

**NC STATE**

College of Education  
Educational Leadership, Policy,  
and Human Development



Counselor Education Program  
Student Handbook

2023 - 2024

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**NC STATE UNIVERSITY**

# Welcome to North Carolina State University and the Counselor Education Program

We are glad you are here!

## **THE COUNSELOR EDUCATION PROGRAM**

### **Mission and Vision Statement**

The NC State University Counselor Education Program is a multicultural and diverse learning community. Our program integrates and operates from our values of diversity, multiculturalism, social justice, advocacy, collaboration, leadership, technology, and community engagement in our teaching, research, scholarship, and service. We have a long, rich history as leaders in counseling and counselor education, responsive to the counseling needs of North Carolina, the United States, and the world.

Established in 1946, with a foundation rooted in developmental theory, school counseling, and career development, our program has evolved and emerged as an innovator of multicultural and social justice counseling. A prominent example of our innovation is the **Community Counseling, Education, and Research Center (CCERC)** of the NC State Counselor Education Program, with the vision of a national model for world-class, multicultural, and social justice — counseling, supervision, education, training, research, and advocacy.

### **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 on 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 March 1, 2024.

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 at 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. Paola Sztajn. The Associate Dean is Dr. John Lee. 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. Marc Grimmert. In the Counselor Education program, the Program Coordinator is Dr. Angie Smith. 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 regular university appointments, 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

<b>Name</b>	<b>Degree</b>	<b>School</b>	<b>Role</b>
Baker, Stanley B.	Ph.D.	State University of New York at Buffalo	Professor and Coordinator of School Counseling Program
Braga, Cristina	Ph.D.	University of South Carolina	Assistant Teaching Professor, Coordinator of Clinical Mental Health Counseling Program-Online
Childs, Nicole	Ph.D.	University of Georgia	Assistant Teaching Professor, Coordinator of Graduate Certificate in Counselor Education Program
Grimmett, Marc A.	Ph.D.	University of Georgia	Professor and Counselor Education Program Coordinator
Mitchell, Rolanda	Ph.D.	University of North Carolina, Charlotte	Assistant Professor, Coordinator of School Counseling Program-Online
Nassar, Sylvia	Ph.D.	University of North Carolina, Greensboro	Professor
Parker, Brean'a	Ph.D.	University of Georgia	Assistant Professor, Coordinator of Clinical Mental Health Counseling Program-On Campus
Smith, Angela	Ph.D.	North Carolina State University	Teaching Professor, Coordinator of College Counseling Program-Online
Tilford, Terri	Ed.D	Western Michigan University	Assistant Teaching Professor, Clinical Coordinator-Online
Ting, Siu-Man Raymond	Ph.D.	University of Iowa	Professor, Director of Graduate

			Programs (DGP), and Coordinator of College Counseling-On-campus
Vincent, Beth	Ph.D.	North Carolina State University	Assistant Teaching Professor, Clinical Coordinator-On-campus

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

### **Visiting Faculty**

Name	Degree	School	Role
Allen, Amanda	Ph.D.	North Carolina State University	Lecturer
Bolton, Clinton	Ph.D.	North Carolina State University	Lecturer
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 establish diversity and multiculturalism as central to the academic mission of the program. This document, while recognizing that diversity, in general, is desirable, includes a focus on recruiting and retaining students with diverse backgrounds, worldviews, and experiences. For the purpose of this document, ethnic minorities include African Americans, American Indians 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 students from diverse backgrounds.

Students are the heart of the department's academic community, and a diverse student body strengthens our program and profession. Students are encouraged to be fully involved in the department, which assists them in establishing a professional identity that will carry them beyond the program. For example, our program hosts a chapter of Chi Sigma Iota, the 's honor society, Nu Sigma Chi (Chi Sigma Iota); therefore it is 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 engages 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 student diversity is maintained, that the department is indeed an engaged multicultural community, and that the academic focus and vision of the department are 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 (optional; not required)
- 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.

#### **Recruiting and Admissions Procedure:**

1. In addition to admission information sessions in the fall, the program also recruits students from



diverse backgrounds through newsletters sent to universities, college open houses, 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. 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 admission will be listed on the waitlist. When seats are open, they will be informed about admissions. The remaining applicants who are not selected for the program 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 March 1, 2024. 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 the 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 exit interviews and informal student surveys about their experiences in the department. These efforts serve to promote the 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 the fall, the program also recruits students from diverse backgrounds through newsletters sent to universities (including minority universities), college open houses, 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 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.

## **ADVISORS, COURSEWORK, AND COMMITTEES**

### The Advisor

Upon being accepted to do graduate work in the Counselor Education Program, each master's student is assigned to a faculty advisor to work with them throughout their program.

All students should meet with their advisors 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 advisors through email, virtual meetings, phone, or face-to-face meetings. advisors can be of great assistance in getting settled and in establishing an individual graduate advisory committee. Students wishing to change advisors should first discuss with their current advisor, 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:*

Cristina Braga – Online clinical counseling track  
 Rolanda Mitchell – Online school counseling track  
 Angie Smith – Online college counseling track  
 Terri Tilford – Clinical coordinator advising for all online masters students  
 Stanley Baker – On-campus school counseling track and doctoral  
 Adria Dunbar – Doctoral Coordinator, on-campus school counseling track and doctoral  
 Marc Grimmatt- On-campus clinical counseling track and doctoral  
 Brean'a Parker – On-campus clinical counseling track  
 Sylvia Nassar – On-campus college counseling track and doctoral  
 Siu-Man Raymond Ting – On-campus college counseling track and doctoral  
 Beth Vincent – Clinical coordinator advising for all on-campus masters students  
 Nicole Childs – Graduate Certificate in Counselor Education (GCCE) students

### The Graduate Advisory Committee (General)

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 advisor 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/>

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 coursework 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 an off-setting significant activity experience.

### **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 practicum, and 12 in internships, and the advising ratio is approximately 1 to 10. Some of these courses are delivered in a hybrid or online format in the summer. The hybrid courses have different learning modules and each week students complete a series of learning activities (such as readings, media, small group activities, and 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 Mental Health 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 fieldwork experience. School counseling students who wish to get a school counselor license in NC, 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 of part-time study for three years. This program began in the 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 classmates, allowing the students to stay connected and challenged. Students also engaged in online learning, activities, and 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 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 are 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 a master's 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 practicum, and for informal contact. Generally, class size averages

between 20 and 25 in didactic, 4-5 in practicum, and 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 credits, completed 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 advisors 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 the 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 practicum, 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 collaborative relationships 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 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, and 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 the 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 is designed for school teachers, administrators, support staff, residential and academic advisors and tutors in various educational institutions (schools and universities), along with human service workers in government or community agencies, and individuals interested in counseling work. Additionally, course material, collegial collaboration, and faculty mentorship provided within the GCCE program are designed to assist students in determining if they would like to pursue a career in counseling and assist in creating the specific path to begin their career journey. While some graduates of this program pursue their master's in counseling or a related helping profession, many others provide paraprofessional counseling to assist licensed counselors. Regardless of the career decision, all GCCE graduates become better equipped to assist students/clients in dealing with a variety of stressors, obstacles, or challenging systemic dynamics particularly relevant in today's society. Successful completion of certification does not lead to clinical licenses.

GCCE classes are conducted via asynchronous and synchronous learning modes, which helps students balance being a student with life demands, such as career, family, community, friends, and any other important area of their individual life. Accepted GCCE students select a full-time or part-time option. GCCE students can only enroll in GCCE courses as they are not allowed to enroll in any other Counselor Education courses. Financial aid resources are available to full-time students; part-time students are not eligible for financial aid benefits.

#### Full-Time GCCE course schedule includes:

FALL: ECD 575 605  
 SPRING: ECD 530 605

#### Part-Time GCCE course schedule includes:

FALL: ECD 575 605  
 SPRING: ECD 530 605  
 SUMMER 1: ECD 525 605  
 SUMMER 2: ECD 510 605

Program Coordinator and Primary Instructor for the GCCE Program is Dr. Nicole Childs.

### **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 graduate education.

**Transfer Credits** Graduate School allows post-masters 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 REQUIREMENTS AND TIME LIMITS**

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. Time limits are not extended.

## **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 the 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) 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 the master’s and program 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 an NDS/PBS (non-degree) student prior to being accepted to the master's program.
- 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 master's 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 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 the 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. Additionally, during each monthly Counselor Education faculty meeting, time is allocated for student progress updates, concerns, and celebrations.

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. However, a remediation plan for students could occur at any time during the semester. 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:

#### **I. 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.

## **II. 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 the 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/>.

[College of Education: Student Concern and Resolution Process](#)

[Written Student Complaints](#)

[Written Student Complaint process: REG 11.35.04](#)

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 is 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 for 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 to use a calendar, planner, or time management system.

One of the most wonderful aspects of 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 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 POLICY**

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 that 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/UNIVERSITY 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 the master's 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.

#### **Student Services and Advising Center (SSAC): College of Education**

The office supports College of Education students and provides a variety of services and opportunities to connect with graduate students from across the college community.

Link to the Student Services and Advising Center (SSAC): <https://ced.ncsu.edu/student-success-and-strategic-community-engagement/student-success-and-advising-center/>

**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, ongoing 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 website 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 website 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 technical 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 the 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 the 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 receive 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 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.cpfs.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 for 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 fieldwork such as the program clinic (CECRC).

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

### **Prevention Services**

NC State Prevention Services believes that information should be shared from an objective and factual perspective, without bias or an agenda to steer an individual in any one direction unless imminent harm would result. Prevention Services exist to bring this message to the NC State community. Prevention Services is a no-cost service to all students and offers consultation to parents of students, staff, and faculty. The office is flexible in format and willing to work with you, your group(s), and/or your department in some of, but not limited to, the following ways:

- one-on-one conversations focused on resources
- formal/informal presentations and training
- formal/informal conversation facilitators
- staff/student group meeting guests
- Q & A resource
- student group leadership trainings/discussions
- event planning for risk management and problem prevention

Link to Prevention Services website: <https://prevention.dasa.ncsu.edu/>

### **Career Development Center**

At the Career Development Center, the Center seeks to help NC State students become standout job candidates. They do more than help you get a job after college — they work with you from freshman year on to develop a career path that matches your unique talents, interests, and ambitions.

Location:  
2100 Pullen Hall  
201 Dan Allen Drive  
Campus Box 7303  
Raleigh, NC 27695-7303

Link to the Career Development Center: <https://careers.dasa.ncsu.edu/about/>

### **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 full-time 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 before changing the curriculum, changing immigration status, registering for less than full-time 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 sidebar.

### **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](http://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/](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 2022-2023) as well as the next school year (such as 2023-2024) 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 master's degrees may also apply for fellowships, assistantships, and other awards offered through individual colleges and the Graduate Schools. 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 interviews. 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 stipend, 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 the Assistant Dean of the Graduate School. Please note that some fellowship programs require students to submit GRE scores to be considered for awards.

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. Residentiary 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 exception 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 School Teachers**  
 Legal North Carolina residents who are full-time North Carolina public school teachers 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 a 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. Scholarship recipients will be notified at 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 a 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 to 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 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 with 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 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>

## 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 settings, including attending, listening, and challenging.

**ECD 533: Introduction to School Counseling:** An examination of the 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 settings.

**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 a 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 a 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.

**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- Effective January 22, 2019**

**\*The full-time students who plan to complete the degree in two years, they should follow the curriculum and schedule below to complete the degree requirements. Total: 60 credits. All school counseling admits after 2020 will have 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**

**First Summer Session First Year (3-6 credits)**

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

**Optional Courses:** ECD 539: Group Counseling T/H

**Second Summer Session First Year (3-6 credits)**

**Required:** ECD 525: Multicultural Counseling (3 cr.)M/W

**Optional Courses:** ECD 510: Orientation to Professional Counseling, Identity, and Ethics (3 cr.)T/H

**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 Lifespan Development (3 cr.) T
2. ECD 642: Practicum in Counseling (3 cr.) M
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.) T/H

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

**Second Summer Session Second Year (3-6 credits)**

**Required:** ECD 540: Gender Issues in Counseling (3 cr.) T/H

**Fall Semester Second Year (12 credits)**

**Required courses:**

ECD 651/652/653: Internship in School/College/Clinical Counseling W  
(12 cr. over Two Semesters)  
ECD 541: Substance Abuse and Counseling (3 cr.) H  
ECD 542: Research in Counseling (3cr.) M

**Spring Semester Second Year (9 credits)**

**Required Courses:**

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

ECD 545: Counseling Couples and Family H

**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.**

**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	_____
ECD 533/35/36: 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	_____
<b>Total Credits:</b>	_____	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	_____

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

**Total Credits:**

**60**

\_\_\_\_\_

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

Counselor Education Program  
North Carolina State University

Name \_\_\_\_\_  
Year of admission \_\_\_\_\_

**Curriculum for Master's Degree Students (On-Line delivery):  
School, College, and Clinical Counseling Programs- Effective January 22, 2019**

**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:

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 541: Substance Abuse Counseling (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 575: Multicultural Lifespan Human Development (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:

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

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**

<b>Course</b>	<b>Semester Completed</b>	<b>Credits</b>	<b>Grade</b>
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	_____
<b>One</b> 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 542: Research in Counseling _____		3	_____
ECD 545: Counseling Couples and Families _____		3	_____
ECD 546: Crisis Interventions in Counseling _____		3	_____
ECD 575: Multicultural Lifespan Development _____		3	_____
ECD 642: Practicum in Counseling _____		3	_____
<b>One</b> based on your concentration, over two semesters:			
ECD 651: Internship in School Counseling _____			_____
ECD 652: Internship in College Counseling _____ and Student Development		12 12	_____ _____
ECD 653: Internship in Clinical Mental Health Counseling _____		12	_____

**Total Credits: 6**

## COUNSELOR EDUCATION CLASS OFFERINGS

### On-campus Class Offerings

No	Course - ON CAMPUS	Cr.	Fall	Sprg	Su 1	Su 2		Restrictions
510*	Introduction To Counseling	3		X	X			
524*	Career Counseling and Development	3		X	X			
525*	Cross Cultural Counseling	3		X		X		
530*	Theories of Counseling	4	X					
533*	Introduction to School Counseling	4	X					
535*	Intro to College Counseling	4	X					
536*	Intro to Clinical Mental Health Cnsl	4	X					
539*	Group Counseling	3	X			X		
540*	Gender Issues	3				X		<b>2nd year only</b>
561*	Clinical Assessment in Counseling	3		X				
562*	Techniques of Counseling	4	X					
575*	Multicultural Lifespan Development	3		X				
541*	Substance Abuse	3	X					<b>2nd year only</b>
590*	Counseling Children and Adolescents	3						not offered after Su 19
545*	Counseling Couples and Families	3		X				<b>2nd year only</b>
542*	Research in Counseling	3	X					<b>2nd year only</b>
546*	Crisis Counseling	3			X			<b>2nd year only</b>
642	Practicum In Counseling	3		X				
651	Internship in School Counseling	6	X	X				
652	Internship In College Student Development	6	X	X				
653	Internship In Agency Counseling	6	X	X				
651	Internship II: SECTIONS 12 CREDITS 001 School	12	X					
692	Research Projects in Counselor Education	1-6	X	X	X	X	X	

693	Master's Supervised Research	1-6	X	X	X	X	X	
699	Master's Thesis Preparation	1-9	X	X	X	X	X	

**Notes:** The schedule below is tentative, classes may change. Students should consult their advisors during advising periods before they enroll in classes for the next semester.