

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

Student Handbook  
2015-2016

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**Note:**

All material in this document is subject to periodic change. The most current resource for student information about the Counselor Education Program, the Department of Educational Leadership, Policy, and Human, the College of Education, and NC State University may be found on the Internet at the following address: College of Education <http://ced.ncsu.edu/>

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

The Counselor Education program at NC State shares the University's land grant *Mission*. Through our Scientist-Practitioner and School-College - Community Collaboration Model, we train culturally competent counselors and counselor educators who are able to work collaboratively across settings to effectively lead, serve, and advocate for the academic, career, and personal-social development of children, adults, families, and communities. Our *Vision* is to push forward the frontiers of knowledge: Advanced video, computer, and networking technologies do and will continue to link Counselor Education graduate students and faculty with regional, state, national, and international partners in teaching, research, and service endeavors designed to offer hope to persons with the least access to educational and career opportunities afforded by life in the 21<sup>st</sup> century.

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

### **L LEARN GENERAL PEDAGOGY:**

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

### **E EDUCATE WITH CONTENT-SPECIFIC STRATEGIES:**

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

### **A APPLY DISCIPLINE KNOWLEDGE:**

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

### **D DEMONSTRATE UNDERSTANDING OF THE EDUCATION CONTEXT:**

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

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

### **S SCHOLARLY:**

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

### **E ETHICAL:**

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

### **R REFLECTIVE:**

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

### **V VALUERS OF DIVERSITY:**

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

### **E EXPERIENCED IN PRACTICAL APPLICATIONS OF KNOWLEDGE:**

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

## **GRADUATE STUDY IN THE COUNSELOR EDUCATION PROGRAM**

The Counselor Education Program at North Carolina State University has had a long and rich history of contributing to the needs of North Carolina and the nation. Founded in 1946 with the appointment of Professor Roy Anderson, the counselor education program functioned largely as a one person enterprise with a focus on occupational information and guidance. In the early sixties, the name was changed to Guidance and Personnel Services.

By 1975, the faculty had increased to four full time positions. The primary focus of the program was still toward masters 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 masters and doctoral levels. At the masters level, there are three concentrations: school counseling, college counseling and student development, and clinical and mental health counseling. The doctoral program, counseling and counselor education, a combined focus on research, theory and practice, is designed to prepare leaders for the field of counseling and counselor education. The department was authorized to offer the Ph.D. degree in 1992. Counselor Education also offers an online graduate certificate program and a small online master's program.

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

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

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

In 1999, the Counselor Education program merged with the Educational Leadership and Program Evaluation program to form a new department. The new name of the Department 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, 2016 the online masters program was approved by the UNC-General Assembly. The online program is offered as a distance education version of the existing on campus program, it is under review for accreditation. Students receive the same degree as the on-campus students. The online program curriculum is the same as the on-campus program.

## ORGANIZATION OF THE PROGRAM

The Counselor Education Program is located in 520 Poe Hall, although some faculty members and graduate students have offices elsewhere. 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 whom you should see about various kinds of problems.

The Counselor Education Program is a unit within the College of Education. The Interim Dean of the College is Dr. Mary Ann Danowitz. The Associate Dean is Dr. Ellen Vasu. 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. Lance Fusarelli. In Counselor Education program, Program Coordinator is Dr. Nassar-McMillan and the Director of Graduate Program is Dr. Siu-Man "Raymond" Ting. The voting members of the program consist of all regular faculty members.

## FACULTY DIRECTORY

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

### Core Faculty

*BAKER, Stanley B.*, (Professor and Coordinator of School Counseling Track), Ph.D., State University of New York at Buffalo  
developmental counseling, secondary school counseling, prevention, cognitive-behavioral applications in counseling, quantitative and qualitative research

*GERLER, Edwin R.*, (Professor, Coordinator of Ph.D. Program), Ed.D., The Pennsylvania State University  
preventive/developmental counseling in elementary and middle schools, use of technology in education

*GRIMMETT, Marc Anderson*, (Associate Professor and Coordinator of Community Counseling Track), Ph.D., The University of Georgia  
promoting academic and career achievement among African-American students

*LUPTON-SMITH, Helen*, Teaching Assistant Professor and Clinical Director  
Ph.D. North Carolina State University

*NASSAR-MCMILLAN, Sylvia.*, (Professor and Program Coordinator), Ph.D., University of North Carolina-Greensboro  
multicultural counseling, counseling with Arab Americans, community agency counseling

*PICART, Jose A.*, Professor  
Ph.D., University of Oklahoma  
decision-making, diversity, cognitive development

*SHIPP, Adria*, Assistant Professor  
Ph.D., University of North Carolina, Greensboro  
school counseling, counselor supervision

*SMITH, Angela*, Teaching Assistant Professor  
Ph.D. North Carolina State University  
Career development, online education

*TING, Siu-Man R. (Raymond)*, (Professor, Director of Graduate Program, Coordinator of Online Master's and Graduate Certificate Program, and Coordinator of College Counseling Track), Ph. D. University of Iowa college admissions, first-year programs, career development, online counseling education, science and career education, mental health issues

#### Special Appointments

Dr. Nicole Childs, Teaching Assistant Professor  
Ph.D. University of Georgia  
family and couples therapy

#### Visiting Faculty

BLACKBURN, Charlie, Visiting Assistant Professor  
Ph.D. North Carolina State University

CALLANAN, Roger, Visiting Assistant Professor  
Assistant Vice Provost, Division of Academic and Student Affairs  
Ph.D. North Carolina State University

MAXWELL, Millie, Visiting Assistant Professor  
Ph.D. North Carolina State University

OSBORN, Monica, Visiting Assistant Professor,  
Director Counseling Center  
Ph.D. , Director of Counseling Center, NCSU

STAFFORD, Thomas, Visiting Associate Professor  
Former Vice Chancellor for Student Affairs,  
Ph.D., Florida State University

SUTTON, Rhonda, Visiting Assistant Professor  
Director, Office of Postdoctoral Service  
Ph.D. North Carolina State University

TYLER-WALKER, Richard, Visiting Assistant Professor  
Assistant Director, Counseling Center  
Ph.D. North Carolina State University

SCOTT, Warren, Visiting Assistant Professor  
Ph.D. North Texas University

#### Emeritus Faculty

*JONES, Lawrence K.*, Professor Emeritus, Ph.D., University of Missouri,  
career development, secondary school counseling

*LOCKE, Don C.*, Professor Emeritus, Ed. D., Ball State University,  
multicultural counseling, secondary school counseling

*McVAY, Julie G.*, Associate Professor Emeritus, Ed.D., North Carolina State University,  
student development in higher education

*SPRINTHALL, Norman A.*, Professor emeritus, Ed.D., Harvard University,  
cognitive development, community agency counseling



## **COUNSELOR EDUCATION PROGRAM POLICY ON RECRUITMENT AND RETENTION OF ETHNIC MINORITY STUDENTS**

### **Counselor Education Program Policy**

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

In providing opportunity and defining the department's identity, students are the heart of the department's academic community. It is therefore especially important that ethnic minority students are encouraged to join the department. Full involvement in departmental activities by all students helps to assure that student diversity is maintained, that the department is indeed an engaged multicultural community, and that the academic focus and vision of the department is achieved.

For many years the department has made special efforts through a careful selection processes to recruit and retain ethnic minority students. This document seeks to build upon these earlier experiences.

### **Admissions Requirements for Master's Programs (on-campus and online program):**

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

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

### **General Policy of the College of Education**

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

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

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

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

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

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

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

### **College Action 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.
3. Funding for the recruitment of ethnic minority tenure-track students will be aggressively pursued.
4. The CED web page will contain information relating to issues of diversity and the direct connection between our vision, the academic program, and the recruitment and retention of minority students (and faculty).
5. Departments should explore ways of greater collaboration with students and faculty at the historically black institutions in North Carolina.
6. The expansion of the pipeline for ethnic minority faculty in higher education is a critical responsibility that has been embraced by the College of Education and North Carolina State University in its recruitment and advancement of minority students in advanced graduate programs. The department should align its efforts with those of the college and the university for greater efficiency and success.
7. The performance evaluations of program directors in the College of Education shall include a discussion about their efforts to recruit and retain ethnic minority students. Such evaluations shall include entries that establish expectations, and should assess and evaluate the program director’s efforts to recruit and retain ethnic minority students.

## **ADVISERS, COURSEWORK, AND COMMITTEES**

### The Initial Adviser

Upon being accepted to do graduate work in the Counselor Education Program, each student is assigned to a faculty adviser, usually in the same field of interest as the student. This is a temporary assignment, however, designed to reduce the problems of transition from previous academic settings or employment to graduate school at NCSU. Students should communicate with their advisers about their studies and to ask any questions which may arise during their initial semesters in the program. DE online students are encouraged to contact their advisers through emails, phone or face-to-face meetings. Advisers can be of great assistance in getting settled and in establishing an individual graduate advisory committee. Students wishing to change advisers may do so by requesting a new assignment from the director of graduate programs (Dr. S. Raymond Ting).

### The Graduate Advisory Committee (General)

Go to the following Internet site for information about the composition of Graduate Advisory Committees:

<http://www.ncsu.edu/grad/handbook/sections/3.2-advisory-committees.html>

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

<http://www.ncsu.edu/grad/handbook/sections/3.3-plan-of-work.html>

### Masters Degrees Programs: On-campus or online delivery

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

The Masters of Education Degree (M.Ed.) is primarily a practitioner oriented masters and is offered in on-campus program or DE online program (same degree). There are three concentrations: (a) school counseling (elementary and middle or secondary), (b) college counseling, and (c) clinical mental health counseling. These concentrations require a minimum of 60 credits. 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 Master's of Education program. The Option B Master's degree requires that students adhere to the general guidelines for a Master of Arts or Master of Science degree with the following exceptions:

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

It is important that Plan B master's students and their advisers keep accurate records of the students' having met the coursework requirements and see to it that a "Request For Option B Graduation Checkout" form is submitted to the Graduate School no later than 30 days after the first day of the semester in which the student intends to graduate.

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

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

### Specific Program Requirements

#### CORE COURSES:

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

ECD 524	Career Counseling and Development
ECD 525	Cross Cultural Counseling
ECD 530	Theories and Techniques of Counseling
ECD 539	Group Counseling
ECD 561	Clinical Assessment in Counseling
EDP 575	Multicultural Lifespan Development in Educational Context or equivalent
ECD 590	Special Problems: Substance Abuse Counseling
ECD 562	Techniques of Counseling
ECD 642	Practicum in Counseling
ECI 510	Research Applications in Curriculum and Instruction or equivalent

#### Electives

Family/Couples Counseling, Crisis Intervention, Gender Issues in Counseling

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 available 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.**

DE online program is a part-time study, students complete the same curriculum in 3 years.

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 to be in direct service to clients. Of the 40 hours of direct service, at least 10 hours should be in group work. While enrolled in practicum (ECD 642), students are to receive a minimum of one hour per week of individual supervision and a minimum of one and one-half hours of group supervision over one academic term from a faculty member or a supervisor under the supervision of a program faculty member.

CACREP Standards also require that students complete a supervised internship (ECD 651, 652, or 653) of 600 clock hours that begins **after** successful completion of the practicum. A minimum of 240 hours of the internship experience is to be in direct service to clients appropriate to one's program of study. Interns are to receive a minimum of one hour per week of individual supervision from their on-site supervisors who themselves must have a master's degree in counseling or a closely related field and appropriate certifications and/or licenses. In addition, interns are to receive one and one-half hours per week of group supervision throughout the internship, usually provided by a faculty member/university supervisor.

**All students enrolled in practica, as well as internships, must have proof of possessing their own professional liability insurance before they are able to see clients. There are no exceptions.** Relatively inexpensive professional liability insurance is available to members of the American Counseling Association (ACA)

and the American School Counselor Association (ASCA). Applications for ACA and ASCA membership are available in 520 Poe Hall as are applications for professional liability insurance.

### Masters in Counselor Education

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

#### College Counseling and Student Development Program

In this specialization, the masters degree program prepares persons for entry level positions in student service agencies such as advising, career planning and development, counseling, admissions, residence life, diversity office, financial aid, and the international student office. The faculty and students of the program enjoy an excellent relationship with professionals in the University Counseling Center, and the Division of Academic and Student Affairs, and many opportunities for relevant experience are provided through internships in the various agencies. The on-campus program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The new online program is being reviewed by CACREP for accreditation.

#### Courses in Specialization:

ECD 535	Introduction to College Counseling and Student Development
ECD 652	Internship in College Student Development

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

#### Clinical Mental Health Counseling Program

This curriculum area has been designed for those who wish to become counselors and/or related helping personnel for community agencies. There is a dual emphasis on counseling and assessment skills as well as advocacy roles for the community-based professional. In addition to direct service, there is also a focus on the training director, workshop leader role. The on-campus program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). ). The new online program is being reviewed by CACREP for accreditation.

#### Courses in Specialization:

ECD 536	Introduction to Clinical Mental Health Counseling
ECD 653	Internship in Clinical Mental Health Counseling

#### 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 on-campus program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The new online program is being reviewed by CACREP for accreditation.

Those who wish to obtain school counselor certification from other states should contact them to determine requirements. This is particularly important for those persons who do not have a teaching certificate; it is a requirement in some states.

#### Courses in Specialization:

ECD 533	Introduction to School Counseling
ECD 651	Internship in School Counseling

## Ph.D. Degree (Specific Information)

### **Program Overview:**

The doctoral program in Educational Leadership, Policy and Human Development (program area of study: Counseling and Counselor Education, beginning from fall, 2016 and the Counseling and Counselor Education [Ph.D.] have been designed to prepare dedicated, knowledgeable, skillful, socially and culturally aware, and ethically responsible professionals for the 21st century.

The program consists of a counseling core curriculum is designed to extend the knowledge base of the counseling profession in a climate of scholarly inquiry. It requires completion of a minimum of 60 semester hours beyond those earned in an accredited masters program in counseling of at least 48 semester hours.

Doctoral students will work closely with faculty in designing, implementing and evaluating innovative educational projects in response to the needs of society.

### **Vision Statement:**

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

### **Mission Statement:**

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

### **Work Place:**

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

## Admission to the Doctoral Program

### **Target Students:**

We seek to attract a carefully selected group of students from educational and community services who may presently be functioning in roles such as teachers, counselors, educational administrators, school psychologists, social workers or community planners. For example, professionals with three to ten years experience at a "middle management" level in a school, college, or community organization. In addition to the academic credentials attesting to intellectual competence, the program faculty desires evidence of successful leadership and outstanding professional commitment. Applicants are expected to have a masters degree in counseling or an equivalent degree.

### **Requirements:**

Doctoral students are only admitted once each calendar year and the deadline for applications is Dec 1.

Selection for admission is based on a number of criteria:

1. Academic achievement.
2. Performance ratings and recommendations from professors and supervisory personnel.
3. Demonstrated leadership activity and/or significant work experience.

4. Interview process - all doctoral candidates are expected to be interviewed, barring significant geographical distances.
5. Other additional materials are also welcome to supplement the application.
6. Graduate Record Examination [Verbal & Quantitative] is required.

Program of Study

**PhD Program**

***Educational Leadership, Policy and Human Development(beginning from fall, 2016)***

Program Area of Study: Counseling and Counselor Education (Total: 60 credits)

**College Core Course .....21 hours**

**Scholar Leaders Courses (6 hours)**

Semester  
Completed      Hours      Grades

Scholar Leader: Diversity and Equity in Schools and Community		3	
Scholar Leader: Systemic Change in Education and Society		3	

**Required College Research Methods\* (15 hours)**

ED 710 Applied Quantitative Methods in Education, or its equivalent		3	
ED 711 Applied Quantitative Methods in Education II		3	
ED 730 Introduction to Qualitative Research in Education, or its equiv.		3	
ECD 736 Advanced Assessment in Counseling		3	
ECD 738 Research in Counselor Education		3	

*\*Note: ED 700 Introduction to Research Design in Education, or its equivalent is a pre-requisite course for any research course. A graduate student may take it as part of their Program Area of Study, with approval from their advisor.*

**PhD Core Courses.....minimum of 27 hours**

**Scholar Core Required Courses or Experiences**

Semester  
Completed      Hours      Grades

ECD 732 Advanced Multicultural Counseling		3	
ECD 860 Professional Issues in Counselor Education		3	

**Program Area of Study (21 hours)**

Prerequisites: (number of credits: zero to variable) 600 hour internship and masters level course work equivalent to those of a CACREP accredited program.

ECD 731 Advanced Career Development Theory and Research		3	
ECD 735 Counseling Supervision: Theory & Research		3	
ECD 843 Advanced Counseling Practicum		3	
ECD 847 Internship in Supervision		3	
ECD 850 Internship in Counselor Education		6	
ECD 886 Internship in Teaching in Counselor Education		3	

**Electives (optional) -----(\_ hours)**

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**Thesis Equivalence -----(3 hours)**

Choose from one of the following options: • ECD 892 Doctoral Supervised Research – Thesis*		3	
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*\*Note: A thesis equivalent is a program requirement for those not having completed a thesis during their master's program.*

**Comprehensive Examination..... 0 hour**

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**Dissertation-----9 hours**

ECD 895 Doctoral Dissertation Research		9	
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Ph.D in Counseling and Counselor Education (students admitted before fall, 2016)Program of Study

The overall program is composed of the following elements:

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

600 hour internship and masters level course work equivalent to those of a CACREP accredited program.

## 2. Thesis equivalent for those not having completed a thesis during their Master's program: ECD 893: Doctoral Supervised Research 1-3 cr.

## 3. Theory Core (9 credits)

ECD790B	Counseling Theory and Development: Gender, Race and Cultures (3 cr.)
ECD 731	Career Development Theory and Research (3 cr.)
ECD 735	Counseling Supervision: Theo. & Res. (3 cr.)

## 4. Cognate Area (9 credits minimum; 3 courses at doctoral level) e.g. career development, diversity issues, psychology, higher education.

## 5. Research Core (27 credits)

ED 710	Applied Quantitative Methods in Education I (3 cr.)
ED 711	Applied Quantitative Methods in Education II (3 cr.)
ED 730	Introduction to Qualitative Research in Education (3 cr.) or PSY 710x Special Topics: Qualitative Methodology (3 cr.)
ECD 738	Research in Counselor Education (3 cr.)
ECD 736	Advanced Assessment in Counselor Education (3 cr.)
ECD 895	Dissertation Research (9 cr.)
ECD 899	Dissertation Preparation (for last semester only; 3 cr.)

## 6. Professional Application Core (18 credits)

ECD 843	Advanced Counseling Practicum (3 cr.)
ECD 847	Internship in Counseling Supervision (3 cr. for 200 hr. exp.)
ECD 850	Internship in Counselor Education (total 6 cr.) (3 cr. for clinical counseling: 300 hour experience; 3 cr. for teaching practicum; 100 hour experience)
ECD 886	Internship in Teaching in Counselor Ed. (3 cr.) (100 hour experience; 1 hour group supervision and concurrent enrollment in ECD 850 are required)



ECD 860 Professional Issues in Counseling (3 cr. over 2 semesters;  
2 cr. in fall and 1 cr. in spring)

*MINIMUM TOTAL CREDITS* = 63 cr. beyond Master's degree (possible additional credit requirements and prerequisites in above categories).

Comprehensive Exam  
Dissertation and Final Oral Exam

### 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 average. Thus, particularly during the first year, a student may find that even a single "B-" or "C" grade may put him/her in jeopardy, despite a number of "S" grades. By and large, the Counselor Education Program expects that its graduate students will strive to achieve "B" or better grades in all letter-graded courses. In the fall of 1998, the University instituted a plus and minus grading system for all graduate and undergraduate courses. All instructors are required to use it. Each plus or minus grade has a different weight than that given to A, B, and the like. Note that a B- is weighted below 3.0. Therefore, if one acquires grades of only Bs and Bs-, the GPA will be less than 3.00.

### The Incomplete Grade

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

## **REGISTRATION PROCEDURES**

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

<http://www.ncsu.edu/registrar/registration/guide/index.html>

### Special note for doctoral students:

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

<http://www.ncsu.edu/registrar/inter-institutional/index.html>

## **REGISTRATION REQUIREMENTS AND TIME LIMITS**

### Masters Degree

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

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

### Doctoral Degree

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

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

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

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

## **SCHEDULING EXAMINATIONS AND PRESENTATIONS**

### Overview

Certain events in one's graduate career require special scheduling considerations and advance notification. These events include the presentation of proposals for M.S. or Ph.D. research, the oral defense of the resulting thesis or dissertation, and the written and oral preliminary examinations for doctoral students.

While the program must be notified of the schedule for each of the above events, some events involve different procedural steps than others. Thus, the notification deadlines will vary.

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

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

The oral preliminary exam must be scheduled as soon as possible following certification by the committee chair that the written prelims have been passed. Ordinarily this will be within four weeks of such certification. Extensions are possible only on the recommendation of the student's committee and with the approval of the Program Head and the Graduate Program Director. Failing the oral exam constitutes a failure on the entire preliminary exam. Any retake must include both a written and an oral exam and must occur no sooner than one full semester (or its equivalent) after a failed attempt. (The opportunity for a second prelim is at the option of the student's Advisory Committee and only one such retake is ever permitted.)

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

### Written and Oral Preliminary Exams

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

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

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

### Special Guidelines for the Written Preliminary Examination

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

### A Negotiated Exam (Special Paper)

The student meets with the advisory committee and presents/discusses an outline for a special paper of at least 30 and no more than 50 pages. The topical area selected can be any area that is highly relevant to counselor education. The purpose of the paper will be to demonstrate a high level of in depth critical analysis, synthesis and originality. The committee may choose to accept the topic and make suggestions to clarify the question or the

committee may request a second meeting to consider a revised submission by the candidate. Once the candidate begins the process (normally six weeks), however, faculty contact is limited to brief consultation on the process but not on the substance of the task. The paper is to be typed with four copies submitted.

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

The following guidelines apply to the Negotiated Exam:

<b>Introduction</b> [2-3 pages]
<b>Theory Section</b> [roughly 20 pages]:
Justify your choice of theories (whether it be 2, 3, or some other number)—why are these the most relevant/appropriate to your interest—this also (or instead) could go in introduction section.
Explain what criteria/guidelines you will utilize to critique your chosen theories (See section titled Criteria for critiquing theory).
Critique each theory using those criteria. Each theory also needs to be evaluated from the perspective of usefulness to the writer.
<b>Research Section</b> [roughly 20 pages]:
Select 4-6 articles (depending upon committee recommendation) that are relevant to your topic of interest—these can and often are related to the theories selected above.
Justify your choice of articles, taken into consideration the participant pool, methodologies, etc. [Ask yourself whether these provide a good representation of what is out there in the literature as well as a broad enough range of demonstration of your ability to critique research.
Explain criteria/guidelines you will utilize to critique your research articles (e.g., different criteria for different methodologies?) (See sections titled Criteria for Critiquing Factor Analysis, Correlation, Regression, and Survey Studies; Criteria for Analyzing and Designing True and Quasi-Experimental Research Designs; and Criteria for Critiquing Qualitative Methods.
Critique each article accordingly [use remaining pages left for this section, divide by the number of articles selected.
<b>Synthesis Section</b> [3-5 pages]:
So, what have you learned?
What are your conclusions?
Where are the gaps in the literature?
Where are your gaps in knowledge?
Implications for future research?
Implications for YOUR future research/where to from here?
<b>References Section</b> – list references used in the exam document.

<p><b>Important Note:</b></p> <p><b>Negotiated Exam should be written in APA style, with headings and subheadings to organize it appropriately for its content.</b></p> <p>A brief prospectus must be submitted to committee approximately 2 weeks prior to Negotiated Exam Proposal meeting and approved by that meeting, which includes information on each section above sufficient for committee to make determination on appropriateness of topic, theories, research articles, etc.</p>
<p><b>Criteria for Critiquing Theory:</b></p>
<p><b>Assumptions and Premises</b> What are the assumptions stated by the theory?</p> <p><b>Key Constructs</b> (i.e., ideas, concepts) What are the key constructs and ideas proposed by the theory? How are key constructs defined?</p> <p><b>Definitions</b> What important definitions are included in the theory?</p> <p><b>Precision</b> (i.e., clarity)</p> <p><b>Usefulness</b> (i.e., applicability to stated issue or problem) Is the theory precise, clear, useful? How is the theory useful? Applicable? With what populations? In what contexts?</p> <p><b>Testability</b> Can hypotheses be generated from the theory that can be tested empirically and clinically?</p> <p><b>Comprehensiveness</b> How is the theory comprehensive?</p> <p><b>Generalizability</b></p> <p><b>Integration of previous theory and research</b> Does the theory integrate previous theory and/or research? Describe previous theory and/or research are integrated with this theory</p> <p><b>Integration of multiculturalism and diversity concepts</b> Does the theory integrate multiculturalism and diversity concepts? Describe and explain, for example, cultural values; multiple dimensions of identity; universal and cultural-specific strategies; individualism and collectivism, as they are addressed by the theory.</p> <p><b>Integration of historical, social, political, economic, and other relevant contextual information</b> Does the theory integrate historical, social, political, economic, and other relevant contextual information? Describe and explain, for example, client and client systems; prejudice, discrimination, and racism at the individual, institutional, and cultural level, as they are addressed by the theory.</p> <p><b>Integration of social justice concepts</b> Does the theory integrate social justice concepts? Social justice refers to the commitment to ensuring change locally, nationally, and internationally based on the valuing of fairness and equity in resources, rights, and treatment for marginalized individuals and groups of people who do not share equal power in society because of their immigration, racial, ethnic, age, socioeconomic, religious heritage, physical ability, or sexual orientation status groups. (Constantine, Hage, Kinaichi, &amp; Bryant, 2007, p. 24)</p> <p><b>Implications for organizing existing knowledge and for placing it in a context meaningful to researchers, practitioners, and training programs</b> Does the theory help to meaningfully organize and contextualize information for researchers, practitioners, and training programs?</p>

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

<p>Were the standardized Betas reported?</p> <p>Was the strength of the relationships reported? (i.e., <i>R</i> squared)</p> <p>Was the correlation matrix provided so that all correlation relationships are reported? (<i>R</i> and <i>p</i> values, positive—negative, significant—non-significant)</p> <p>Do the tables stand alone?</p> <p>Were the findings discussed in relation to the goals or research questions?</p> <p>Were the findings discussed in relation to previous research?</p> <p>Were there recommendations for practice and for further research?</p> <p>Were there any potential generalizations of the findings?</p>
<b>Survey Studies</b>
<p>Was the rationale for the study presented clearly?</p> <p>Was the purpose or goal of the survey study presented clearly?</p> <p>Were the population sample defined clearly? Was the sample representative enough?</p> <p>Were the procedures for recruiting participants presented clearly?</p> <p>Was there a follow-up in order to increase the sample size, and were the follow-up recruiting efforts appropriate?</p> <p>Was the return response rate reported? Was it high enough to accept the findings and recommendations?</p> <p>Was the survey development process presented clearly and in enough detail?</p> <p>Did the survey item categories seem to match the goals?</p> <p>Was there any evidence of validity and reliability for the survey scale?</p> <p>Were the methods for collecting and scoring the responses provided clearly? Were they appropriate?</p> <p>Were all of the findings presented in the narrative and tables?</p> <p>Did the tables stand alone?</p> <p>Were the findings presented accurately and appropriately?</p> <p>Were the findings discussed regarding: (a) the research questions or goals, (b) implications for professional practice, (c) implications for research, and (d) previous research and theory?</p>
<b>Criteria for Analyzing and Designing True and Quasi-experimental Research Designs:</b>
<b>Preliminary Questions</b>
<p>Is the study based on descriptive, difference, or relationship question?</p> <p>Is it a field or laboratory study?</p> <p>Using the notations provided in the Heppner et al. (2008) text (e.g., R X O) diagram the design of the study</p>
<b>Basic Questions</b>
<p>What are the research questions?</p> <p>What are the research hypotheses?</p> <p>If applicable, what are the independent and dependent variables?</p> <p>Was the independent variable appropriately operationalized?</p> <p>Was the definition of the independent variable similar to previous uses?</p> <p>Were the dependent variables appropriately operationalized?</p> <p>Were the definitions of the dependent variables similar to previous uses?</p> <p>Was there random assignment of participants to treatments?</p> <p>If yes, how did that impact threats to internal validity?</p> <p style="padding-left: 40px;">If no, were any of the following procedures employed?</p> <p>Random assignment of intact groups to treatments</p> <p style="padding-left: 40px;">Pretest manipulations to compare groups prior to the intervention</p> <p>Were there a sufficient number of participants to avoid a Type II error?</p> <p>Were the participants aware of the research hypotheses?</p>

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



<b>References Used For Exam Criteria:</b>
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<p><b>Theory</b></p> <p>Sue, D.W., &amp; Sue, D. (2003). <i>Counseling the culturally diverse: Theory and practice</i> (4th ed.). New York: Wiley.</p> <p><b>Quantitative Methods</b></p> <p>Heppner, P. P., Wampold, B. E., &amp; Kivlighan, Jr., D. M. (2008). <i>Research design in Counseling</i> (3rd ed.). Belmont, CA: Thomson*Brooks/Cole.</p> <p><b>Qualitative Methods</b></p> <p>Guba, E.G. &amp; Lincoln, Y.S. (1994). <i>Competing paradigms in qualitative research</i>. In N.K. Denzin &amp; Y.W. Lincoln (Eds.), <i>Handbook of qualitative research</i> (pp. 105-117). Thousand Oaks CA: Sage.</p> <p>Merriam, S. B. (2002). <i>Qualitative Research in Practice: Examples for Discussion and Analysis</i>. San Francisco, CA: Jossey-Bass.</p>
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Eligibility

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

### APPROVAL FOR THESIS/DISSERTATION RESEARCH

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

Presentation of the Proposal

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

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

### Acceptance of the Proposal

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

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

## **RETENTION POLICY**

### Part I: Retention Policy

Standard 1.P of the 2009 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 wellbeing. 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 leaves of absence for a maximum of two academic semesters with the agreement of their advisor and the approval by the Director of Graduate Program (DGP).

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

### Part II. Academic Standards

1. Students in graduate programs at North Carolina State University are required to adhere to the academic policies of the Graduate School. (<http://www.ncsu.edu/grad/handbook/sections/3.18-grades.html>)

2. Counselor Education masters (on-campus or online) and doctoral students are expected to adhere to the following policies regarding minimum grade requirements.

Acceptable Grades:

- The University's Graduate School defines grades of A+, A, A-, B+, B, B-, C+, C, or S as satisfactory performance, provided that one's average for "letter-graded" courses remains at 3.0 or better. Students

should note that courses graded Satisfactory-Unsatisfactory (S-U) do not enter into the determination of one's 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.

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

### Part III. Professional Standards

Counselor Education students are expected to act in accordance with the American Counseling Association's (ACA) code of ethics, other relevant codes of ethics, and standards of best practice for the counseling profession (e.g., personal conduct, interpersonal skills, professional behavior, counseling knowledge base, counseling skills and process, and technical competence).

### Part IV. Failure to meet Academic and Professional Standards

If students are in violation of academic and/or professional standards, (e.g., areas such as personal conduct, interpersonal skills, professional behavior, counseling knowledge base, counseling skills and process, and technical competence) students and faculty will adhere to the following process:

- A. The faculty member meets with the student with whom there is an academic or professional behavior issue. (A Student Progress manila folder is kept within the student's master folder with Student Progress Monitoring Forms that include the infraction, the date, and the action plan).

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Sample: Student Progress Monitoring Form:

NCSU Counselor Education Program

Student Progress Monitoring Form

- I. Student Name & Date
- II. Action (circle all that apply)
  - a. Follow up Action (If yes, list initial Action)
  - b. New Action
- III. Concern about Student is (circle all that apply)
  - c. Academic (if yes, describe):

- d. Non-academic Skills (please list specific skills for those circled below);
- i. Personal Conduct
  - ii. Interpersonal Skills
  - iii. Professional Behavior
  - iv. Counseling Knowledge Base
  - v. Counseling Skills and Process
  - vi. Technical Competence
- IV. The Concern is considered (circle one):
- Level I (first occurrence)
  - Level II (second or later occurrence or high severity level)
  - Follow up/Monitoring
- V. The following will meet with Student (circle all that apply):
- Advisor & Other Faculty Member \_\_\_\_\_ (informal meeting)
  - Advisor and Advisory/Doctoral Committee \_\_\_\_\_
  - Other (list names) \_\_\_\_\_
- VI. Provide examples of behaviors requiring Action
- VII. Expected change and date/s
- VIII. Resources/referrals discussed (e.g., remedial coursework, counseling etc.)
- IX. Follow up Action prescribed (e.g. Monitoring, Others)
- X. Signatures and Dates
- Student denotes that the information above was received and explained.
- Faculty print, sign, and date

_____	_____
_____	_____
_____	_____

Other Comments:

NOTE: copy to student, copy to Student Progress File with original signatures

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B. If the professional or academic issue with the student persists, the next step is for the student's faculty advisor and at least one other faculty member to meet together with the student, documenting attempts to help using the Student Progress Monitoring Form and filing in the student's "Student Progress Folder".

C. The Faculty Advisor will communicate with the Clinical Coordinator who oversees the Student Progress process for Counselor Education. The Clinical Coordinator is then responsible for following up and assuring that the action plan is executed.

D. If the professional or academic issue of the particular student is still unresolved, the Clinical Coordinator, who has been in communication with the Faculty Advisor, will bring the continued failure to meet the program's standards to the program faculty meeting for discussion and guidance.

E. Finally, if the professional infraction has not been resolved or the student's academics do not meet the minimum grade requirements specified above, the student will go in front of a university panel. If the student chooses to go before the Counselor Education Faculty committee, that committee will hear all related evidence and render a decision.

F. 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.

### **GRIEVANCE PROCEDURES**

The grievance policies and procedures for students attending NC State University are described in detail at the following Internet site:

<http://www.ncsu.edu/grad/handbook/sections/5.1-discipline-and-grievance.html>

### **RACIAL AND SEXUAL HARASSMENT**

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

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

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

### **ENDORSEMENT POLICY**

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) states that: "A formal endorsement policy by an academic unit with a CACREP accredited program should stipulate endorsement for employment or credentialing only in the program area in which a student received training (i.e., graduates from the School Counseling program would be endorsed for school counseling positions, but not for mental health counseling positions)." In order to fulfill this requirement, letters of recommendation prepared by the department's faculty members will indicate the concentration in which each student was enrolled (i.e., community/agency, school counseling, or college counseling) and will describe the nature of the internship which the individual completed (i.e., setting, population served, and the number of hours completed). In addition, program faculty members will only recommend individuals for licenses and certificates for which they are qualified by having met the requisite standards.

### **COLLEGE RESOURCES**

#### Learning Resources Library of the College of Education

The Learning Resources Library (LRL) is a special center located in 400 Poe Hall. The Program makes extensive use of the Learning Resources Library (the College of Education branch of the D.H. Hill 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 Rooms 412, 420, 422, and 424-A, Poe Hall. The facility has many computing resources available to students as well as consultation services.

### Nu Sigma Chi Chapter of Chi Sigma Iota

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

### **Resources for DE online Students**

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

DELTA centrally administers NC State's distance education activities and support services. It schedules all DE courses and sections and provides student advising services, application and enrollment services for non-degree seeking students, DE and UNC Online web site updates, student communications, course detail information, DE faculty orientations and workshops, a virtual orientation for DE students, an online FAQ, campus proctoring services and remote testing arrangements. This unit also designs, implements, and evaluates DE student and faculty services through surveys conducted semi-annually and annually. Findings are issued in reports with recommendations for changes and enhancements to existing services or implementation of new services. It also disseminates information regarding FERPA regulations, IP/copyright regulations and guidelines, and updates to policies and procedures pertaining to DE. DELTA collaborates with other NC State units to provide library resources, student registration, authentication with a unique campus ID and password, ID cards, financial aid, and billing services. Additional information on DELTA's DE student services and support is available online: <http://distance.ncsu.edu>.

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

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

Faculty and students will be able to access information directly through the course website or through the NCSU library website. Training will also be offered for faculty and students through the College of Education Distance Education Coordinator, programs offered through Distance Education and Learning Technology Application (DELTA) workshops, and personal help sessions with librarians via telephone, chat, or email. DELTA offers workshops for teachers and graduate students in Blackboard Collaborate, Webassign, Wolfware Moodle, traditional website design, and many more relevant applications. In addition, Delta offers student services and support, which

include a phone hotline, exam proctoring, international student clearance, registration and enrollment support, an online orientation, and help desk support for technology assistance: <http://distance.ncsu.edu/student-services>.

## **UNIVERSITY RESOURCES**

### Public Safety and Safety Escort

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

Contracted security guards will also provide a driving safety escort to outer areas of campus, including the Vet School, the Avent Ferry Complex and Centennial Campus. Once a request for an escort has been made, the response time for an escort is approximately 15 minutes. We do try to prioritize requests; individuals and those at remote locations may take priority over groups and those in buildings. Response time may also depend upon demand and time of night. Safety escorts are limited to groups of no more than 3 people at a time. You can identify University Police officers by their uniform and/or their department identification card. Police Officers wear the standard royal blue police department uniforms. Contracted security guards can be identified by their white and black uniforms designated by "Budd Security Group," as well as the Budd Security Group Safety Escort vehicle.

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

### Counseling

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

### 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: [http://www.ncsu.edu/tutorial\\_center/writespeak/about.html](http://www.ncsu.edu/tutorial_center/writespeak/about.html)

### Office of International Services (OIS)

Go to the following Internet site for information about the Office of International Services:  
<http://www.ncsu.edu/oisss/>

NC State University enrolls more than 32,000 students in ten different colleges. More than 2,200 NC State students are from more than a hundred different countries and now call Raleigh their temporary home. Every student's success is critically important, and it requires careful planning, good decisions, effective communication, hard work, adequate resources, and a supportive environment. Academic Success begins before arriving in Raleigh and involves finding a good academic advisor, understanding one's rights and responsibilities - both as a member of the NC State University community and as an international student in the US - and achieving a healthy balance among all the competing demands of a student.

International students will need to know the relevant reporting requirements required by Student and Exchange Visitor Information System (SEVIS), maintain fulltime enrollment, obtain the proper forms and approvals before taking certain academic actions or beginning employment, and communicate closely with both academic and international advisors throughout one's program. Students should discuss any questions or concerns with an OIS

advisor if before changing curriculum, changing immigration status, registering for less than fulltime enrollment, transferring to another school, needing to extend one's immigration documents, or withdrawing. Most of the important immigration regulations and processes that affect your ability to stay in the US in a student status – both academic and employment related – can be found in the links in the left-hand side bar.

#### Inter-institutional Registration

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

<http://www.ncsu.edu/registrar/inter-institutional/index.html>

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:

<http://ugsa.ncsu.edu/>

### **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 are located in the 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://nccounseling.org/>

American School Counselor Association (ASCA)

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

North Carolina School Counselor Association (NCSCA)

<http://www.ncschoolcounselor.org/i4a/pages/index.cfm?pageid=1>

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://nccounseling.org/NCACES/>

Association for Multicultural Counseling and Development (AMCD)  
<http://www.amcdaca.org/amcd/default.cfm>

National Career Development Association (NCDA)  
[http://associationdatabase.com/aws/NCDA/pt/sp/Home\\_Page](http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page)

American College Personnel Association (ACPA)  
<http://www2.myacpa.org/>

North Carolina College Personnel Association (NCCPA)  
<http://www.mynccpa.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).

Graduate students may apply for Federal Subsidized and Unsubsidized Stafford Loans, and for Federal Work-Study employment. Qualified graduate students pursuing masters or doctoral degrees may also apply for fellowships, assistantships and other awards offered through individual colleges and the Graduate School. Apply through the Dean's Office in your college or department before January 15. Graduate fellowships, grants, tuition benefits, tuition waivers, or health benefits must count as resources for students who apply for financial aid. Therefore, federal loan and work eligibility may be reduced if graduate benefits are received. Contact the Graduate School or your particular graduate department for more information about graduate aid.

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

### **Fellowships/Awards:**

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

### **Outside Scholarships, including minority scholarships:**

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 except for spouses of North Carolina legal residents. These benefits are:

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

## SCHOLARSHIPS/GRANTS

### **Counselor Education Program**

#### *(1) Kimberley F. Crews Memorial Fund:*

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

#### *(2) Beatrice and Roy Anderson Roy Education Fund*

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

#### *(3) Cassandra Lee Versteeg Mitchell Memorial Scholarship:*

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

#### *(4) Sandi Mitchell Fund*

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

All existing students and in-coming new students will automatically be considered for the above scholarships. Scholarships recipients will be notified in the beginning of fall semester.

### **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**  
**June, 2015**

**ECD 510 Introduction to Counseling:** 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: Cross Cultural Counseling:** Theory and practice of counseling culturally different clients. Client populations include African Americans, Asian Americans, American Indians, and Hispanics. Topics include cultural assumptions, cultural values, counselor credibility, prejudice and racism in the context of counseling.

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

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

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

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

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

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

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

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

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

**ST 507: Statistics for the Behavioral Sciences I:** The use of descriptive and inferential statistics in behavioral science research. Methods for describing and summarizing data presented, followed by procedures for estimating population parameters and testing hypotheses concerning the summarized data.

**EDP 575 Lifespan Human Development:** Theories and concepts about human development from a comprehensive lifespan perspective.

**EDP/PSY 582: Adolescent Development:** Current theories and research on development during adolescence. Topics include: physical growth, cognitive changes, relationships with peers, parents and teachers, quest for identity and independence, morality and sexuality.

**ECD590: Special Problems: Substance Abuse Counseling:** Explores theory, research, and practice involved in prevention and treatment of substance abuse.

**ECD590: Special Problems: Family and couples counseling:** Explores family and couples theory, research, and practice as well as prevention of problems and treatment.

**ECD590: Special Problems: Crisis Intervention and Counseling:** Explores theory, research, and practice involved in crisis intervention.

**ECD 560 Research in Counseling:** Concepts, strategies and issues of research as well as research topics and issues in counseling profession

**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.

**PSY 535: Tests and Measurement:** The principles of psychological testing, including norms and units of measurement, elementary statistical concepts, reliability and validity. In addition, some attention devoted to the major types of available tests such as general intellectual development, tests of separate abilities, achievement tests, measures of personality and interest inventories.

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

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

NORTH CAROLINA STATE UNIVERSITY  
Counselor Education Program  
June, 2015

**Course Prerequisites**

- ECD 524: Career Counseling and Development  
six hours of education or psychology
- ECD 525: Cross Cultural Counseling  
six hours of education or psychology
- ECD 530: Theories and Techniques of Counseling  
six hours of education or psychology
- ECD 533: Introduction to School Counseling  
graduate standing
- ECD 535: Introduction to College Counseling and Student Development  
graduate standing or PBS status
- ECD 536: Introduction to Clinical Mental Health Counseling  
graduate standing
- ECD 539: Group Counseling  
ECD 530 and one of the following: ECD 510, 533, 535, 536
- ECD 540: Gender Issues in Counseling  
grad standing or six hours of education or psychology
- ECD 543: The American College Student  
ECD 535 or doctoral standing
- ECD 561: Clinical Assessment in Counseling  
major in counseling
- ECD 562: Techniques in Counseling  
major in counseling
- ECD 590: Special Problems: Substance Abuse Counseling  
Major in counseling
- ECD 641: Introductory Practicum in Counseling  
ECD 530, ECD 525, and consent of instructor
- ECD 642: Practicum in Counseling  
ECD 524, 540, 641, 525, PSY 760, consent of instructor
- ST 507: Statistics for the Behavioral Sciences I  
No prerequisites
- PSY582: Psychology of Adolescent Development  
PSY 200 or PSY 304
- PSY 535: Tests and Measurement  
six hours of psychology
- ECD 651: Internship in School Counseling  
ECD 642, consent of instructor
- ECD 652: Internship in College Student Development  
ECD 642, consent of instructor
- ECD 653: Internship in Clinical Mental Health Counseling  
ECD 642, consent of instructor

**ADVISING DOCUMENTS USED FOR MASTER'S PROGRAMS IN  
COUNSELOR EDUCATION**

**(On-Campus and DE extensions students will study the same curriculum.  
DE extensions students will follow the part-time study schedule  
in the next page)**



**Course Sequence for DE Extensions Programs (Cohort One): 60 credits**  
 (School, Clinical Mental Health and College Counseling degrees)

<b>Semes -ters</b>	<b>Courses Required</b>	<b>Total Credits</b>
1	ECD 510 Introduction to Counseling (3 cr.) ECD 525 Cross-cultural Counseling (3 cr.)	6
2	ECD 533 Introduction to School Counseling (4 cr.) for school counseling majors, or ECD 535 Introduction College Counseling and Student Development (4 cr.) for college counseling majors or ECD 536 Introduction to Clinical Counseling (4 cr.) for clinical mental health majors  ECD 530 Theories of Counseling (4 cr.)	8
3	EDP 575 Lifespan Human Development (3 cr.) ECD 524 Career Counseling (3 cr.)	6
4	ECD 539 Group Counseling (3 cr.)	3
5	ECD 562 Techniques in Counseling (4 cr.) ECD 590 Substance Abuse Counseling (3 cr.)	7
6	ECD 561 Assessment in Counseling (3 cr.) ECD 642 Practicum in Counseling (3 credits)	6
7	ECD 590 Research in Counseling (3 cr.)	3
8	ECD 539 Group Counseling (3 cr.)	3
10	ECD 651 Internship in School Counseling (6 cr.) for school counseling majors, ECD 652 Internship in College Counseling (6 cr.) for college counseling majors , or ECD 653 Internship in Clinical Counseling ( 6 cr.) for clinical counseling majors  Elective: ECD 590 Family and Couples Counseling (3 cr.)	9
11	ECD 651 Internship in School Counseling (6 cr.) for school counseling majors , ECD 652 Internship in College Counseling (6 cr.) for college counseling majors , or ECD 653 Internship in Clinical Counseling (6 cr.) for clinical counseling majors  Elective: ECD 590 Crisis Intervention (3 cr.)	9

**Counselor Education Program  
North Carolina State University**

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

**Recommended Program of Studies for Master's Degree Students (on-campus and online options):  
Clinical Mental Health Concentration – Updated 4/1/16**

**First and Second Summer Session Prior to First Year** (New students are encouraged to enroll in summer school courses at this time in order to reduce the course load during the fall and spring semesters of the first academic year. Courses available are ECD 524 (Career Counseling and Development), ECD 525 (Cross Cultural Counseling), ECD 539 (Group Counseling), ECD 561 (Clinical Assessment in Counseling), ECD 590 (Substance Abuse) and electives. DE online students will be part-time study in three years, following a part-time schedule and advice from the advisor.

**Fall Semester First Year** (15 credits)

ECD 530: Theories of Counseling (4 cr.)  
ECD 562: Techniques of Counseling (4 cr.)  
ECD 536: Introduction to Clinical Mental Health Counseling (4 cr.)

**One** of the following courses:

ECD 590 Substance Abuse (3 cr.), elective course (3 cr.)

**Spring Semester First Year** (12 credits)

**One** of the following three courses:

ECD 524: Career Counseling and Development (3 cr.), ECD 561: Clinical Assessment in Counseling (3 cr.), ECD 525 Cross Cultural Counseling (3 cr.), an elective course (3 cr.)

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.)

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

**Two** of the following courses: ECD 524: Career Counseling and Development (3 cr.),  
ECD 561: Clinical Assessment in Counseling (3 cr.),  
an elective course (3 cr.)

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

**Two** of the following courses: ECD 590: Substance Abuse Counseling (3 cr.), ECD 525 Cross Cultural Counseling, ECD 539: Group Counseling (3 cr.), an elective course (3 cr.)

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

Two of the following courses: ECD 539: Group Counseling (3 cr.), ECD 590 Substance Abuse (3 cr.),  
elective (3 cr.)

ECD 653: Internship in Clinical Mental Health Counseling (Either 6 hours or 12 hours)

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

One of the following courses: elective (3 cr.), ECD 524 (3 cr.), ECD 561 (3 cr.), ECD 525 (3 Cr.)

ECD 690: Internship II (6 cr.)

**Note. Some of the ECD courses have content that is sequential. Therefore consultation with one's advisor should precede modifications in this plan.**

**Elective courses: family/couples counseling, crisis intervention or gender issues**

# **NORTH CAROLINA STATE UNIVERSITY - COUNSELOR EDUCATION PROGRAM**

## **Advising Checklist - Clinical Mental Health Concentration (on-campus and online options)**

<b>Course</b>	<b>Semester Completed</b>	<b>Credits</b>	<b>Grade</b>
ECD 524: Career Counseling and Development	_____	3	_____
ECD 525: Cross Cultural Counseling	_____	3	_____
ECD 530: Theories of Counseling	_____	4	_____
ECD 536: Introduction to Clinical Counseling	_____	4	_____
ECD 539: Group Counseling	_____	3	_____
ECD 561: Clinical Assessment in Counseling	_____	3	_____
ECD 562: Techniques of Counseling	_____	4	_____
ECD 590: Special Problems: Substance Abuse	_____	3	_____
ECD 642: Practicum in Counseling	_____	3	_____
ECD 653: Internship in Clinical Mental Health Counseling (over 1 or 2 semesters) (Internship II register as ECD 690: 6 hrs.)	_____	12	_____
ECI 510: Research Applications in C&I or equiv.	_____	3	_____
EDP 575: Multicultural Lifespan Development in Educational Context or equiv.	_____	3	_____
First Elective Course	_____	3	_____
Second Elective Course	_____	3	_____
Third Elective Course	_____	3	_____
Fourth Elective Course	_____	3	_____

**(Note: recommended electives: ECD 510 Introduction to Counseling, ECD 590 Counseling Children and Adolescents, ECD 590 Crisis Counseling, ECD 590 Counseling Couples and ECD 540 Gender Issues in Counseling).)**

**Total Credits:** \_\_\_\_\_

**Counselor Education Program  
North Carolina State University**

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

**Recommended Program of Studies for Master's Degree Students (on-campus and online options):  
College Counseling and Student Development Concentration – Updated 4/1/16**

**First and Second Summer Session Prior to First Year** (New students are encouraged to enroll in summer school courses at this time in order to reduce the course load during the fall and spring semesters of the first academic year. Courses available are ECD 524 (Career Counseling and Development), ECD 525 (Cross Cultural Counseling), ECD 539 (Group Counseling), ECD 561 (Clinical Assessment in Counseling), ECD 590 (Substance Abuse) and electives. DE online students will be part-time study in three years, following a part-time schedule and advice from the advisor.

**Fall Semester First Year** (15 credits)

ECD 530: Theories of Counseling (4 cr.)

ECD 562: Techniques of Counseling (4 cr.)

ECD 535: Introduction to College Counseling and Student Development (4 cr.)

**One** of the following courses:

ECD 590 Substance Abuse (3 cr.), elective course (3 cr.)

**Spring Semester First Year** (12 credits)

**One** of the following three courses:

ECD 524: Career Counseling and Development (3 cr.), ECD 561: Clinical Assessment in Counseling (3 cr.), ECD 525 Cross Cultural Counseling (3 cr.), an elective course (3 cr.)

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.)

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

**Two** of the following courses: ECD 524: Career Counseling and Development (3 cr.),

ECD 561: Clinical Assessment in Counseling (3 cr.),

an elective course (3 cr.)

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

**Two** of the following courses: ECD 590: Substance Abuse Counseling (3 cr.), ECD 525 Cross Cultural Counseling, ECD 539: Group Counseling (3 cr.), an elective course (3 cr.)

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

Two of the following courses: ECD 539: Group Counseling (3 cr.), ECD 590 Substance Abuse (3 cr.), elective (3 cr.)

ECD 652: Internship in College Counseling and Student Development (Either 6 hours or 12 hours)

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

One of the following courses: elective (3 cr.), ECD 524 (3 cr.), ECD 561 (3 cr.), ECD 525 (3 Cr.)

ECD 690: Internship II (6 cr.)

**Note. Some of the ECD courses have content that is sequential. Therefore consultation with one's advisor should precede modifications in this plan.**

**Elective courses: family/couples counseling, crisis intervention or gender issues**

# **NORTH CAROLINA STATE UNIVERSITY - COUNSELOR EDUCATION PROGRAM**

## **Advising Checklist - Clinical Mental Health Concentration (on-campus and online options)**

<b>Course</b>	<b>Semester Completed</b>	<b>Credits</b>	<b>Grade</b>
ECD 524: Career Counseling and Development	_____	3	_____
ECD 525: Cross Cultural Counseling	_____	3	_____
ECD 530: Theories of Counseling	_____	4	_____
ECD 535: Introduction to College Counseling	_____	4	_____
ECD 539: Group Counseling	_____	3	_____
ECD 561: Clinical Assessment in Counseling	_____	3	_____
ECD 562: Techniques of Counseling	_____	4	_____
ECD 590: Special Problems: Substance Abuse	_____	3	_____
ECD 642: Practicum in Counseling	_____	3	_____
ECD 652: Internship in College Student Development (over 1 or 2 semesters) (Internship II register as ECD 690: 6 hrs.)	_____	12	_____
ECI 510: Research Applications in C&I or equiv.	_____	3	_____
EDP 575: Multicultural Lifespan Development in Educational Context or equiv.	_____	3	_____
First Elective Course	_____	3	_____
Second Elective Course	_____	3	_____
Third Elective Course	_____	3	_____
Fourth Elective Course	_____	3	_____

**(Note: recommended electives: ECD 510 Introduction to Counseling, ECD 590 Counseling Children and Adolescents, ECD 590 Crisis Counseling, ECD 590 Counseling Couples and ECD 540 Gender Issues in Counseling).)**

**Total Credits:** \_\_\_\_\_

**Counselor Education Program  
North Carolina State University**

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

**Recommended Program of Studies for Master's Degree Students (on-campus and online options):  
School Counseling Concentration – Updated 4/1/2016**

**First and Second Summer Session Prior to First Year** (New students are encouraged to enroll in summer school courses at this time in order to reduce the course load during the fall and spring semesters of the first academic year). Courses available are ECD 524 (Career Counseling and Development), ECD 525 (Cross Cultural Counseling), ECD 539 (Group Counseling), ECD 561 (Clinical Assessment in Counseling), ECD 590 (Substance Abuse) and electives. DE online students will be part-time study in three years, following a part-time schedule and advice from the advisor.

**Fall Semester First Year** (15 credits)

ECD 530: Theories of Counseling (4 cr.)  
ECD 562: Techniques of Counseling (4 cr.)  
ECD 533: Introduction to School Counseling (4 cr.)

**One** of the following courses:

ECD 590 Substance Abuse (3 cr.), an elective course (3 cr.)

**Spring Semester First Year** (12 credits)

**One** of the following courses:

ECD 524: Career Counseling and Development (3 cr.), ECD 561: Clinical Assessment in Counseling (3 cr.), ECD 525 Cross Cultural Counseling (3 cr.), an elective course (3 cr.)

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

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

ECD 642: Practicum in Counseling (3 cr.)

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

**Two** of the following courses: ECD 524: Career Counseling and Development (3 cr.),  
ECD 561: Clinical Assessment in Counseling (3 cr.),  
an elective course (3 cr.) .)

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

**Two** of the following courses: ECD 590: Substance Abuse Counseling (3 cr.), ECD 525 Cross Cultural Counseling, ECD 539: Group Counseling (3 cr.), an elective course (3 cr.)

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

Two of the following courses : ECD 539: Group Counseling (3cr), ECD 590 Substance Abuse (3 cr),  
elective (3cr),

ECD 651: Internship in School Counseling (Either 6 hours or 12 hours)

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

One of the following courses: elective (3cr), ECD 524 (3cr), ECD 561 (3cr), ECD 525 (3cr)  
ECD 690: Internship II (6 cr.)

**Note. Some of the ECD courses have content that is sequential. Therefore consultation with one's advisor should precede modifications in this plan.**

**Elective courses: family/couples counseling, crisis intervention or gender issues**

# **NORTH CAROLINA STATE UNIVERSITY - COUNSELOR EDUCATION PROGRAM**

## **Advising Checklist – School Counseling Concentration (on-campus and online)**

<b>Course</b>	<b>Semester Completed</b>	<b>Credits</b>	<b>Grade</b>
ECD 524: Career Counseling and Development	_____	3	_____
ECD 525: Cross Cultural Counseling	_____	3	_____
ECD 530: Theories of Counseling	_____	4	_____
ECD 533: Introduction to School Counseling	_____	4	_____
ECD 539: Group Counseling	_____	3	_____
ECD 561: Clinical Assessment in Counseling	_____	3	_____
ECD 562: Techniques of Counseling	_____	4	_____
ECD 590: Special Problems: Substance Abuse	_____	3	_____
ECD 642: Practicum in Counseling	_____	3	_____
ECD 651: Internship in School Counseling (over 1 or 2 semesters) (Internship II: Register as ECD 690: 6 hrs.)	_____	12	_____
ECI 510: Research Applications in C&I or equiv.	_____	3	_____
EDP 575: Multicultural Lifespan Development in Educational Context or equiv.	_____	3	_____
First Elective Course	_____	3	_____
Second Elective Course	_____	3	_____
Third Elective Course	_____	3	_____
Fourth Elective Course	_____	3	_____

**(Note: recommended electives: ECD 510 Introduction to Counseling, ECD 590 Counseling Children and Adolescents, ECD 590 Crisis Counseling, ECD 590 Counseling Couples and Families, and ECD 540 Gender Issues in Counseling))**

**Total Credits:**

**PhD Program**  
**Educational Leadership, Policy and Human Development**  
Program Area of Study: Counseling and Counselor Education (Total: 60 credits)

**College Core Course .....21 hours**

**Scholar Leaders Courses (6 hours)**

	Semester Completed	Hours	Grades
Scholar Leader: Diversity and Equity in Schools and Community		3	
Scholar Leader: Systemic Change in Education and Society		3	

**Required College Research Methods\* (15 hours)**

ED 710 Applied Quantitative Methods in Education, or its equivalent		3	
ED 711 Applied Quantitative Methods in Education II		3	
ED 730 Introduction to Qualitative Research in Education, or its equiv.		3	
ECD 736 Advanced Assessment in Counseling		3	
ECD 738 Research in Counselor Education		3	

*\*Note: ED 700 Introduction to Research Design in Education, or its equivalent is a pre-requisite course for any research course. A graduate student may take it as part of their Program Area of Study, with approval from their advisor.*

**PhD Core Courses.....minimum of 27 hours**

**Scholar Core Required Courses or Experiences**

	Semester Completed	Hours	Grades
ECD 732 Advanced Multicultural Counseling		3	
ECD 860 Professional Issues in Counselor Education		3	

**Program Area of Study (21 hours)**

Prerequisites: (number of credits: zero to variable) 600 hour internship and masters level course work equivalent to those of a CACREP accredited program.

ECD 731 Advanced Career Development Theory and Research		3	
ECD 735 Counseling Supervision: Theory & Research		3	
ECD 843 Advanced Counseling Practicum		3	
ECD 847 Internship in Supervision		3	
ECD 850 Internship in Counselor Education		6	
ECD 886 Internship in Teaching in Counselor Education		3	

**Electives (optional) -----(\_ hours)**

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**Thesis Equivalence -----(3 hours)**

Choose from one of the following options:		3	
• ECD 892 Doctoral Supervised Research – Thesis*			

*\*Note: A thesis equivalent is a program requirement for those not having completed a thesis during their master's program.*

<b>Comprehensive Examination</b>		0	
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**Dissertation-----9 hours**



ECD 895 Doctoral Dissertation Research		9	
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**ADVISING DOCUMENTS USED FOR PH.D. STUDENTS  
ADMITTED TO COUNSELOR EDUCATION  
BEFORE FALL, 2016**

**GUIDELINES FOR DOCTORAL PROGRAM (Ph. D.)**  
*Counseling and Counselor Education Program at North Carolina State University*  
*Updated 3/26/15*

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

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

600 hour internship \_\_\_\_\_  
 Master's level course work \_\_\_\_\_

**2. Thesis equivalent for those not having completed a thesis during their master's program (ECD 893: Doctoral Supervised Research 1-3 cr.)** \_\_\_\_\_

**3. Theory Core (9 credits)**

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

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

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

**5. Research Core (27 credits)**

ED 710 Applied Quantitative Methods in Education I (3 cr.) \_\_\_\_\_  
 ED 711 Applied Quantitative Methods in Education II (3 cr.) \_\_\_\_\_  
 ED 730 Introduction to Qualitative Research in Education (3 cr.) or  
 PSY 710x Special Topics: Qualitative Methodology (3 cr.) \_\_\_\_\_  
 ECD 736 Advanced Assessment in Counselor Education (3 cr.) \_\_\_\_\_  
  
 ECD 738 Research in Counselor Education (3 cr.) \_\_\_\_\_  
 ECD 895 Dissertation Research (9 cr.) \_\_\_\_\_  
 ECD 899 Dissertation Preparation (for last semester only; 3 cr.) \_\_\_\_\_

**6. Professional Application Core (18 credits)**

ECD 843 Advanced Counseling Practicum (3 cr.) \_\_\_\_\_  
 ECD 847 Counseling Supervision: Practicum (3 cr. for 200 hr. exp.) \_\_\_\_\_  
 ECD 850 Internship in Counselor Education (total 6 cr.) \_\_\_\_\_  
 (3 cr. for clinical counseling: 300 hour experience;  
 3 cr. for teaching practicum; 100 hour experience) \_\_\_\_\_  
 ECD 886 Supervised Practice Teaching in Counselor Ed. (3 cr.) \_\_\_\_\_  
 (100 hour experience; 1 hour group supervision and  
 concurrent enrollment in ECD 850 are required) \_\_\_\_\_  
 ECD 860 Professional Issues in Counseling (3 cr. over 2 semesters;  
 2 cr. in fall and 1 cr. in spring) \_\_\_\_\_

MINIMUM TOTAL CREDITS = 63 cr. beyond master's degree (possible additional credit requirements and prerequisite in above categories)

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

Examples:

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

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

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

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

**Dissertation and Final Oral Exam** The final oral exam is the dissertation defense. The candidate will have already submitted the thesis/dissertation, usually on a chapter by chapter basis, to the chair (and other readers as needed). The chair informs the candidate when the thesis/dissertation is ready to defend and schedule the examination through the Graduate School. Students working on their dissertation will enroll in ECD 895 and 899 for 12 credits (variable by semester). ECD 899 is only available during the last semester when a student is graduating, or just passed the deadline for dissertation submission to Graduate School in a previous semester.

**Course Offerings****Fall, 2015 to Fall, 2018**

[illegible]



**Notes for Course Offering:****X: Face-to-face courses    I: online courses (for online masters or certificate students only)****Master's Program Courses (Letter Grades)**

<b>ECD 510:</b>	Introduction to Counseling
<b>ECD 524:</b>	Career Counseling and Development
<b>ECD 525:</b>	Cross Cultural Counseling
<b>ECD 530</b>	Theories of Counseling
<b>ECD 533:</b>	Introduction to School Counseling
<b>ECD 535:</b>	Student Development in Higher Education
<b>ECD 536:</b>	Introduction to Clinical Counseling
<b>ECD 539:</b>	Group Counseling
<b>ECD 540:</b>	Gender Issues in Counseling
<b>ECD 543:</b>	Introduction to College Counseling
<b>ECD 561:</b>	Assessment in Counseling
<b>ECD 562</b>	Techniques in Counseling
<b>ECD 590 :</b>	Special Problems: Substance Abuse Counseling
<b>ECD590</b>	Counseling Children and Adolescents
<b>ECD590</b>	Counseling Couples and Families
<b>ECD590</b>	Crisis Counseling
<b>ECD 590</b>	Research in Counseling

**Master's Program Courses (S/U Graded)**

<b>ECD 642:</b>	Practicum in Counseling
<b>ECD 651:</b>	Internship in School Counseling
<b>ECD 652:</b>	Internship in College Student Development
<b>ECD 653:</b>	Internship in Agency Counseling
<b>ECD 690</b>	Internship II
<b>ECD 692:</b>	Master's Research Projects
<b>ECD 693:</b>	Master's Supervised Research
<b>ECD 699:</b>	Master's Thesis Preparation

**Doctoral Program Courses (Letter Graded)**

<b>ECD 731:</b>	Career Development Theory and Research
<b>ECD 732</b>	Advanced Multicultural Counseling
<b>ECD 735:</b>	Counseling Supervision Theory and Research
<b>ECD736</b>	Advanced Assessment in Counselor Education
<b>ECD 738:</b>	Research in Counselor Education

**Doctoral Program Courses (S/U Graded)**

<b>ECD 843:</b>	Advanced Counseling Practicum
<b>ECD 847:</b>	Counseling Supervision Practicum
<b>ECD 850:</b>	Internship in Counselor Education
<b>ECD 860:</b>	Professional Issues in Counseling
<b>ECD 886:</b>	Supervised Practice Teaching in Counselor Education
<b>ECD 892:</b>	Doctoral Research Projects
<b>ECD 893:</b>	Doctoral Supervised Research
<b>ECD 895:</b>	Doctoral Dissertation Research
<b>ECD 899:</b>	Doctoral Dissertation Preparation

