

Counselor Education Program  
Department of Curriculum and Instruction:  
Student Handbook  
2009-2010

## Table of Contents

<u>Preface</u>	
Mission Statement and Program Objectives	3
Graduate Study in the Counselor Education Program	6
Organization of the Program	7
Faculty Directory	7
<u>Procedures</u>	
Recruitment Policy	9
Advisers, Coursework and Committees	11
Specific Information (Master's Degrees)	11
Specific Information (Ph.D. Degree)	14
Acceptable Grades	15
The Incomplete Grade	15
Registration Procedures	16
Residency Requirement and Time Limits	16
Scheduling Examinations and Presentations	17
Special Guidelines for the Written Preliminary Examination	18
Approval for Thesis/Dissertation Research	19
Retention Procedures	20
Grievance Procedures	22
Endorsement Policy	22
<u>College/University Resources</u>	
College Resources	22
University Resources	23
<u>Professional Association Resources</u>	24
<u>Financial Aid Information</u>	25
Information Concerning Tax Status of Graduate Assistants	25
North Carolina Residency for Tuition Purposes	25
<u>Scholarships/Grants</u>	27
<u>Student Information System (SIS)</u>	27
<u>Appendix</u>	29

**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 Curriculum and Instruction, the College of Education, and NC State University may be found on the Internet at the following addresses:

**Counselor Education Program**

<http://ced.ncsu.edu/ci/counselored/>

**Department of Curriculum and Instruction**

<http://ced.ncsu.edu/ci/>

**College of Education**

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

**NC State University**

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

**NC State University's guide to the Student Information System:**

<http://www.fis.ncsu.edu/sis/forstudents/guide.html>

## **MISSION STATEMENT AND PROGRAM OBJECTIVES**

### **Mission Statement:**

The Counselor Education Program at NC State reflects the mission of the University. NC State is a land grant university. As such, the Counselor Education Program seeks to push forward the frontiers of knowledge and provide service to the region, the state, the nation, and the world. Our students are primarily working adults, many of whom have families. Therefore, classes are offered primarily in the late afternoons and evenings. Course planning and academic advising takes into consideration the many responsibilities of these students. Our primary geographic orientation for our programs is Wake County and other nearby counties. Some of the graduates, particularly those from our college counseling and doctoral programs, will go farther a field in their careers. Faculty members are evaluated for promotion and tenure on their scholarship and research productivity, teaching and advising competence, and service to various entities.

In 2003, we initiated a School/Community Collaboration (SCC) Model to fulfill our mission, especially in the entry-level program. Our rationale for this thrust is as follows. President Bush's No Child Left Behind initiative is symbolic of an awareness throughout our nation that all is not well in public education. The widespread response to this concern has been to focus on deficiencies in the K-12 curriculum. While the curriculum is important, current school reform efforts are doomed to fail if we, as a nation, overlook the economic, cultural, and social challenges that confront families - - challenges that often hinder adults, adolescents, and children from achieving satisfaction and success in their educational and career endeavors. In 2005, the SCC model was expanded to become School-College-Community (SC3) Collaboration to cover K-16 education.

In order to accomplish this, we are integrating the training of our students across the three entry-level programs. Consequently, we hope to train agency, college, and school counselors who are able to work together collaboratively with each other professionally, no matter what the setting, in order to be effective advocates for children, adolescents, and families. We foresee them becoming leaders within their service settings and communities.

The vision of the School/College/Community Collaboration Model of counselor preparation being implemented in NC State's Counselor Education Program is to train school, agency, and college counselors who are sensitive to the cultural and social issues that contribute to educational and career success. The faculty and graduate students in the Counselor Education Program at NC State University aspire to invent and study counseling interventions, enriched by technology, that will offer hope to persons who have the least access to educational and career opportunities afforded by life in the 21st century.

The Counselor Education Program, in addition, aspires to be the nation's leader in applying the most advanced video, computer, and networking technologies in the preparation of counselors and counselor educators who will guide the academic, career, and personal-social development of children, adolescents, and adults in the context of the broad and changing cultural landscape of the 21st century. The program's aspirations will be achieved in partnership with colleagues across NC State's College of Education who developed the William and Ida Friday Institute for Educational Innovation soon to be opened on the University's Centennial Campus. Further, these aspirations will be achieved through international partnerships using advanced networking technologies to link Counselor Education graduate students and faculty with counseling researchers and practitioners throughout the world.

### **Program Objectives:**

#### **Entry Level**

Students will:

#### *Human Growth and Development*

demonstrate basic knowledge of major theories of human development; understand the alternative explanations for changes in physical characteristics, cognitions, and social behaviors in adults, adolescents, and children; and appreciate the influence of sociocultural settings of developmental achievement. (Sources: ECD 533, 535, 536 ECD 543, PSY 582)

#### *Social and Cultural Foundations*

explore personal beliefs about culture and ethnicity, become familiar with multicultural competencies as well as challenges to effective multicultural counseling, and enhance their knowledge of dominant cultural values in the United States and those representative of groups of color. (Source: ECD 525)

understand gender terminology and current research on gender; be familiar with historical, economic, social, biological, and psychological dimensions of gender; recognize gender themes from case studies in counseling; and become knowledgeable of gender in their own lives. (Source: ECD 540)

#### *Helping Relationships*

understand major counseling theories and techniques, demonstrate competence in basic attending and challenging skills, and develop a personal theory-based counseling approach. (Source: ECD 530, ECD 641).

#### *Group Work*

understand types of groups; learn group process, leadership, and research issues; and be able to demonstrate skills in designing, leading, and evaluating small groups. (Source: ECD 539)

#### *Career and Lifestyle Development*

acquire the knowledge and skills needed to provide career counseling to individuals and to design, implement, and evaluate programs to help people with their career development and with career-related problems. (Source: ECD 524)

#### *Appraisal*

demonstrate knowledge of basic psychological measurement principals; characteristics, objectives, and effects of psychological tests; and the ethical standards for psychological testing. (Source: Psy 535)

become knowledgeable of the DSM-IV, and demonstrate an ability to assess case studies using the DSM-IV. (Source: ECD 560)

#### *Research and Program Evaluation*

demonstrate knowledge of basic descriptive and inferential statistics, that is, random variables and their distributions, populations and samples, measures of central tendency, hypothesis testing, comparing two groups, analysis of variance, chi square, and linear regression/correlation. (Source: ST 507)

demonstrate knowledge of basic research terminology, possess knowledge of various qualitative and quantitative research designs. (Source: ECD 560)

demonstrate basic competence in reviewing relevant research literature, designing and conducting ethical research studies, and reporting and discussing the results objectively through research that advances the field of counseling. (Master of Science students; Source: ECD 692, ECD 695, ECD 699)

#### *Professional Orientation*

become familiar with the history, philosophies, theories, principles, practices, and issues of school guidance and counseling and develop the knowledge and skills needed to manage, design, and evaluate school guidance programs. (Source: ECD 533)

learn the foundations, mission, organization, and function of college student affairs; understand different types of student development theories; develop their own philosophy for student development; and demonstrate their skills in designing, implementing, and evaluating programs and services for college students. (Source: ECD 535)

understand community service agency systems, the diverse clientele they serve, and the professional foundations of community counseling; understand the advocacy role and process; learn to assess and explore service agencies; and demonstrate competence in creating intervention programs for community service agencies. (Source: ECD 536)

#### *Clinical Instruction*

demonstrate mastery in establishing counseling relationships, conceptualizing client problems, and helping clients set goals. (Source: ECD 530, ECD 641)

acquire the knowledge and individual and counseling skills needed to provide basic counseling, consultation, and program development services for individuals in schools (K-12), colleges, universities, and other human services agencies. (Source: ECD 642)

acquire 600 hours of supervised internship experience in a setting appropriate to one's entry level concentration and demonstrate basic competence in a comprehensive set of tasks required of counselors in that setting. (Source: ECD 651, ECD 652, ECD 653)

#### **Doctoral Program**

Students will:

*Theory pertaining to the principles and practices of counseling, group work, and consultation*

acquire the knowledge and skills needed to describe and discuss the substantive and formal attributes of theory and research in career development and work adjustment as a basis for career counseling interventions and programs and research. (Source: ECD 731)

acquire the knowledge and skills needed to design, implement and evaluate counseling interventions, including behavioral and cognitive-behavioral approaches in a variety of settings. (Source: ECD 790B)

acquire the knowledge and skills needed to assess stages of psychological growth and maturity and apply cognitive-developmental theory in the design, implementation, and evaluation of primary and secondary prevention programming. (Source: ECD 790B)

develop a personal position/theory on multicultural counseling. (Source: ECD 843)

acquire the knowledge and skills needed to instruct novice master's level counselors in the theory and practice of consultation. (Source: ECD 735)

*Theory and practice of counselor supervision*

acquire the knowledge and skills needed to provide instruction and supervision to novice master's level counselors through in-depth review of supervision theory, research, and practice. (Source: ECD 735)

learn and demonstrate the knowledge and skills needed to supervise, instruct, and evaluate master's-level counselors engaged in their practicum. (Source: ECD 847)

*Instructional theory and methods relevant to counselor education*

acquire the knowledge and skills needed to design, implement, and evaluate counseling interventions including behavioral and cognitive-behavioral approaches in a variety of settings. (Source: ECD 790A; ECD 738)

acquire supervised college/university teaching experience leading to a sense of confidence while being mentored by a counselor educator and demonstrate ability to establish course objectives, plan lessons, instruct in a manner appropriate to the class, and evaluate student progress toward achieving objectives. (ECD 886)

*Design and implementation of quantitative and qualitative research and methodology*

demonstrate knowledge of basic descriptive and inferential statistics, that is, random variables and their distributions, populations and samples, measures of central tendency, hypothesis testing, comparing two groups, analysis of variance, chi square, and linear regression/correlation and of statistical models of multivariate relationships. (Source: ELP 736, PSY 710x)

demonstrate knowledge and skills in qualitative research and methods. (Source: ELP 736, PSY 710x)

be able to integrate research literature, develop logical and thorough research proposals, and demonstrate basic knowledge of qualitative and quantitative research. (Source: ECD 738)

demonstrate advanced competence in reviewing relevant research literature, designing and conducting ethical research studies, and reporting and discussing the results objectively through research that advances the field of counseling. (SOURCE: ECD 860; ECD 892, ECD 893, and ECD 899)

*Models and methods of appraisal*

be able to critique the adequacy of appraisal strategies found in career counseling and development research (Source: ECD 731)

be able to assess the adequacy of quantitative measures used to assess counseling treatments (ECD 790A; ECD 738)

demonstrate knowledge of techniques for assessing human cognitive-development (Source: ECD 790A; ECD 738)

demonstrate ability to select dependent measures that correspond with dependent variables associated with targeted research questions (Source: ECD 738)

demonstrate competence in using standardized career and personality assessment instruments in an advanced counseling practicum (Source: ECD 843)

*Ethical and legal issues in counselor education and supervision*

demonstrate substantive knowledge of ethical and legal issues in counselor education and supervision (Source: ECD 735, 847, 860)

*Implications of sociocultural, demographic and lifestyle diversity relevant to counselor education and supervision*

become familiar with psycho-social identity, understand the intersections of race, gender, and culture in people's lives, and be able to relate these to client functioning within the counseling event. (Source: ECD 790B)

*Area of professional expertise*

become familiar with important issues in the profession of counseling and counselor education. (Source: ECD 860)

*Collaboration with program faculty*

acquire supervised college/university teaching experience leading to a sense of confidence while being mentored by a counselor educator and demonstrate ability to establish course objectives, plan lessons, instruct in a manner appropriate to the class, and evaluate student progress toward achieving objectives. (Source: ECD 850; ECD 886)

*Participation in professional organizations*

participate in professional counseling, counselor education, and college student personnel organizations and seek credentials appropriate with their career goals. (Source: Mentoring relationships between faculty members and students)

*Generation of new knowledge*

demonstrate advanced competence in reviewing relevant research literature, designing and conducting ethical research studies, and reporting and discussing the results objectively through research that advances the field of counseling. (SOURCE: ECD 892, ECD 893, ECD 895, and ECD 899)

demonstrate the skills and knowledge required to write a professional manuscript for publication. (Source: ECD 860)

*Counseling research*

be able to integrate research literature, develop logical and thorough research proposals, and demonstrate basic knowledge of qualitative and quantitative research. (Source: ECD 860; ECD 738)

*Supervised advanced practicum*

assess the current state of their own counseling skills and demonstrate progress toward achieving counseling skills and development goals. (Source: ECD 843)

*Internship*

acquire 600 hours of supervised internship experience in a setting appropriate to one's career objectives and demonstrate basic competence in a comprehensive set of tasks required of counselors in that setting (Source: ECD 850).

## **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. Adjunct and visiting appointments were commonly used to supplement

instruction. In 1957, a second full time member was appointed. In the early sixties, a third position was added and 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, student development in higher education, and community/agency counseling. The doctorate, 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.

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. In 2007, accreditation for the three master's concentrations and the Ph. D. program was extended into June 30, 2012.

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 is 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.

## **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 515-2244 and 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. Jose Picart. The Associate Deans are Dr. Samuel Snyder and Dr. Gerald Ponder. Many matters of importance to students, such as late drops, grade changes, and assistantships must receive approval from the Office of the Dean.

The Department Head for Curriculum and Instruction is Dr. Ellen Vasu. The Director of Graduate Programs in Counselor Education is Dr. Edwin Gerler. 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.

Regular 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, Director of Graduate Programs, 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*, (Assistant Professor and Coordinator of Community Counseling Track), Ph.D., The University of Georgia

promoting academic and career achievement among African-American students

*NASSAR-MCMILLAN, Sylvia.*, (Associate Professor and Program Head), Ph.D., University of North Carolina-Greensboro

multicultural counseling, counseling with Arab Americans, community agency counseling

*PICART, Jose A.*, (Professor and Interim Dean of College of Education), Ph.D., University of Oklahoma

decision-making, diversity, cognitive development

*TING, Siu-Man R. (Raymond)*, (Associate Professor and Coordinator of College Counseling Track), Ph. D. University of Iowa

college admissions and student development; cross-cultural issues in career development, program evaluation.

Visiting Faculty

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

CALLANAN, Roger, Visiting Assistant Professor and Assistant Dean of Undergraduate Academic Programs, Ph.D.  
North Carolina State University

DROOZ, David, Visiting Assistant Professor and Associate Legal Counsel  
J.D., the University of Chapel Hill Law School

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

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

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

SUTTON, Rhonda, Visiting Assistant Professor  
Ph.D. North Carolina State University

TYLER, Richard, Visiting Assistant Professor  
Ph.D. North Carolina State University

WALKER, Charles, Visiting Assistant Professor  
Ph.D. North Carolina State 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.

### **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 are encouraged to communicate with their advisers and to ask any questions which may arise during their initial semesters in the program. 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. Edwin Gerler).

### The Graduate Advisory Committee (General)

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

[http://www.ncsu.edu/policies/academic\\_affairs/degree\\_requirements\\_grad/REG02.25.7.php](http://www.ncsu.edu/policies/academic_affairs/degree_requirements_grad/REG02.25.7.php)

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

[http://www.ncsu.edu/policies/academic\\_affairs/degree\\_requirements\\_grad/REG02.25.8.php](http://www.ncsu.edu/policies/academic_affairs/degree_requirements_grad/REG02.25.8.php)

### Specific Information (Masters Degrees)

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 25 and 30 in didactic, 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 all three concentrations: (a) school counseling (elementary and middle or secondary), (b) college counseling, and (c) community /agency counseling. These concentrations require a minimum of 48 credit hours (**54 credit hours for students admitted after January 1, 2010**), and 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 60 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. The following courses are the statistics and research courses required of M.S. students: ST 508 Statistics for the Behavioral Sciences II, ELP 736 Qualitative Research in Education or equivalent (approved by advisor), ECD 738 Research in Counselor Education, and ECD 695 Master's Thesis Research in Counselor Education.

### Specific Program Requirements

#### CORE COURSES:

The following courses are required of all masters level students:

ECD 524	Career Counseling and Development
ECD 525	Cross Cultural Counseling
ECD 530	Theories and Techniques of Counseling
ECD 539	Group Counseling
ECD 540	Gender Issues in Counseling
ECD 560	Research and Assessment in Counseling
ECD 590	Special Problems: Substance Abuse Counseling
ECD 641	Introductory Practicum in Counseling
ECD 642	Practicum in Counseling
ST 507	Statistics for the Behavioral Sciences I
PSY 535	Tests and Measurement

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.**

CACREP Standards require that students complete supervised practicum experiences (ECD 641 and ECD 642) that total 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.

**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.

### College Counseling (Student Development in Higher Education) Concentration

In this specialization, the masters degree program prepares persons for entry level positions in student affairs agencies such as advising, career planning and development, counseling, admissions, residence life, financial aid, student activities, the student union, and the international student office. The program will also serve as a strong foundation for those seeking a doctoral degree in order to obtain positions of leadership in the above mentioned agencies or as professors. The faculty and students of the program enjoy an excellent relationship with professionals in the Division of Student Affairs, Academic Support Programs for Student Athletes and many opportunities for relevant experience are provided through assistantships and internships in the various agencies.

The concentration is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Courses in Specialization:

ECD 535	Student Development in Higher Education
ECD 543	The American College Student
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.)

#### Community /Agency Counseling Concentration

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 concentration is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Courses in Specialization:

ECD 536	Community Service Agencies
ECD 653	Internship in Agency Counseling
PSY 582	Psychology of Adolescent Development

#### School Counseling Concentration

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 concentration is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

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

Courses in Specialization:

ECD 533	Introduction to School Counseling
ECD 651	Internship in School Counseling
PSY 582	Psychology of Adolescent Development

CACREP Standards 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.

### Specific Information (Ph.D. Degree)

The doctoral program in Counselor Education (Ph.D.) is designed to provide a balance of intellectual and experiential learning toward the goal of multiple competence as a counseling theorist, researcher, and problem solver in human development.

The concept of development means that the major focus of theory, research and practice is toward the process of growth. Such a focus is also broad in an ecological or interactive sense. Thus, the training includes a wide variety of assessment and intervention strategies from an individual/small group context, to classroom or residence hall programs, and to broad community environments. This could include refinement of outreach learning environments for peer counseling, cross-age helping, lay-training for adults, or the creation of programs such as secondary schools or college residence halls into centers for living and learning. Still other important domains might include programs in psychological education and curriculum reformulation for the process of career/vocational development in order to empower children, adolescents and/or adults with self-direction and autonomy. Programs designed to reduce racism and or sexism through education and advocacy represent additional examples. The overall goal of such interventions is a comprehensive set of educational experiences designed to effect personal, ethical and psychological growth of persons from a variety of client populations and environments.

Doctoral students will typically work closely with faculty members in designing, implementing and evaluating innovative educational solutions for important human problems. Generally this means an emphasis on problems of intervention, usually in a natural setting (field-based) as opposed to laboratory experimental methods. In this sense, the distinction is between basic and field-based research. There is no a priori division among children, adolescents, and adults. Projects may well coalesce around cross-generational issues with an emphasis on promoting growth in stages of development as well as during transition phases.

Graduates typically find employment as professors of counselor education, higher education directors for student development, school guidance supervisors and staff developers, educational trainers in industry and human service agencies, career development specialists, and licensed professional counselors. This concentration is accredited by CACREP.

### Admission to the Doctoral Program

We seek to attract a carefully selected group of students from educational and community services who may be functioning as counselors in schools, colleges or agencies, or counseling administrators. This might mean someone with three to ten years of experience at a middle management level in a school, college, or community organization. In addition to the usual academic credentials attesting to intellectual competence, entry will be limited to those offering evidence of successful leadership and strong professional commitment. A master's degree in counseling (or equivalent), including a 600 hour internship and coursework in career counseling and development, counseling theory and method, gender issues, research and evaluation, cross-cultural counseling, and group counseling is a prerequisite for admission. If an accepted applicant does not meet all these requirements, the additional work will be added to the doctoral program. Accepted Ph. D. students who have not written a masters thesis will complete a thesis equivalent assignment during the doctoral program in advance of the dissertation (3 cr.). On campus interviews for admission are required, except in cases of unreasonable travel time. In those instances, telephone interviews are required.

As part of the selection process, there will be a required work sample and case study analysis of approximately 1 1/2 hours in addition to the actual interview. We are interested in attracting students from minority backgrounds because of our commitment to affirmative action. Our program has continued to maintain a good proportion of minority students, over 25% of our degree candidates. In addition, we have altered curriculum content to acknowledge the significance of cross-cultural perspectives in counseling theory, research and practice. The doctorate is appropriate only for those demonstrating high potential in theory and research as a primary competency as well as requisite counseling competencies.

### Program of Study

The overall program is composed of the following elements:

1. Research Core: Consists of 27 credits of course work in statistics (6 credits), designing research (6 credits), advanced assessment (3 credits), and dissertation research (12 credits)

2. Theory Core: Nine credits of coursework in counseling, career development, and counseling supervision theory and research

3. Professional Application Core: Eighteen credits are distributed as follows: an advanced counseling practicum (3 credits), a counseling supervision practicum (3 credits), supervised practice teaching (3 credits), a supervised internship (6 credits), and a professional issues seminar (2 credits) leading to the development and submission of a manuscript for publication review (1 credit)

4. Cognate Area: This includes 9 hours in a single identified area of study (such as women and gender issues, career development, higher education, diversity issues, special education, and psychology etc.)

5. Additional work may be added to the program of studies if one's master's degree does not consist of the following elements:

A 600 hour internship. If not in the master's program, it must be completed during the doctoral program in advance of the doctoral internship.

Course work that is the equivalent of ECD 524, 525, 530, 539, 540, 560, 641, and 642. If not a part of the master's program, these courses become a part of the doctoral program.

A master's thesis equivalent: If a thesis was not a part of one's master's program, then a thesis equivalent assignment must be completed.

Since the program focus is on theory research and practice, all students are required to write a research thesis. Projects or equivalent professional experience cannot be used in place of the thesis. There is no foreign language requirement. Overall, the basic doctoral program represents about 36 to 48 hours of course work, 18 to 24 hours of application and 12 hours of thesis research. Equivalent course work from other institutions completed before admission may be substituted with approval by the students' graduate committee and the Graduate School. No graduate course work completed after admission from other institutions will be transferred to the degree program.

### Acceptable Grades

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

#### Standard Exam 8-12 hours (open book)

The committee develops a series of essay questions (8-12 hours) on areas central to doctoral study in our field. The questions are designed to tap breadth of knowledge and call for description and analysis in areas represented by our major foci. The only difference between a closed versus open book exam is that in the case of an open book, the questions are formulated to require greater analysis, interpretation (synthesis) of theory research and practice. The faculty will evaluate the exam on an overall pass/fail basis, generally within one month of the completion of the exam. A "conditional pass" may be recorded and additional work requested at the discretion of the faculty. Here are the general guidelines for the Standard Exam:

The standard exam will consist of four essay questions, one representing each of the following domains; theory core, cognate area, research core, and professional application area.

The student's committee members will develop the questions for each area and will grade them as well.

Each exam will last for two hours and will be scheduled in a location in Poe Hall where privacy was sufficient. The duration will be over two days, two exams per day. The exam will be open book with the option of using a lap top computer or writing on the answers on paper.

Grading will be on a pass/fail basis. All parts must be passed to advance to the oral examination. Students who do not pass one or more parts of the examination will have one more opportunity to take those parts again. If a student is unable to pass on the second effort, there will be no oral examination and the program will essentially be terminated.

Scheduling the first and any other necessary exams will be at the discretion of and will be the responsibility of the advisory committee members, particularly the chair,

Once the written prelims have been passed successfully, an oral examination will be scheduled and conducted.

#### 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. After approval, the committee files a one-page memo outlining the plan. 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.

The paper should contain two major sections: (a) A critical evaluation and synthesis of theory based on a selective review of the literature (this is not to be anything resembling an annotated bibliography). Rather, the student is to demonstrate a clear conceptual mastery of theory. This also means that the paper does not end with a critical analysis. Instead, the student is to attempt some synthesizing with clear reasons pointing toward new conceptual frameworks. (b) The second part of the paper is to be a selected and critical review of relevant research based on the topical area or theory presented in the first part. This should show a clear mastery of research design

questions and be based on direct examination of research reports rather than general summaries. Reliability questions, threats to internal and external validity, adequacy of sampling, instrumentation, the relation between empirical findings and theoretical implications represent some of the key aspects for evaluation.

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. This could include the Standard Exam option. If a candidate fails either option twice the candidacy is ended.

### Eligibility

A student is eligible for the Counselor Education Program's written prelims during the final semester of course work or within completion of six hours of the 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**

The Counselor Education Program addresses retention through faculty advising, peer advising, and the bi-annual faculty reviews of student progress. In the case of faculty advising, each student meets with his or her adviser 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 not only the student's academic progress but also his or her professional development and personal well-being. Different strategies students may use to improve their progress in the Department 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. The diverse nature of the department faculty provides students with options when seeking to find someone with whom to identify.

Students who experience academic or personal difficulties are referred to an appropriate source of assistance (e.g., the 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 with the agreement of their advisor and the department head.

#### **Procedural Guidelines for Screening Students:**

1. Students may be terminated students for academic failure, ethical violations and/or "personal unsuitability for the counseling profession."
2. All students will be evaluated two times per year by the entire faculty. The focus will be on clinical, professional, interpersonal, and academic functioning. Where there is sufficient concern, the evaluation will be written and oral, with a copy, signed by the student, placed in the student's file.
3. From this discussion, the faculty may decide that further monitoring is needed and a committee will be formed, consisting of the student's advisor and two other faculty members who are familiar with the student's academic performance and personal attributes.
4. Next, a meeting will be held with the student. This meeting may include the students and the entire screening committee or only the student's advisor. The faculty's concerns are clearly explained (both verbally and in written form) to the student. The student will be allowed to discuss his/her thoughts, feelings, reactions to the report.
5. The student will given an opportunity to address the faculty's concerns and will made aware of the possible consequences of failure.
6. If there is insufficient improvement within the specified time period, the student will be so advised and given a period of two weeks to prepare his/her side of the case.
7. If the decision is to terminate, the student's affiliation with the program, the student will be notified in writing. The nature of the problem and the basis for the final decision will be clearly stated.
8. The committee and/or the student are free to consult with others who may offer supportive data.
9. The results of all meetings and consults will be documented and kept in the student's confidential file.
10. The student may choose to comply with the recommendations or use the appeals process already in place at the university.

## Form for Screening Students

Student: \_\_\_\_\_

Committee: \_\_\_\_\_ (Advisor)

\_\_\_\_\_ (Faculty member)

\_\_\_\_\_ (Faculty member)

Behavioral description of faculty concerns:

Expected changes in behavior:

Time frame:

Failure to remediate may result in termination from the program.

Signatures:	_____	_____
	Student	Date
	_____	_____
	Advisor	Date
	_____	_____
	Faculty member	Date
	_____	_____
	Faculty member	Date

## **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/policies/student\\_services/student\\_griev/REG11.40.1.php](http://www.ncsu.edu/policies/student_services/student_griev/REG11.40.1.php)

## **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://www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)

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.

## **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.stat.ncsu.edu/grad/tutors/>

### Office of International Services (OIS)

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

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

International students will need to know the relevant reporting requirements required by Student and Exchange Visitor Information System (SEVIS), maintain fulltime enrollment, obtain the proper forms and approvals before taking certain academic actions or beginning employment, and communicate closely with both academic and

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

### Inter-institutional Registration

Go to the following Internet site for information about inter-institutional registration:  
<http://www.ncsu.edu/registrar/cooperative/ii/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)  
 North Carolina Counseling Association (NCCA)

American School Counselor Association (ASCA)  
 North Carolina School Counselor Association (NCSCA)

American Mental Health Counselors Association (AMHCA)

American College Counseling Association (ACCA) and state affiliate

Association for Counselor Education and Supervision (ACES)  
 Southern Association for Counselor Education and Supervision (SACES)  
 North Carolina Association for Counselor Education and Supervision (NCACES)

Association for Multicultural Counseling and Development (AMCD)

National Career Development Association (NCDA)  
 North Carolina Career Development Association (NCDA)

American College Personnel Association (ACPA)  
 North Carolina College Personnel Association (NCCPA)

## 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 Dr. David Shafer, 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:**

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

### **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. Residency acts are the most common and easily documented demonstration of intent. In reviewing your residency status, the Residency Officer will examine where and when you have most recently done each of the following items that applies to you:

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

The Residency Officer may also consider:

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

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

### **Specific Exceptions**

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

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

residency is longer than your own, you are permitted to use your spouse's time in the state as your own to meet the requirements for the resident tuition rate. This benefit is a waiver of the 12-month requirement for the applicant, if the applicant's spouse meets the 12-month requirement. The applicant still must demonstrate the capacity and intent to establish legal residency.

## **SCHOLARSHIPS/GRANTS**

### **Counselor Education Program**

#### *(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) Sandi Mitchell Fund*

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

### **Department of Curriculum and Instruction**

#### *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. Contact Dr. John Nietfeld at [John\\_Nietfeld@ncsu.edu](mailto:John_Nietfeld@ncsu.edu) in the fall semester for more information.

### **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>**

**The Appendix beginning on the following pages  
contains copies of advising documents used  
in the Counselor Education Program.**

North Carolina State University  
Counselor Education Program

**Course Descriptions**  
Master's Degree Concentrations  
**Concentrations in Community/Agency Counseling, School  
Counseling, and Student Development in Higher Education**  
**M.S. and M.Ed. Degrees Offered**  
**July, 2009**

**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: Student Development in Higher Education:** Introduction to 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: Community Agency Services:** 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 543: The American College Student:** Investigation of the five main families of theories of college student development as presented by Chickering, Perry, R. Heath, Myers-Briggs, Holland, and D. Heath. Assessment and research in student development considered, and students design and implement a developmental intervention based on Knepfelkamp and Wells' Practice-to-Theory-to-Practice model.

**ECD 560: Research and Assessment in Counseling:** Research and assessment issues in counseling. Emphasis on writing research proposals in counseling and critiquing articles in counseling research. Exploration of meaning and importance of assessment in counseling. Examination of research designs in counseling.

**ECD 641: Introductory Practicum 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/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.

**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 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 Agency 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  
July 2009

**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: Student Development in Higher Education  
graduate standing or PBS status
- ECD 536: Community Agency Services  
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 560: Research and Assessment in Counseling  
graduate standing
- ECD 590: Special Problems: Substance Abuse 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 Agency Counseling  
ECD 642, consent of instructor

**Counselor Education Program**  
**North Carolina State University**

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

**Recommended Program of Studies for Master's Degree Students:  
 Community/Agency Counseling Concentration - July 2009**

Designed to meet Standards of the  
 Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

**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, 525, 530 and 540.

**Fall Semester First Year** (11 credits)

ECD 530: Theories and Techniques of Counseling (4 cr.)  
 ECD 525: Cross Cultural Counseling (3 cr.)  
 ECD 536: Community Agency Services (4 cr.)

**Spring Semester First Year** (16 credits)

**Two** of the following three courses:  
 ECD 524: Career Counseling and Development (3 cr.), ECD 540: Gender Issues in Counseling (3 cr.),  
 ECD 560: Research and Assessment in Counseling (3 cr.)

ST 507: Statistics for the Behavioral Sciences (3 cr.)  
 ECD 641: Introductory Practicum in Counseling (4 cr.)  
 PSY/EDP 582: Adolescent Psychology (3 cr.)

**First Summer Session First Year** (3 credits) (Students admitted after January 1, 2010 will be required to take 6 credits.)

**One** of the following four courses: ECD 524: Career Counseling and Development (3 cr.),  
 ECD 540: Gender Issues in Counseling (3 cr.), ECD 560: Research and Assessment in Counseling (3 cr.);  
**Students admitted after January 1, 2010 are also required to take:** ECD590: Special Problems:  
 Substance Abuse Counseling (3 cr.)

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

ECD 539: Group Counseling (3 cr.)

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

PSY 535: Tests and Measurement (3 cr.)  
 ECD 642: Practicum in Counseling (6 cr.)

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

ECD 653: Internship in Agency Counseling (9 cr.)

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

**Master of Science (M.S.) degree students: Add 12 credits for the third year for** EDP 760: Quantitative Analysis in Education or ST 508 Statistics for the Behavioral Sciences II, ELP 736 Qualitative Research in Education or equivalent (approved by advisor), ECD 738 Research in Counselor Education, ECD 695 Master's Thesis Research in Counselor Education.

**NORTH CAROLINA STATE UNIVERSITY  
COUNSELOR EDUCATION PROGRAM**

**Advising Checklist  
Community/Agency Counseling Concentration**

<b>Course</b>	<b>Semester Completed</b>	<b>Credits</b>	<b>Grade</b>
ECD 524: Career Counseling and Development	_____	_____	_____
ECD 525: Cross Cultural Counseling	_____	_____	_____
ECD 530: Theories and Techniques of Counseling	_____	_____	_____
ECD 536: Community Agency Services	_____	_____	_____
ECD 539: Group Counseling	_____	_____	_____
ECD 540: Gender Issues in Counseling	_____	_____	_____
ECD 560: Research and Assessment in Counseling	_____	_____	_____
ECD 641: Introductory Practicum in Counseling	_____	_____	_____
ECD 642: Practicum in Counseling	_____	_____	_____
ECD 653: Internship in Agency Counseling	_____	_____	_____
ECD 590: Special Problems: Substance Abuse Counseling	_____	_____	_____
ST 507: Statistics for the Behavioral Sciences I	_____	_____	_____
PSY 535: Tests and Measurement	_____	_____	_____
EDP/PSY 582 Adolescent Psychology	_____	_____	_____
<b>For M. S. Degree Students</b>			
ECI 710 Research Applications in Curriculum and Instruction (in place of ST 507)	_____	_____	_____
ST 508 Statistics for the Behavioral Sciences II Or EDP 760 Quantitative Analysis in Education	_____	_____	_____
ELP 736 Qualitative Research in Education or equivalent (approved by advisor)	_____	_____	_____
ECD 738 Research in Counselor Education	_____	_____	_____
ECD 695 Master's Thesis Research in Counselor Education	_____	_____	_____
<b>Total Credits:</b>	_____	_____	_____

**Counselor Education Program**  
**North Carolina State University**

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

**Recommended Program of Studies for Master's Degree Students:  
 School Counseling Concentration - July 2009**

Designed to meet Standards of the  
 Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

**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, 525, 530 and 540.

**Fall Semester First Year** (11 credits)

ECD 530: Theories and Techniques of Counseling (4 cr.)  
 ECD 525: Cross Cultural Counseling (3 cr.)  
 ECD 533: Introduction to School Counseling (4 cr.)

**Spring Semester First Year** (16 credits)

**Two** of the following three courses:  
 ECD 524: Career Counseling and Development (3 cr.), ECD 540: Gender Issues in Counseling (3 cr.),  
 ECD 560: Research and Assessment in Counseling (3 cr.)

ST 507: Statistics for the Behavioral Sciences (3 cr.)  
 ECD 641: Introductory Practicum in Counseling (4 cr.)  
 PSY/EDP 582: Adolescent Psychology (3 cr.)

**First Summer Session First Year** (3 credits) (Students admitted after January 1, 2010 will be required to take 6 credits.)

**One** of the following four courses: ECD 524: Career Counseling and Development (3 cr.),  
 ECD 540: Gender Issues in Counseling (3 cr.), ECD 560: Research and Assessment in Counseling (3 cr.);  
**Students admitted after January 1, 2010 are also required to take:** ECD590: Special Problems:  
 Substance Abuse Counseling (3 cr.)

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

ECD 539: Group Counseling (3 cr.)

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

PSY 535: Tests and Measurement (3 cr.)  
 ECD 642: Practicum in Counseling (6 cr.)

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

ECD 651: Internship in School Counseling (9 cr.)

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

**Master of Science (M.S.) degree students: Add 12 credits for the third year for** EDP 760: Quantitative Analysis in Education or ST 508 Statistics for the Behavioral Sciences II, ELP 736 Qualitative Research in Education or equivalent (approved by advisor), ECD 738 Research in Counselor Education, ECD 695 Master's Thesis Research in Counselor Education.

**NORTH CAROLINA STATE UNIVERSITY  
COUNSELOR EDUCATION PROGRAM**

**Advising Checklist  
School Counseling Concentration**

<b>Course</b>	<b>Semester Completed</b>	<b>Credits</b>	<b>Grade</b>
ECD 524: Career Counseling and Development	_____	_____	_____
ECD 525: Cross Cultural Counseling	_____	_____	_____
ECD 530: Theories and Techniques of Counseling	_____	_____	_____
ECD 533: Introduction to School Counseling	_____	_____	_____
ECD 539: Group Counseling	_____	_____	_____
ECD 540: Gender Issues in Counseling	_____	_____	_____
ECD 560: Research and Assessment in Counseling	_____	_____	_____
ECD 641: Introductory Practicum in Counseling	_____	_____	_____
ECD 642: Practicum in Counseling	_____	_____	_____
ECD 651: School Counseling Internship	_____	_____	_____
ECD 590: Special Problems: Substance Abuse Counseling	_____	_____	_____
ST 507: Statistics for the Behavioral Sciences I	_____	_____	_____
PSY 535: Tests and Measurement	_____	_____	_____
EDP/PSY 582 Adolescent Psychology	_____	_____	_____
<b>For M. S. Degree Students</b>			
ECI 710 Research Applications in Curriculum and Instruction (in place of ST 507)	_____	_____	_____
ST 508 Statistics for the Behavioral Sciences II Or EDP 760 Quantitative Analysis in Education	_____	_____	_____
ELP 736 Qualitative Research in Education or equivalent (approved by advisor)	_____	_____	_____
ECD 738 Research in Counselor Education	_____	_____	_____
ECD 695 Master's Thesis Research in Counselor Education	_____	_____	_____
<b>Total Credits:</b>	_____	_____	_____

**Counselor Education Program**  
**North Carolina State University**

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

**Recommended Program of Studies for Master's Degree Students:  
 College Counseling Concentration - July 2009**

Designed to meet Standards of the  
 Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

**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, 525, 530 and 540.

**Fall Semester First Year** (11 credits)

ECD 530: Theories and Techniques of Counseling (4 cr.)  
 ECD 525: Cross Cultural Counseling (3 cr.)  
 ECD 535: Student Development in Higher Education (4 cr.)

**Spring Semester First Year** (16 credits)

**Two** of the following three courses:  
 ECD 524: Career Counseling and Development (3 cr.), ECD 540: Gender Issues in Counseling (3 cr.),  
 ECD 560: Research and Assessment in Counseling (3 cr.)

ST 507: Statistics for the Behavioral Sciences (3 cr.)  
 ECD 641: Introductory Practicum in Counseling (4 cr.)  
 ECD 543: The American College Student (3 cr.)

**First Summer Session First Year** (3 credits) (Students admitted after January 1, 2010 will be required to take 6 credits.)

**One** of the following four courses: ECD 524: Career Counseling and Development (3 cr.),  
 ECD 540: Gender Issues in Counseling (3 cr.), ECD 560: Research and Assessment in Counseling (3 cr.);  
**Students admitted after January 1, 2010 are also required to take:** ECD590: Special Problems:  
 Substance Abuse Counseling (3 cr.)

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

ECD 539: Group Counseling (3 cr.)

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

PSY 535: Tests and Measurement (3 cr.)  
 ECD 642: Practicum in Counseling (6 cr.)

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

ECD 652: Internship in College Student Development (9 cr.)

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

**Master of Science (M.S.) degree students: Add 12 credits for the third year for** EDP 760: Quantitative Analysis in Education or ST 508 Statistics for the Behavioral Sciences II, ELP 736 Qualitative Research in Education or equivalent (approved by advisor), ECD 738 Research in Counselor Education, ECD 695 Master's Thesis Research in Counselor Education.

**NORTH CAROLINA STATE UNIVERSITY  
COUNSELOR EDUCATION PROGRAM**

**Advising Checklist  
College Counseling Concentration**

<b>Course</b>	<b>Semester Completed</b>	<b>Credits</b>	<b>Grade</b>
ECD 524: Career Counseling and Development	_____	_____	_____
ECD 525: Cross Cultural Counseling	_____	_____	_____
ECD 530: Theories and Techniques of Counseling	_____	_____	_____
ECD 535: Student Development in Higher Education	_____	_____	_____
ECD 539: Group Counseling	_____	_____	_____
ECD 540: Gender Issues in Counseling	_____	_____	_____
ECD 543: The American College Student	_____	_____	_____
ECD 560: Research and Assessment in Counseling	_____	_____	_____
ECD 641: Introductory Practicum in Counseling	_____	_____	_____
ECD 642: Practicum in Counseling	_____	_____	_____
ECD 652: Internship in College Student Development	_____	_____	_____
ECD 590: Special Problems: Substance Abuse Counseling	_____	_____	_____
ST 507: Statistics for the Behavioral Sciences I	_____	_____	_____
PSY 535: Tests and Measurement	_____	_____	_____
<b>For M. S. Degree Students</b>			
ECI 710 Research Applications in Curriculum and Instruction (in place of ST 507)	_____	_____	_____
ST 508 Statistics for the Behavioral Sciences II Or EDP 760 Quantitative Analysis in Education	_____	_____	_____
ELP 736 Qualitative Research in Education or equivalent (approved by advisor)	_____	_____	_____
ECD 738 Research in Counselor Education	_____	_____	_____
ECD 695 Master's Thesis Research in Counselor Education	_____	_____	_____
<b>Total Credits:</b>	_____	_____	_____

**NC State University  
Department of Curriculum and Instruction  
Counselor Education Program**

**M.S. Program Guidelines  
July 2009**

The M.Ed. program in Counselor Education is primarily designed for preparing practitioners. The M.S. program in Counselor Education prepares professionals who have strong interests in scholarship inquiry and scientific research. Each master's track (school counseling, agency counseling, and student personnel in higher education-college counseling) admits only one M.S. student every year. When more than one applicant is interested in the M.S. program, faculty will make decisions based on students' past academic and research experience, and clarity of research ideas.

The following is a list of guidelines for the M.S. degree.

1. Students interested in pursuing an M.S. degree must state this on their application by selecting an M.S. program (in school counseling, student personnel in higher education-college counseling, or agency counseling) on the Graduate School online application and the Departmental Application Form.
2. Students cannot change from M. Ed. program to M.S. program during the course of study.
3. The M.S. program requires at least three years.
4. M.S. students are required to complete the following courses beyond the 48 credits required for M.Ed. students:
  - ECI 710 Research Applications in Curriculum and Instruction (in place of ST 507)
  - ST 508 Statistics for the Behavioral Sciences II or EDP 760 Quantitative Analysis in Education
  - ELP 736 Qualitative Research in Education or equivalent (approved by adviser)
  - ECD 738 Research in Counselor Education
  - ECD 695 Master's Thesis Research in Counselor Education
5. The faculty will determine through discussion who should chair thesis committees based on research focus, current responsibilities, etc.

**GUIDELINES FOR DOCTORAL PROGRAM (Ph. D.)**  
*Counselor Education Program at North Carolina State University*  
*Updated July 2009*

**Prerequisites:** A 48 hour masters degree in counseling or its equivalent, including a 600 hour internship, and course work which is the equivalent of ECD 524, 525, 530, 539, 540, 560, 641 and 642 . If applicants do not meet the prerequisites and are admitted, requisite work will be added to the doctoral program.

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

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

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

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

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

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

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

ECI 710 Research Applications in Curriculum & Instruction (3 cr.) \_\_\_\_\_  
 EDP 760 Quantitative Analysis in Education (3 cr.) \_\_\_\_\_  
 ELP 736 Qualitative Research in Education (3 cr.) or  
 PSY 710x Special Topics: Qualitative Methodology (3 cr.) \_\_\_\_\_  
 ECD 738 Research in Counselor Education (3 cr.) \_\_\_\_\_  
 ECD 790A Advanced Assessment in Counselor Education (3 cr.) \_\_\_\_\_  
 ECD 895 Dissertation Research (9 cr.) \_\_\_\_\_  
 ECD 899 Dissertation Preparation (for last semester only; 3 cr.) \_\_\_\_\_

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

ECD 843 Advanced Counseling Practicum (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.

**GUIDELINES FOR DOCTORAL PROGRAM (Ph. D.)**

**Counselor Education at North Carolina State University**

Accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

***Degree Requirements for Students Admitted before February, 2006***

**Prerequisites:** A 48 hour masters degree in counseling or its equivalent, including a 600 hour internship, and course work which is the equivalent of ECD 524, 525, 530, 539, 540, 560, 641 and 642 . If applicants do not meet the prerequisites and are admitted, requisite work will be added to the doctoral program.

**The following checklist outlines the degree requirements as of February, 2006**

**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 (15 credits)**

ECD 733 Cognitive-Behavioral Theory, Research & Prac. (3 cr.) \_\_\_\_\_  
 ECD 740 Advanced Seminar on Psycho-social Identity  
 Development: Race, Gender, and Culture (3 cr.) \_\_\_\_\_  
 ECD 731 Career Development Theory and Research (3 cr.) \_\_\_\_\_  
 ECD 737 Cognitive Developmental Theo., Res. & Prac. (3cr.) \_\_\_\_\_  
 ECD 735 Counseling Supervision: Theo. & Res. (3 cr.) \_\_\_\_\_

**4. Research Core (21 credits)**

STAT 507 and 508 Statistics for the Behavioral Sciences (I & II) (6 cr.) \_\_\_\_\_  
 ECD 738 Research in Counselor Education (3 cr.) \_\_\_\_\_  
 ECD 895 and 899 Dissertation Research and Dissertation  
 Preparation (12 cr.) \_\_\_\_\_

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

ECD 886 Supervised Practice Teaching in Counselor Education (3 cr.) \_\_\_\_\_  
 ECD 843 Advanced Counseling Practicum (3 cr.) \_\_\_\_\_  
 ECD 850 Internship in Counselor Education (6 cr.) \_\_\_\_\_  
 ECD 847 Counseling Supervision: Practicum (3 cr.) \_\_\_\_\_  
 ECD 860 Professional Issues in Counseling (3 cr. over 2 sem.) \_\_\_\_\_

**6. Psychology Core (12 credits; four courses at the 500/600 level)**

\_\_\_\_\_

**7. Computer Competency (Attested through course work (3 cr.), workshops, and/or previous and concurrent professional experience) \_\_\_\_\_**

**MINIMUM TOTAL CREDITS = 66 cr. beyond master's degree (possible additional credit requirements under categories 1, 2, and 7 above)**

**IMPORTANT: Ph.D. students who were admitted before 2006 may need to work with their advisers to find substitute courses for some courses that are no longer offered in the Counselor Education curriculum.**

### **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. Consult your advisors.

### **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 or supporting area 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, and a report is forwarded to the Graduate School.

### **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. Upon successful completion of the oral prelim, doctoral students will be admitted to candidacy (ABD).

### **Final Oral Exam**

This is the thesis or 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. The final oral examination is also scheduled 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 for the last semester when the student will graduate.