardless of the length of their legal residency. This benefit is a waiver of the 12-month requirement. The applicant still must demonstrate the capacity and intent to establish a legal residence in North Carolina.
3. **Full-Time North Carolina Public Schoolteachers**
Legal North Carolina residents who are full-time North Carolina public schoolteachers may be eligible for the resident tuition rate regardless of the length of their legal residency. This benefit is a waiver of the 12-month requirement. The applicant still must demonstrate the capacity and intent to establish a legal residence in North Carolina. This benefit only applies to classes taken for the applicant's professional certification or professional development as an educator.
4. **Marriage Benefit**
If you are legal North Carolina resident, and you are married to a North Carolina resident whose legal residency is longer than your own, you are permitted to use your spouse's time in the state as your own to meet the requirements for the resident tuition rate. This benefit is a waiver of the 12-month requirement for the applicant, if the applicant's spouse meets the 12-month requirement. The applicant still must demonstrate the capacity and intent to establish legal residency.

SCHOLARSHIPS/GRANTS

Counselor Education Program

Students do not need to apply to the CE scholarships below. All existing students and applicants will automatically be considered for the above scholarships. Scholarships recipients will be notified in the beginning of fall semester.

(1) Kimberley F. Crews Memorial Fund:

The award "shall be made by the head of the Counselor Education Department or his or her designee... in the selection criteria shall be based primarily upon the financial need of the recipient and should be focused upon those students who show great promise for professional accomplishments." There shall be two awards from this endowment, each to a student in the graduate program in Counselor Education. One fellowship shall be given to a student in the first year of study. The other grant shall be given to a student in the second year. Awards shall be for single academic year only, but a first-year grantee may be considered for the second-year grant. Also, preference shall be given to those students expressing an interest in pursuing a career in child abuse counseling. Awards shall be for a single academic year only. A range from \$500 to \$1,500 may be granted per award, depending on the income of the fund in each year.

(2) Beatrice and Roy Anderson Roy Education Fund

The fund was established in memory of Dr. Roy Nels Anderson for his significant contributions through the professional accomplishments and personal lives of students who study at NC State. The fund is granted to a prospective graduate student each year in order to bring outstanding students to the program. Recipients shall have a record of outstanding achievement, possess personal qualities of empathy and compassion in interpersonal relations, and show promise for making future contributions to the profession. A range from \$500 to \$1,500 may be granted per award, depending on the income of the fund in each year.

(3) Cassandra Lee Versteeg Mitchell Memorial Scholarship:

The scholarships will be awarded to students majoring in Counselor Education with a preference for students who have personal experience with or who seek to work with persons with disabilities. Awards from this endowment will be made by the head of the Counselor Education program in consultation with members of his/her faculty and through interviews with student applicants. It is the intention of the donors that these awards go to students who have personal experience with or who show exceptional aptitude and ability to work with persons with any type of disability without regard to the academic standing or financial need of the scholarship recipients. The department may consider the student's ability and ease with working with persons under a disability, their community or campus involvement plus their enthusiasm and dedication in this area. A range from \$500 to \$1,000 may be granted per award, depending on the income of the fund in each year.

(4) Sandi Mitchell Fund

The fund was established in 1999 to support the professional or personal development of graduate students in the Counselor Education Program. Graduate students can apply for funds. Application for grants up to and not exceeding \$200 will be considered.

Department of Educational Leadership, Policy, and Human Development*Travel Grant or Dissertation Data Preparation and Analysis*

The grant is primarily for graduate students to travel and present a paper at professional conferences or the second priority for expenses for dissertation data preparation and analysis.

In the University*Travel Grant*

This one-time grant is for graduate students to travel and present a paper at professional conferences. Apply directly to the University Graduate Student Association.

Research Grants in the Field

A number of research grants are available for applications from various counseling professional associations, such as American Counseling Association, North Carolina Counseling Association, and American Education Research Association. Students are encouraged to work collaboratively with professors, particularly their advisors to develop research proposals for submissions. Talk with your advisors for more information.

Student Information System (SIS)

Student Information Systems (SIS) is an integrated information system that serves all departments within the University. The SIS system includes application modules to support common business activities, such as finance, accounting and human resources, as well as, modules to support admissions, records and registration, financial aid and student accounts activities.

IMPORTANT: The student guide to the Student Information System is located at the following Internet site: <http://www.fis.ncsu.edu/sis/forstudents/guide.html>

Appendices

North Carolina State University Counselor Education Program

Course Descriptions

Master's Degree Concentrations

Concentrations in Clinical Counseling, School Counseling, and College Counseling

M.S. and M.Ed. Degrees Offered Effective July 2017

ECD 510 Orientation to Professional Counseling, Identity, and Ethics: Introducing the counseling profession – professional orientation, identity, ethics, development, practice, issues, credentialing, and specialties.

ECD 524: Career Counseling and Development: Knowledge and skills needed to provide professional career counseling to individuals and to design, implement, and evaluate career development programs for particular groups. Areas of study include theories of career development and decision-making; career guidance programs for youth and adults in educational, agency, and industrial settings; career information sources and delivery systems; and assessment in career counseling.

ECD 525: Multicultural Counseling: Theory and practice of counseling culturally different clients. Client populations include African Americans, Asian Americans, American Indians, and Hispanics. Topics include cultural assumptions, cultural values, counselor credibility, prejudice and racism in the context of counseling.

ECD 530: Theories and Techniques of Counseling: Study of theory, philosophy and techniques in counseling. Topics include behavioral approaches, psychoanalytic approaches, client-centered counseling, existential counseling, and relationship models and their relation to counseling. Techniques related to each theory are presented. Basic counseling skills taught in laboratory setting, including attending, listening, and challenging.

ECD 533: Introduction to School Counseling: An examination of theoretical framework for roles and functions of school counselors, primary and secondary prevention strategies, and evaluation and administration procedures, to develop and implement model programs for schools.

ECD 535: Introduction to College Counseling and Student Development: Introduction to college counseling and student development theory, research, and practice as well as an overview of the profession. Emphasis on three main professional roles of a counselor, administrator, and student development educator. Discussion of cognitive, psychosocial, topological, and person-environment theories and the various functions in student affairs. Instruction in and design of structured group work in a laboratory.

ECD 536: Introduction to Clinical Mental Health Counseling: An introduction to the issues, function and scope of the work being done in various human service agency programs; an overview of helping approaches with selected client populations; related professional concerns examined. Instruction in and design of structured group work in a laboratory.

ECD 539: Group Counseling: Theory and practice of group counseling. Theoretical positions include client-centered, behavioral, and rational-emotive. Aspects of group process include group leadership, group membership, establishing a group, and maintaining a group.

ECD 540: Gender Issues in Counseling: Exploration of gender as a primary identity and social construct. Emphasis on gender dynamics in counseling, client empowerment and preventive approaches.

ECD 541: Substance Abuse Counseling: Explores theory, research, and practice involved in prevention and treatment of substance abuse.

ECD 542: Research in Counseling: Concepts, strategies and issues of research as well as research topics and issues in counseling profession

ECD 545: Counseling Couples and Families: Explores family and couples theory, research, and practice as well as prevention of problems and treatment.

ECD 546: Crisis Interventions in Counseling: Explores theory, research, and practice involved in crisis intervention.

ECD 561: Strategies for Clinical Assessment in Counseling: Exploration of meaning and importance of assessment in the counseling process. The utilization of counseling assessments based on legal and ethical guidelines and cultural considerations. Identify, interpret, and explain assessments in clinical, college, and school counseling setting.

ECD 562: Techniques in Counseling: Students participate in introductory supervised individual and group counseling experiences in a laboratory setting.

ECD 642: Practicum in Counseling: Student participation in individual and group counseling and consultation experiences under supervision in a laboratory setting.

ECD/EDP 575 Multicultural Lifespan Development: Theories and concepts about human development from a comprehensive lifespan perspective.

ECD 642 Practicum in Counseling. Students are placed in school, college or community settings according to their majors and practice counseling, with support from a site supervisor and university instructor.

ECD 651: Internship in School Counseling: A 600-hour internship for school counselors in training in a school counseling setting under the supervision of a qualified professional. Students perform a variety of activities that are expected of school counselors. Weekly meetings with faculty and on-site supervisors.

ECD 652: Internship in College Counseling and Student Development: A 600-hour internship designed to be completed in one or two semesters. Provides students with professional experience in counseling and student development at a student affairs department with on-site supervision from a qualified professional. Intern expected to employ broad repertoire of skills in the roles of counselor, student development educator, and administrator. Students meet weekly with faculty and on-site supervisors.

ECD 653: Internship in Clinical Mental Health Counseling: A 600-hour internship for community agency counselors in an agency counseling setting under the supervision of a qualified professional. Intern to employ broad repertoire of primary and secondary prevention approaches to individual and group techniques, workshop leadership skills, consultation techniques, and advocacy methods. Weekly meetings with faculty and on-site supervisors.

NORTH CAROLINA STATE UNIVERSITY
Counselor Education Program Effective June 2016

Course Prerequisites

- ECD 510: Orientation to Professional Counseling, Identity, and Ethics
six hours of education or psychology
- ECD 524: Career Counseling and Development
six hours of education or psychology
- ECD 525: Multicultural Counseling
six hours of education or psychology
- ECD 530: Theories and Techniques of Counseling
six hours of education or psychology
- ECD 533: Introduction to School Counseling
graduate standing or NDS status
- ECD 535: Introduction to College Counseling and Student Development
graduate standing or NDS status
- ECD 536: Introduction to Clinical Mental Health Counseling
graduate standing or NDS status
- ECD 539: Group Counseling
ECD 530 and one of the following: ECD 510, 533, 535, 536
- ECD 540: Gender Issues in Counseling
grad standing or six hours of education or psychology
- ECD 561: Strategies for Clinical Assessment in Counseling
major in counseling
- ECD 562: Techniques in Counseling
major in counseling
- ECD 642: Practicum in Counseling
ECD 530, 562, 533, 535, or 536, consent of instructor
- ECD 651: Internship in School Counseling
ECD 642, consent of instructor
- ECD 652: Internship in College Counseling and Student Development
ECD 642, consent of instructor
- ECD 653: Internship in Clinical Mental Health Counseling
ECD 642, consent of instructor

Counselor Education Program Doctoral Level Courses

Scholar Leaders Courses

Scholar Leader: Diversity and Equity in Schools and Community

Scholar Leader: Systemic Change in Education and Society

ED 710 Applied Quantitative Methods in Education, or equivalent

This course is designed for educational researchers and leaders to gain experience with designing and evaluating research using a quantitative approach to answer research questions in educational research and policy analysis. Students will examine design issues in research, create data sets, develop research questions from data provided, use a variety of descriptive and inferential procedures to answer formulated research questions, interpret the results and write the results in the language of educational research. Restricted to doctoral students in Education or by permission of instructor.

ED 730 Introduction to Qualitative Research in Ed

Design of qualitative studies, conduct of field work including open-ended interviews and participant observation, analysis of data and understanding of theoretical and philosophical background of this research approach.

ED 711 Applied Quantitative Methods in Education II

Students will apply and enhance their quantitative skills through analysis of existing datasets. Course goals include practicing and extending Multiple Regression knowledge and skills, generating and testing hypotheses in a multiple regression framework, and appropriately disseminating results. Restricted to doctoral students in Education Research only.

ED 731 Advanced Qualitative Research and Data Analysis in Ed

Intensive course in the use of field-based and general qualitative research data analysis methods in the social study of education. The course is to help participants acquire skills and gain experience in using various methodological and analytical research techniques. The course emphasis is on the collection, management, analysis, and interpretation of qualitative data.

ED 750 Mixed Methods Research in Education

Explores the theoretical and practical issues surrounding the combining of quantitative and qualitative methods in educational research studies. It addresses how to design, implement and write-up mixed methods research as well as how to critically review and interpret mixed methods research studies.

ED 712 Survey Methods in Educational Research

Introduces students to the skills and resources needed to design and conduct a survey in educational settings. Students who take this course will be able to identify and develop specific survey objectives, design survey studies, sample respondents, develop reliable and valid self-administered questionnaires, administer surveys, and process data.

ED 750 Mixed Methods Research in Education

Explores the theoretical and practical issues surrounding the combining of quantitative and qualitative methods in educational research studies. It addresses how to design, implement and write-up mixed methods research as well as how to critically review and interpret mixed methods research studies.

ECD 736 Advanced Assessment in Counseling

Doctoral students will have learning experiences beyond the entry-level master's degree models and methods of assessment. Content focuses on advanced applications of assessment principles in clinical counseling and supervision practice, program evaluation, and outcome and action research studies. Students will demonstrate mastery of foundations of tests and measurement, present advanced assessment content modules during class sessions, and present documented and oral reports on personal quests for advanced knowledge in chosen assessment domains.

ECD 738 Research in Counselor Education

Instruction in required skills and knowledge to conduct research in counselor education, including narrative and quantitative integration of research, experimental and quasi-experimental designs, analogue and process research, single subject and descriptive designs, and qualitative research. Preparation of narrative and meta-analytic research review and research proposal with oral presentation.

Scholar Core Required Courses (6 credits)

ECD 732 Advanced Multicultural Counseling

Course focuses on the personal and professional development of the students as human beings, global citizens, counselors, and pre-service counselor educators. It is intentionally designed to promote critical self-analysis, cultural understanding, and personal and collective growth and change through honest and respectful discussions, readings, and assignments. The course is grounded in the study of multicultural and counseling theories that emphasize the relevance of social and cultural context and advocacy roles of counselors.

ECD 860 Professional Issues in Counselor Education

Consideration of contemporary issues, trends and recent research in field of counseling.

ECD 731 Advanced Career Development Theory and Research

Analysis of theory and research in career development and work adjustment as basis for intervention [career counseling, curricular, organizational] as research.

ECD 735 Counseling Supervision: Theory and Research

Examination of conceptual and methodological issues relating to supervision and evaluation of novice counselors. Special emphasis on developmental supervision approaches.

ECD 843 Advanced Counseling Practicum

Participation of doctoral-level students with previous counseling experience in advanced, supervised counseling experience.

ECD 847 Internship in Supervision

A supervised internship for doctoral students in assisting with the supervision of first-year students in laboratory and practicum experiences in individual and group counseling and consultation.

ECD 850 Internship in Counselor Education

Utilizing participant-observer role, participation required in selected educational situations with emphasis upon development of observational skills, ability to record relevant observations by means of written journals, skills in analyzing experiences identifying critical incidents and projection of events and consequences. Student required to develop possible alternative courses of action in various situations, select one of the alternatives and evaluate consequences.

ECD 886 Teaching Internship in Counselor Education

Using the participant-observer role, this course requires participation in selected educational situations with emphasis upon development of observational skills, ability to record relevant observations by means of written journals, skills in analyzing counseling and teaching experiences, identifying critical incidents in counseling and teaching, and predicting consequences of counseling and teaching interventions.

ECD 895 Doctoral Dissertation Research

Dissertation research.

**ADVISING DOCUMENTS USED FOR ON CAMPUS
MASTER'S STUDENTS
ADMITTED TO COUNSELOR EDUCATION**

After Summer I, 2019

Counselor Education Program
North Carolina State University

Name _____
Year of admission _____

**Curriculum for Master's Degree Students (on-campus delivery):
School, College, and Clinical Counseling Programs: Admitted Summer 2019 going Forward**

***In order to complete the program in two years (including summer classes), the full-time students should follow the curriculum and schedule below to complete the degree requirements. Part-time students should develop their plan of study with their advisors, usually graduate in three to four years. Read also the notes in the back of this sheet.**

First Summer Session First Year (3-6 credits)

Required: ECD 510: Orientation to Professional Counseling, Identity, and Ethics (3 cr.)

Optional Courses:

ECD 539: Group Counseling

Second Summer Session First Year (3-6 credits)

Required: ECD 525: Multicultural Counseling (3 cr.)

Optional:

ECD 510: Orientation to Professional Counseling, Identity, and Ethics (3 cr.)

Fall Semester First Year (15 credits)

Required courses:

1. ECD 530: Theories of Counseling (4 cr.) W
2. ECD 562: Techniques of Counseling (4 cr.) M
3. ECD 533/535/536: Introduction to School/College/Clinical Counseling (4 cr.) (T)
4. ECD 539: Group Counseling (3 cr.) (H)

Spring Semester First Year (12 credits)

Required the following courses:

1. ECD 575: Multicultural Life Span Human Development (3 cr.) M or T
2. ECD 642: Practicum in Counseling (3 cr.) M, 7:15-8:45 pm
3. ECD 561: Clinical Assessment in Counseling (3 cr.) W
4. **Take one of the following courses:**
ECD 524: Career Counseling and Development (3 cr.) H, or ECD 525: Multicultural Counseling T or
ECD 510: Orientation to Professional Counseling, Identity, and Ethics (3 cr.) W

First Summer Session Second Year (3-6 credits)

Required: ECD 546: Crisis Intervention (3 cr.)

Optional courses:

ECD 524: Career Counseling and Development (3 cr.)

Second Summer Session Second Year (3 cr.)

Required: ECD 540: Gender Issues in Counseling (3 cr.)

Fall Semester Second Year (12 credits)

Required courses:

ECD 651/652/653: Internship in School/College/Clinical Counseling (6 cr. or 12 cr.) T
ECD 541: Substance Abuse and Counseling (3 cr.) W
ECD 542: Research in Counseling (3cr.) (H)

Spring Semester Second Year (9 credits)

Required Courses:

ECD 651/652/653: Internship in School/College/Clinical Counseling (6 cr. or 12 cr.) T
ECD 545: Counseling Couples and Family

Notes

1. The following are prerequisites for ECD 642: Practicum in Counseling, ECD 530: Theories of Counseling, ECD 562: Techniques of Counseling, and ECD 533/535/536 Introduction to School/College/Clinical Counseling.
2. ECD 642: Practicum in Counseling is a prerequisite for Internship.
3. All students should take a two- semester Internship. In unusual exceptional situations, students may apply for a one semester Internship. They have to apply to the faculty advisor by following the application process as outlined in the Practicum/ Internship Handbook on the Counselor Education website. The faculty will meet and decide on the applications.

NORTH CAROLINA STATE UNIVERSITY - COUNSELOR EDUCATION PROGRAM

**Plan of Work (Curriculum_) – M.Ed. Counselor Education –
School, College, and Clinical Counseling (on-campus delivery)**

Course	Semester Completed	Credits	Grade
ECD 510: Orientation to Prof. Counseling	_____	3	_____
ECD 524: Career Counseling and Development	_____	3	_____
ECD 525: Multicultural Counseling	_____	3	_____
ECD 530: Theories of Counseling	_____	4	_____
ECD533/35/36: Intro to Sch/College or Clin Coun	_____	4	_____
ECD 539: Group Counseling	_____	3	_____
ECD 561: Clinical Assessment in Counseling	_____	3	_____
ECD 562: Techniques of Counseling	_____	4	_____
ECD 541: Substance Abuse and Counseling	_____	3	_____
ECD 642: Practicum in Counseling	_____	3	_____
ECD 651/652/653: Internship in School/College/Clinical Counseling	_____	12	_____
(over 2 semesters for college and clinical majors, school majors may apply for a 1-semester full-time internship)			
ECD 542: Research in Counseling	_____	3	_____
ECD 575: Multi Lifespan Development	_____	3	_____
ECD 540: Gender Issues in Counseling	_____	3	_____
ECD 546 Crisis Interventions in Counseling	_____	3	_____
ECD 545 Counseling Couples and Family	_____	3	_____
Total Credits:	_____	60	_____

**ADVISING DOCUMENTS USED FOR ON-CAMPUS
MASTER'S STUDENTS
ADMITTED TO COUNSELOR EDUCATION**

Before Summer I, 2019

**Counselor Education Program
North Carolina State University**

Name _____
Year of admission _____

**Recommended Program of Studies for Master's Degree Students (on-campus option):
School, College and Clinical Counseling Concentration – Students admitted in 2018 or earlier**

***By the end of summer of the second year, all counseling theory/content classes should be completed except Substance Abuse Counseling. Total: 60 credits**

First Summer Session First Year (3-6 credits)

ECD 510 Introduction to Counseling (3 cr.)

If taking a second course, options are:

ECD 524 Career Counseling and Development (3 cr.)

ECD 561 Clinical Assessment in Counseling (3 cr.)

Elective course (3 cr.) such as ECD 546 Crisis Intervention or ECD 590 Counseling Children and Adolescents

Second Summer Session First Year (3-6 credits)

ECD 525 Cross Cultural Counseling (3 cr.) or ECD 539 Group Counseling (3 cr.)

If taking a second course, options are:

ECD 541 Substance Abuse (3 cr.)

ECD 510 Introduction to Counseling (3 cr.)

Elective course (3 cr.) such as ECD 540 Gender Issues

Fall Semester First Year (15 credits)

ECD 530: Theories of Counseling (4 cr.)

ECD 562: Techniques of Counseling (4 cr.)

ECD 533/535/536: Introduction to School Counseling/College Counseling/Clinical Counseling (4 cr.)

ECD 539 Group Counseling (3 cr.)

Spring Semester First Year (12 credits)

ECI 510: Research Applications in C&I (3 cr.) or equivalent

EDP 575: Multicultural Lifespan Development in Educational Context (3 cr.) or equivalent

ECD 642: Practicum in Counseling (3 cr.)

ECD 525 Cross Cultural Counseling

First Summer Session Second Year (3-6 credits)

One or two of the following courses:

ECD 524 Career Counseling and Development (3 cr.)

ECD 561 Clinical Assessment in Counseling (3 cr.)

Elective course (3 cr.) such as: ECD 546 Crisis Intervention

Second Summer Session Second Year (3-6 credits)

One or two of the following courses:

ECD 541 Substance Abuse (3 cr.)

Elective course (3 cr.) such as: ECD 540 Gender Issues

Fall Semester Second Year (12 credits)

ECD 651/652/653 Internship in School/College/Clinical Counseling (6 cr. or 12 cr.)

ECD 541 Substance Abuse (3 cr.)

An elective (3 cr.)

Spring Semester Second Year (9 credits)

ECD 651/652/653 Internship in School/College/Clinical Counseling (6 cr. or 12 cr.)

An elective (3 cr.)

Note:

1. The following are prerequisites for ECD 642 Practicum in Counseling: ECD 530 Theories of Counseling, ECD 562 Techniques of Counseling, and ECD 535 Introduction to College Counseling and Student Development
2. ECD 642 Practicum in Counseling is a prerequisite for Internship.
3. Recommended courses prior to ECD 642 Practicum include ECD 510 Introduction to Counseling, ECD 539 Group Counseling, and ECD 525 Cross Cultural Counseling.
4. It is strongly recommended that all students do a 2 semester Internship. If students wish to apply for a one semester Internship, they have to appeal to the faculty advisor by following the application process as outlined in the Practicum/ Internship Handbook on the Counselor Education website.

NORTH CAROLINA STATE UNIVERSITY - COUNSELOR EDUCATION PROGRAM**Plan of Work – College Counseling and Student Development Concentration (on-campus)**

Course	Semester Completed	Credits	Grade
ECD 510: Introduction to Counseling	_____	3	_____
ECD 524: Career Counseling and Development	_____	3	_____
ECD 525: Cross Cultural Counseling	_____	3	_____
ECD 530: Theories of Counseling	_____	4	_____
ECD 533/535/536: Introduction to School/ College/Clinical Counseling	_____	4	_____
ECD 539: Group Counseling	_____	3	_____
ECD 561: Clinical Assessment in Counseling	_____	3	_____
ECD 562: Techniques of Counseling	_____	4	_____
ECD 541: Substance Abuse Counseling	_____	3	_____
ECD 642: Practicum in Counseling	_____	3	_____
ECD 651/652/653: Internship in School/ College/Clinical Counseling (over 1 or 2 semesters) (Internship II register as ECD 690: 6 hrs.)If 1 semester of full-time internship-12 hours.	_____	12	_____
ECI 510: Research Applications in C&I or equiv.	_____	3	_____
EDP 575: Mult. Lifespan Development or equiv.	_____	3	_____
First Elective Course	_____	3	_____
Second Elective Course	_____	3	_____
Third Elective Course	_____	3	_____
Total Credits:		60	_____

(Note: recommended electives: ECD 546 Crisis Counseling, or ECD 540 Gender Issues in Counseling)

**ADVISING DOCUMENTS USED FOR ONLINE
MASTER'S STUDENTS
ADMITTED TO COUNSELOR EDUCATION**

**Counselor Education Program
Curriculum of Master's Degrees**

Online Delivery Option: Effective for students admitted from Summer I, 2018 and after

Instructions: This program is a cohort part-time study program, minimum three years. Students should follow the curriculum and schedule to complete their degree. Students should receive advice from the advisor before enrolling in classes. Total: 60 cr. All school counseling admits after 2020 are required to have practicum and internship placements in North Carolina. Beginning in 2020, all new master's degree students in the College and Clinical Mental Health Counseling tracks will have to complete two semester internships. School counseling students may complete either one or two-semester internships. Some of the ECD courses have content that is sequential. Therefore, consultation with one's advisor should precede modifications to this plan.

First Summer Session First Year (3 credits)

ECD 510: Orientation to Professional Counseling, Identity, and Ethics (3 credits)

Second Summer Session First Year (3 credits)

ECD 524: Career Counseling & Development (3 credits)

Fall Semester First Year (7 credits)

ECD 530: Theories of Counseling (4 credits)

ECD 525: Multicultural Counseling (3 credits)

Spring Semester First Year (7 credits)

ECD 561: Strategies for Clinical Assessment in Counseling (3 credits)

One of the following courses based on concentration area:

ECD 533: Introduction to School Counseling (4 credits)

ECD 535: Introduction to College Counseling (4 credits)

ECD 536: Introduction to Clinical Mental Health Counseling (4 credits)

First Summer Session Second Year (3 credits)

ECD 575: Multicultural Lifespan Development (3 credits)

Second Summer Session Second Year (3 credits)

ECD 540: Gender Issues in Counseling (3 credits)

Fall Semester Second Year (7 credits)

ECD 562: Techniques in Counseling (4 credits)

ECD 541: Substance Abuse Counseling (3 credits)

Spring Semester Second Year (6 credits)

ECD 539: Group Counseling (3 credits)

ECD 642: Practicum in Counseling (3 credits)

First Summer Session Third Year (3 credits)

ECD 542: Research in Counseling (3 credits)

Second Summer Session Third Year (3 credits)

ECD 545: Counseling Couples and Families (3 credits)

Fall Semester Third Year (9 credits)

ECD 546: Crisis Interventions in Counseling (3 credits)

One of the following courses based on concentration area:

ECD 651: Internship in School Counseling (6 credits)

ECD 652: Internship in College Counseling (6 credits)

ECD 653: Internship in Clinical Mental Health Counseling (6 credits)

Spring Semester Third Year (6 credits)

One of the following courses based on concentration area:

ECD 651: Internship in School Counseling (6 credits)

ECD 652: Internship in College Counseling (6 credits)

ECD 653: Internship in Clinical Mental Health Counseling (6 credits)

NORTH CAROLINA STATE UNIVERSITY - COUNSELOR EDUCATION PROGRAM

Advising Checklist –Online Option

Course	Semester Completed	Credits	Grade
ECD 510: Orientation to Professional Counseling, Identity, and Ethics_____		3	_____
ECD 524: Career Counseling and Development _____		3	_____
ECD 525: Multicultural Counseling _____		3	_____
ECD 530: Theories of Counseling _____		4	_____
One based on your concentration:			
ECD 533: Introduction to School Counseling _____		4	_____
ECD 535: Introduction to College Counseling _____		4	_____
ECD 536: Introduction to Clinical Mental Health Counseling_____		4	_____
ECD 539: Group Counseling _____		3	_____
ECD 540: Gender Issues in Counseling _____		3	_____
ECD 561: Strategies for Clinical Assessment in Counseling_____		3	_____
ECD 562: Techniques of Counseling _____		4	_____
ECD 541: Substance Abuse in Counseling _____		3	_____
ECD 575: Multicultural Lifespan Development _____		3	_____
ECD 542: Research in Counseling _____		3	_____
ECD 545: Counseling Couples and Families_____		3	_____
ECD 546: Crisis Interventions in Counseling _____		3	_____
ECD 642: Practicum in Counseling _____		3	_____
One based on your concentration, over two semesters:			
ECD 651: Internship in School Counseling _____		12	_____
ECD 652: Internship in College Counseling and Student Development _____		12	_____
ECD 653: Internship in Clinical Mental Health Counseling_____		12	_____
Total Credits: 60			_____

**Class Schedule for Online Masters Counselor Education Program
Updated: April 2021 including Cohort 2023A and 2023B**

Semesters	Students Starting 2020 A & B	Students Starting 2021	Students Starting 2022	Students Starting 2023 A & B
SS I, '21	ECD/EDP 575	ECD 510		
SS II, '21	ECD 540	ECD 524		
Fall, '21	ECD 562 ECD 541 Sub Abuse	ECD 530 ECD 525		
Spring, '22	ECD 539 ECD 642 Practicum	ECD533/535/536 ECD 561		
SS I, '22	ECD 542 Research	ECD/EDP 575	ECD 510	
SS II, '22	ECD 545 Family/Couples	ECD 540	ECD 524	
Fall, '22	ECD 651/652/653 Internship ECD 546 Crisis	ECD 562 ECD 541 Sub Abuse	ECD 530 ECD 525	
Spring, '23	ECD 651/652/653 Internship Graduation	ECD 539 ECD 642 Practicum	ECD533/535/536 ECD 561	
SS I, '23		ECD 542 Research	ECD/EDP 575	Cohort A & B ECD 510
SS II, '23		ECD 545 Family/Couples	ECD 540	ECD 524

**ADVISING DOCUMENTS USED FOR
Ph.D. STUDENTS
ADMITTED TO COUNSELOR EDUCATION**

PhD Program

Program Area of Study: Educational Leadership, Policy, and Human Development (2016-2022)
Concentration: Counseling and Counselor Education (Total: 58 credits)

College Core Courses (Total: 21 Credits)

Scholar Leader Courses (6 Credits)

- ED 755 Scholar Leader: Diversity and Equity in Schools and Community (3 cr.)
- ED 756 Scholar Leader: Systemic Change in Education and Society (3 cr.)

Required Research Methods (15 Credits)

- ED 710 Applied Quantitative Methods in Education, or equivalent (3 cr.)
- ED 730 Introduction to Qualitative Research in Ed, or equivalent (3 cr.)
- ECD 736 Advanced Assessment in Counseling (3 cr.)
- ECD 738 Research in Counselor Education (3 cr.)

At least ONE of the following research method courses:

- ED 711 Applied Quantitative Methods in Education II (3 cr.) or
- ED 731 Advanced Qualitative Research and Data Analysis in Ed (3 cr.) or
- ED 750 Mixed Methods Research in Education (3 cr.)

Ph.D Core Course (28 credits)

Scholar Core Required Courses (6 credits)

- ECD 732 Advanced Multicultural Counseling (3 cr.)
- ECD 860 Professional Issues in Counselor Education (2 cr. + 1 cr.)

Program Area of Study (22 credits)

- ECD 731 Career Development Theory and Research (3 cr.)
- ECD 735 Counseling Supervision: Theory and Research (3 cr.)
- ECD 843 Advanced Counseling Practicum (4 cr.)
- ECD 847 Counseling Supervision: Practicum (4 cr.)
- ECD 850 Internship in Counselor Education (4 cr.)
- ECD 886 Supervised Practice Teaching in Counselor Education (4 cr.)

Dissertation Research (9 Credits)

- ECD 895 Doctoral Dissertation Research (minimum of 6 cr.)
- ECD 899 Doctoral Dissertation Preparation (3 cr.) (Final Semester before Graduation)

*A thesis equivalent for those not having completed a thesis during their master's program is a co-requisite:
(ECD 893: Doctoral Supervised Research 2 cr.)

Notes:

1. Advanced Counseling Practicum (ECD 843), Internship (ECD 850), and Teaching Internship (ECD 886) are now offered together as a clinical combo class every Fall, Spring, and Summer. Students registering for ECD 886 in the Summer will register for the 5-week summer session (I or II) in which the course they are teaching falls under. Students registering for ECD 850 and 843 will register for the full 10-week summer course.

2. Supervision Theory (ECD 735) leads to Supervision Practicum (ECD 847) in the following semester. ECD 735 is offered every Fall and ECD 847 every Spring to match the master's students ECD 562 Techniques of Counseling and ECD 642 Practicum in Counseling sequence
3. All doctoral students enrolled in ECD 850 Internship will be expected to do a 5 hour a week rotation at our program's community counseling center CCERC (the Community Counseling Education and Research Center).

Transfer Credits Graduate School allows post-master's credits to be transferred, after evaluation, into the doctoral program. However, no outside credits will be transferred that are taken after admissions, except for courses (a) pre-approved by advisors and advisory committees and (b) registered through NC State inter-institutional registration.

Written Prelims A doctoral student may take the written prelims for the major field when enrolled in the last semester of required course work. Internship and/or supervision credits are not included. The minor (if chosen) exam is determined by the faculty of that area and involves direct negotiation. The Counselor Education exam can be administered in one of two formats: (1) a standard exam or (2) a negotiated special paper. The exam will serve as a major determiner of eligibility for continued doctoral study. The exam is scheduled by the student and faculty committee.

Oral Prelim After successful completion of the written preliminary exam, the doctoral student may take the oral prelim. The main focus in the major field will be on the theory, rationale, and research design for the dissertation. The doctoral student will submit a comprehensive paper covering these areas. The faculty member representing the minor and/or supporting program may have additional special questions concerning that area of the oral exam. The oral prelim is scheduled through the Graduate School. Doctoral students will be admitted to candidacy (ABD) after passing the oral prelim.

Dissertation and Final Oral Exam The final oral exam is the dissertation defense. The candidate will have already submitted the thesis/dissertation, usually on a chapter by chapter basis, to the chair (and other readers as needed). The chair informs the candidate when the thesis/dissertation is ready to defend and schedule the examination through the Graduate School. Students working on their dissertation will enroll in ECD 895 for 9 credits (a minimum of 3 credits in each semester). ECD 899 (3 credits) is only available during the last semester when a student is graduating, or just passed the deadline for dissertation submission to Graduate School in a previous semester.

**ADVISING DOCUMENTS USED FOR PH.D. STUDENTS
ADMITTED TO COUNSELOR EDUCATION
BEFORE FALL, 2016**

GUIDELINES FOR DOCTORAL PROGRAM (Ph. D.)
Counseling and Counselor Education Program at North Carolina State University
Prior to Fall 2016

Prerequisites: A master's degree in counseling or its equivalent, including a 600 hour internship, and course work which is the equivalent of ECD 524, 525, 530, 539, 561, 562, and 642. If applicants do not meet the prerequisites and are admitted, requisite work will be added to the doctoral program.

1. Prerequisites (number of credits: zero to variable)

600-hour internship _____
 Master's level course work _____

2. Thesis equivalent for those not having completed a thesis during their master's program (ECD 893: Doctoral Supervised Research 2 cr.) _____

3. Theory Core (9 credits)

ECD 731 Career Development Theory and Research (3 cr.) _____
 ECD 732 Advanced Multicultural Counseling (3 cr.) _____
 ECD 735 Counseling Supervision: Theo. & Res. (3 cr.) _____

4. Cognate Area* (9 credits minimum; 3 courses at doctoral level) _____

e.g. career development, diversity issues, psychology, higher education.

5. Research Core (27 credits)

ED 710 Applied Quantitative Methods in Education I (3 cr.) _____
 ED 711 Applied Quantitative Methods in Education II (3 cr.) _____
 ED 730 Introduction to Qualitative Research in Education (3 cr.) or
 PSY 710x Special Topics: Qualitative Methodology (3 cr.) _____
 ECD 736 Advanced Assessment in Counselor Education (3 cr.) _____

 ECD 738 Research in Counselor Education (3 cr.) _____
 ECD 895 Dissertation Research (9 cr.) _____
 ECD 899 Dissertation Preparation (for last semester only; 3 cr.) _____

6. Professional Application Core (19 credits)

ECD 843 Advanced Counseling Practicum (4 cr.) _____
 ECD 847 Counseling Supervision: Practicum (4 cr. for 200 hr. exp.) _____
 ECD 850 Internship in Counselor Education (4 cr.) _____

 ECD 886 Supervised Practice Teaching in Counselor Ed. (4 cr.) _____
 (100 hour experience; 1 hour group supervision and
 concurrent enrollment in ECD 850 are required)
 ECD 860 Professional Issues in Counseling (3 cr. over 2 semesters;
 2 cr. in fall and 1 cr. in spring) _____

MINIMUM TOTAL CREDITS = 64 cr. beyond master's degree

Notes:

1. Cognate area is a concentration in the doctoral study and a focus of the student's interest. This area may be a foundation for the dissertation. Student should consult and receive approval on a cognate area from the advisor and advisory committee. A minimum of 9 credits is required. Some prerequisite courses may be required, depending on courses requirements. Core courses in theory, research and professional application areas taken during one's master's program cannot be counted towards cognate areas. Students may also develop a minor by selecting all cognate courses from one academic department/program.

Examples:

- (1) Career Counseling and Development
PSY 765 Vocational Psychology; PSY 769 Work Motivation
- (2) Women and Gender Issues
PSY 706 Psychology of Gender; SOC(WGS) 739 Social Psychology of Inequality
ANT (WGS)544 Cross-Cultural Perspectives on Women; WGS(SOC) 737 Sociology of Gender
- (3) Diversity Issues
PSY 755 Cross-Cultural Research and Development; PSY 787 Social Development
- (4) Other possibilities: Educational Psychology, Higher Ed., Special Education, and Psychology.

Notes:

1. Advanced Counseling Practicum (ECD 843), Internship (ECD 850), and Teaching Internship (ECD 886) are now offered together as a clinical combo class every Fall, Spring, and Summer. Students registering for ECD 886 in the Summer will register for the 5-week summer session (I or II) in which the course they are teaching falls under. Students registering for ECD 850 and 843 will register for the full 10-week summer course.
2. All students who register for ECD 886 Teaching Internship must concurrently register for ECD 850 Internship in Counseling in order to obtain group supervision while completing their Teaching Internship.
3. Supervision Theory (ECD 735) leads to Supervision Practicum (ECD 847) in the following semester. ECD 735 is offered every Fall and ECD 847 every Spring to match the master's students ECD 562 Techniques of Counseling and ECD 642 Practicum in Counseling sequence
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The chair informs the candidate when the thesis/dissertation is ready to defend and schedule the examination through the Graduate School. Students working on their dissertation will enroll in ECD 895 for 9 credits (a minimum of 3 credits in each semester). ECD 899 (3 credits) is only available during the last semester when a student is graduating, or just passed the deadline for dissertation submission to Graduate School in a previous semester.

NC STATE Counselor Education On-Campus Offerings Effective Summer 2019

No	Course - ON CAMPUS	Cr.	Fa 19	Sp 20	Su 1	Su 2	Fa 20	Sp 21	Su 1	Su 2	Fa 21	Sp 22	Su 1	Su 2	Fa 22	Restrictions
510*	Introduction To Counseling	3		X	X	X		X	X	X		X	X	X		
524*	Career Counseling and Development	3		X	X			X	X			X	X			
525*	Cross Cultural Counseling	3		X		X		X		X		X		X		
530*	Theories of Counseling	4	X				X				X				X	
533*	Introduction to School Counseling	4	X				X				X				X	
535*	Intro to College Counseling	4	X				X				X				X	
536*	Intro to Clinical Mental Health Cnsl	4	X				X				X				X	
539*	Group Counseling	3	X		X		X		X		X		X		X	
540*	Gender Issues	3				X				X					X	2nd year only
541*	Substance Abuse	3	X				X				X				X	2nd year only
542*	Research in Counseling	3	X				X				X				X	2nd year only
545*	Counseling Couples and Families	3		X				X				X				2nd year only
546*	Crisis Counseling	3			X				X				X			2nd year only
561*	Clinical Assessment in Counseling	3		X		X		X		X		X		X		
562*	Techniques of Counseling	4	X				X				X				X	
575*	Human Development	3		X				X				X				
642	Practicum In Counseling	3		X				X				X				
651	Internship in School Counseling	6	X	X			X	X			X	X			X	
652	Internship In College Student Development	6	X	X			X	X			X	X			X	
653	Internship In Agency Counseling	6	X	X			X	X			X	X			X	
651; 652	Internship II: SECTIONS 12 CREDITS 001 School; 002 College;	12	X				X				X				X	
692	Research Projects in Counselor Education	1-6	X	X	X	X	X	X	X	X	X	X	X	X	X	
693	Master's Supervised Research	1-6	X	X	X	X	X	X	X	X	X	X	X	X	X	
699	Master's Thesis Preparation	1-9	X	X	X	X	X	X	X	X	X	X	X	X	X	
731*	Career Development Theory and Research	3					X								X	Even Years
732*	Advanced Multicultural Counseling	3	X								X					Odd Years

735*	Counseling Supervision: Theory and Research	3	X			X			X			X	
736*	Advanced Assessment in Counselor Education	3	X						X				Odd Years
738*	Research in Counselor Education	3		X						X			Even Years
843	Advanced Counseling Practicum	4	X	X	X	X	X	X	X	X	X	X	X
847	Internship in Supervision	4	X	X		X	X		X	X			X
850	Internship in Counselor Education	4	X	X	X	X	X	X	X	X	X	X	X
860	Professional Issues In Counseling	1-3**				X	X						Even Years Fall 2cr/Odd Sp 1cr**
886	Internship in Teaching in Counselor Education	4	X	X	X	X	X	X	X	X	X	X	X
892	Doctoral Research Projects	1-3	X	X	X	X	X	X	X	X	X	X	X
893	Doctoral Supervised Research	1-9	X	X	X	X	X	X	X	X	X	X	X
895	Doctoral Dissertation Research	1-9	X	X	X	X	X	X	X	X	X	X	X
899	Doctoral Dissertation Preparation	1-3	X	X	X	X	X	X	X	X	X	X	X

Notes for Course Offering:

* Master's Program Courses (Letter Grades)

* Doctoral Program Courses (Letter Grades)

Unstarred are S/U Courses

NC STATE Counselor Education Online Offerings

No	Course - ONLINE	Cr.	Sp19	Su1	Su2	F19	Sp20	Su1	Su2	F20	Sp21	Su1	Su2	F21	Sp22	Su1	Su2	F22	Sp23	Su1	Su2	F22
510*	Introduction To Counseling	3		2019				2020 AB				2021				2022				2023 AB		
524*	Career Counseling and Development	3			2019					2020			2021									
525*	Cross Cultural Counseling	3				2019				2020				2021								
530*	Theories of Counseling	4				2019				2020				2021								
533*	Intro to School Counseling	4	4				2019				2020				2021							
535*	Intro to College Counseling	4	4				2019				2020				2021							
536*	Intro to Clinical Mental Health Cnsl	4	4				2019				2020				2021							
539*	Group Counseling	3	3AB				4				2019				2020					2021		
540*	Gender Issues	3			4				2019					2020						2021		
541*	Substance Abuse	3				4				2019				2020						2021		
542*	Research in Counseling	3		3AB				4							2020					2021		
545*	Counseling Couples and Families	3			3AB				4									2020			2021	
546*	Crisis Counseling	3				3AB				4									2020			2021
561*	Clinical Assessment in Counseling	3	4				2019				2020				2021							
562*	Techniques of Counseling	4				4				2019				2020						2021		
575*	Human Development	3		4				2019				2020				2021						
642	Practicum In Counseling	3	3AB				4				2019				2020					2021		
651	Internship in School Counseling	6	2			3AB	3AB			4	4			2019	2019				2020	2020		2021
652	Internship In College Student Development	6	2			3AB	3AB			4	4			2019	2019				2020	2020		2021
653	Internship In Agency Counseling	6	2			3AB	3AB			4	4			2019	2019				2020	2020		2021
651;652	Internship II: SECTIONS 12 CREDITS 611 School; 612 College;	12																				

Notes for Course Offering:

- * Master's Program Courses (Letter Grades)
- Unstarred are S/U Courses