

# COUNSELOR EDUCATION



## Counselor Education Program Student Handbook

### Department of Interdisciplinary Professions

*While the Counselor Education Program strives to make the information in this handbook as timely and accurate as possible, the program/department makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the contents, and expressly disclaims liability for errors and omissions in the contents. This handbook is not a contract between the University and students. The University reserves the right to make changes to the content of this handbook without notice to students. Information should be confirmed with the current ECU Graduate Catalog and website.*

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**GRADUATE STUDY IN COUNSELOR EDUCATION**  
**East Carolina University**  
**Greenville, NC**

The Counselor Education Program provides high quality education and training for future counselors in school, clinical mental health, and higher education settings. The program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and approved by the North Carolina State Department of Public Instruction in accordance with competencies required for school counselor licensure. The master's program satisfies the educational requirements for graduates to be eligible to sit for the National Counselor Examination (NCE) of the National Board for Certified Counselors (NBCC), which is the required examination of the NC Board of Licensed Clinical Mental Health Counselors.

The Counselor Education Program offers an overview of many theories of practice and encourages students to develop personal styles and approaches to professional helping. Faculty members represent diverse theoretical orientations, counseling experiences, and research interests. Core faculty hold doctorates in Counselor Education and clinical faculty hold counseling degrees, are licensed professional counselors and have extensive, diverse clinical experience.

**CONCEPTUAL FRAMEWORK FOR PREPARING FUTURE PROFESSIONALS**

The conceptual framework represents the vision that drives the work of all administrators, faculty, staff, and candidates. It focuses on preparing reflective education professionals who are dedicated to democratic principles and practices, capable of empowering all learners in all educational endeavors, and achieve excellence through partnership with their school and community colleagues.

**PROGRAM MISSION**

The mission of the Graduate Counselor Education program at East Carolina University is to promote human development and learning by preparing culturally competent professional counselors to work with diverse populations to improve the mental health of individuals in the P-16 schools and communities in which they serve.

Students and faculty are expected to work with the highest ethical and professional standards while fulfilling this mission. The Counselor Education Program was established in 1951 and, today, offers graduate studies at the Master's (MS) level.

**PROGRAM OBJECTIVES**

Upon completion of the Counselor Education program at East Carolina University, students will show evidence of being reflective practitioners and critical thinkers who seek to practice with cultural competence while respecting diverse worldviews, demonstrate self-evaluation and self-reflection strategies, and participate in the ongoing process of interpersonal skill development. Students will develop professional identities as counselors and engage as active members of their communities. In addition, each student will increase his/her knowledge and demonstrate competency in the areas of:

1. Human growth and development.
2. Personal characteristics, professional orientation, and ethical practices of counselors consistent with the American Counseling Association Code of Ethics, National Board for Certified Counselors Code of Ethics and state and federal laws that govern the practice of counselors.
3. Theoretical approaches to counseling and case conceptualization, including articulation of a personal theory of counseling and an integrative approach to wellness and prevention as a professional counselor.
4. Helping relationships and counseling skills and techniques.
5. Group dynamics, process, and counseling, including various types of groups (i.e., counseling and psychoeducational);
6. Career development and practice that is appropriate to the student's employment setting.
7. Multicultural and social justice issues in counseling, including advocating for the profession and diverse client populations.
8. Appraisal and assessment, including application of developmental theory.
9. Crisis intervention, including skills necessary to communicate and collaborate with, or refer to, multidisciplinary teams of professionals in schools, agencies, and higher education settings.
10. Issues in addictions.
11. Research and program evaluation methods, including use of research and evaluation methods necessary to identify and critique evidence-based practices and to use data to improve program outcomes, and
12. School Counseling, Clinical Mental Health Counseling OR Student Affairs and College Counseling specific roles, skills, duties, and issues (depending on selected professional specialization)

To achieve the objectives of the program, students are expected to demonstrate proficiency in the following areas: counseling theory and techniques, group processes, career development, multicultural counseling, individual assessment, program management, research, and professional ethics. Elective courses in other areas of graduate study complement the Counselor Education Program and afford students an opportunity to profit from varied resources and expertise of the university community.

## **PROGRAM REQUIREMENTS**

The ***Master of Science Degree (MS)*** in counselor education requires a minimum of 60 semester hours. Students must pass the Counselor Education Comprehensive Examination (CPCE) to complete the degree. Graduates of the master's degree program may be endorsed for North Carolina school counselor licensure, provided they complete designated specialization courses, receive a grade of B or higher in the Practicum and Internship, complete the latter experiences in a K-12 school setting, and score at a passing score on the Praxis II Professional School Counselor specialty examination. Graduates of the program who specialize in the area of clinical mental health counseling complete the academic requirements for licensure as a professional counselor in North Carolina and will be eligible to apply for licensure provided they complete all core courses successfully, receive a grade of B or higher in the Practicum and Internship, complete the latter experiences in appropriate settings, receive no more than two grades of C during their program of study, and pass the CPCE and NCE (National Counselor Exam).

## ADVISING

Each student is assigned a program advisor when accepted for admission to the College of Education and Counselor Education Program. Students are responsible for meeting with their advisor as soon as possible during their first semester to plan a course of study, and a “check-in” meeting each subsequent semester is recommended. The academic advisor will remain the same throughout the student’s degree program unless a change is requested.

## PROGRAM OF STUDY

Students and advisors will work closely to plan a course completion sequence consistent with students’ personal and professional goals. Students should make sure that the Program of Study satisfies the relevant requirements for certification or licensure. An approved Program of Study that indicates the specific courses the student will take as part of his or her master’s program should be accessed and updated using ECU’s Pirate Port and DegreeWorks by the student and his or her advisor. It is the student’s responsibility to make sure progress towards graduation is being made.

## PROFESSIONAL PERFORMANCE REVIEW PROCESS

As future professional counselors, the faculty expects students to be concerned about the welfare of others, stable and psychologically well-adjusted (personally and professionally), capable of effective interpersonal relationships, able to receive feedback willingly, and to give feedback constructively. Further, students are expected to behave overall in a manner that demonstrates fitness for a role in the counseling profession. Finally, faculty expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes it is ethically imperative that counselors be willing to do what they ask their clients, students, and stakeholders in their lives.

For all the reasons cited above, the faculty will monitor not only students' academic progress but also selected personal characteristics that affect their professional performance in the field. This process of professional performance review, the Counselor and Adult Education Professional Performance Review (CAEPPR), is utilized to ensure that all graduates of the ECU Counselor Education Program possess personal and professional characteristics that contribute to their professionalism and/or helping capacity and **DO NOT** in any way inhibit their professionalism and/or helping capacity. Students not performing effectively will be given remediation by program faculty.

### The Professional Performance Standards as Reflected by the Counselor and Adult Education Professional Performance Review (CAEPPR):

Students' fulfillment of eleven Professional Performance Standards are reviewed by individual faculty during each class and at the conclusion of each semester by the Counselor Education faculty. The Standards include:

1. Openness to new ideas

2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Adequate achievement of student learning outcomes and competencies

Each Professional Performance Standard is rated on a scale of 1 (Unsatisfactory) to 5 (Satisfactory). Criteria for each standard are further described in the Criteria for Professional Performance Standards Evaluation (Appendix A).

### The Process of Review:

At the end of each semester, Counselor Education (“COAD”) faculty convene to engage in the professional performance review process. Each current student’s name will be introduced, and faculty share any concerns relevant to the professional performance review process. If faculty do not present specific concerns for a student, it will be deemed that the student is functioning at a level 3.5 or above, indicating that the faculty believe the student’s performance is developmentally appropriate for practice in a professional setting.

However, if more than one faculty member presents professional performance concerns regarding a student or if one faculty member shares multiple concerns of any significance or a single concern involving student conduct that could be illegal, unethical or believed to indicate the student could pose a threat to the well-being of the student or others, then the faculty as a whole review these concerns and discuss the appropriate recourse.

If the faculty come to the consensus that the presented concerns render the student’s professional performance to be below a level 3.5 on the Counselor and Adult Education Professional Performance Review (CAEPPR), the student’s advisor and/or program advisor will note these concerns and specific strategies for remediation using the CAEPPR. Students receiving a rating below 3.5 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. The concerns presented by the issuing faculty member(s) and the strategies for improvement developed by the faculty review team will be shared with the student in a meeting with advisor(s) and the issuing faculty member(s). The student, the issuing faculty member(s), and advisor(s) will meet to discuss the Professional Performance concern(s). The student will be presented with a CAEPPR Semester Review Report (Appendix B), on which will be listed the deficient rating(s), the explanation for the ratings of the issuing faculty member(s), and descriptions of remedial actions that will be required. Next, a specific plan and schedule for implementing the needed remedial actions is determined. Within two working days of this meeting, the issuing faculty

member(s) develops a final draft of the CAEPPR Semester Review Report and provides a copy to the student for review and signature. Signatures of the issuing faculty member(s), the student and the student's advisor verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. The student, the student's advisor and issuing faculty member(s) will retain copies of the signed CAEPPR Semester Review Report. The student may be given the opportunity to improve to a level 3.5 or better over one semester.

2. At the end of the semester, the student's progress will be reviewed and noted by faculty participating in the CAEPPR semester meeting.
  - a. If the improvement has been significant and the student has progressed to a level 3.5 or better on the review components, his/her advisor, the issuing faculty member(s) and the student will convene, and progress will be discussed, and the student will be commended on his/her efforts.
  - b. If the student is still evidencing professional performance concerns by scores below a 3.5 on the CAEPPR, additional remediation strategies will be suggested by the COAD faculty and will be shared with the student in a meeting with his/her advisor and the issuing faculty member(s).
    - i. The student will be given one month to evidence improvement to a level of 3.5 or better.
    - ii. At the end of that month, the advisor and issuing faculty member(s) (hereafter this group will be referred to as the team) will reconvene and if the student has improved to a level 3.5 or better, will note it on the review.
    - iii. If the student has not improved to a 3.5 or better, the team will draft a statement to be sent to the department chair and dean regarding the team's position concerning the student's continuance in the program, including if appropriate any further recommended remediation or the team's recommendation that the student be dismissed from the program.
    - iv. Final decisions regarding the student's continuance in the program will be made by the Dean of the College of Education with consideration of recommendations made by the Counselor Education faculty and department chair.

#### Additional Notes Concerning the CAEPPR Process:

1. If a student receives more than one CAEPPR Semester Review Report during his/her Program of Study, he/she will be required to meet with the issuing faculty member(s) and his or her academic advisor in accordance with the procedure described in #2a above. Depending upon the nature of new performance concerns, the issuing faculty member(s) and/or academic advisor will consult the COAD faculty regarding the development of additional remedial strategies and/or evaluation of the student's fitness for continuation in the Program. As in #2a above, copies of any additional or revised CAEPPR Semester Review Reports will be retained by the student, the issuing faculty, and the academic advisor.
2. Faculty will initiate the Counselor and Adult Education Professional Performance Review at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases or in the event a student does not cooperate in the review process (e.g., fails to attend a meeting

with an advisor to review a CAEPPR report), the COAD faculty may recommend discontinuation in the Program without opportunity for student remediation.

3. Note: All Faculty recommendations for denial of a student's continuance in the Counseling Program will be forwarded to (and will be the ultimate decision of) the Dean of the College of Education.

## **GRIEVANCES AND DUE PROCESS**

Several avenues for resolving academic grievances are available to graduate students. Ideally, disputes between graduate students and their instructor or adviser should be resolved through open communication and compromise. If a mediator is needed, the Departmental Chair is available to facilitate a resolution. In the event this procedure is not successful, the student or professor may bring the matter to the entire faculty.

In the event that a student is not satisfied with the recommendation of the Counselor Education faculty, the student may appeal the decision to the Dean and, in matters related to retention, to the Admission and Retention Committee of the Graduate School.

## **DISMISSAL AND ACADEMIC INTEGRITY VIOLATIONS**

The Department of Interdisciplinary Professions adheres to the East Carolina University Honor Code, which may be viewed at this website (<http://www.ecu.edu/osrr/>). In turn, the Counselor Education program strictly follows the guidelines set forth by the university. If you are suspected of an honor code violation, proper procedures will be followed.

In addition, the Counselor Education program also adheres to the Code of Conduct policy (<http://www.ecu.edu/osrr/>). As future professional counselors, it is expected that students behave and conduct themselves in a professional manner.

Violations of the conduct code can result in dismissal from the program. This includes participation in all practicums and internships. The program expects students to behave and conduct themselves in a manner deemed appropriate by the university and the counseling profession. All students in the Counselor Education program sign an Academic Integrity Statement during the Counselor Education orientation.

## **LICENSURE**

As of July 1, 2013, NC licensure as a Clinical Mental Health Counselor requires 60 hours of graduate course work. All courses needed for licensure as a Clinical Mental Health Counselor are available at East Carolina University. Licensure standards, requirements, and application materials can be viewed online at:

<https://ncblcmhc.org/>

Students interested in licensure should consider the specific course requirements as they develop their Program of Study.



## Institutional and Professional Licensure Disclosures for Enrolled and Prospective Students

ECU [degree programs](#) satisfy the professional and/or certification requirements in North Carolina and prepare students to sit for these exams. However, requirements in other states may be different.

If you are considering a [degree program](#) that *may, would, could, or potentially* lead to a [professional license and/or certification](#), please note that at this time ECU may or may not be able to advise whether a program meets requirements outside of North Carolina. Prior to enrolling in a [degree program](#), please discuss this important topic with your program of interest.

### ENDORSEMENT

The Counselor Education program and the College of Education provide endorsement for School Counselor Certification only for those students who complete their degree at East Carolina University. Additionally, the Counselor Education Program provides Counseling Supervisor Endorsement for graduates of the program for National Board Certification and for the NC Board of Licensed Clinical Mental Health Counselors.

### RELEVANT LICENSES & CERTIFICATIONS

#### Licensed Clinical Mental Health Counselor

If students are interested in becoming a Licensed Clinical Mental Health Counselor Associate (LCMHCA) in North Carolina, they must have completed the master's degree in counseling (with 60 credit hours), pass the National Counselor Examination (NCE) and complete clinical requirements defined by the state licensure board. During the last semester in the program students may complete an application to become a National Certified Counselor, including registering for the NCE or they may choose to take the NCE through the state assessment process. After graduation, students may complete an application for the LCMHCA by contacting the North Carolina Board of Licensed Clinical Mental Health Counselors at the following website: <https://ncblcmhc.org/>. While in the Counselor Education program, students are welcome to contact any Counselor Education faculty member about the requirements for applying for licensure as a Clinical Mental Health Counselor Associate. To assist students initially with this process, faculty have determined that all clinical mental health counseling students will complete the LCMHCA application as an assignment for Internship.

#### National Certified Counselor

In order to be certified as a National Certified Counselor (NCC), applicants must meet education, coursework, supervision, work experiences, ethics, and examination requirements. Specific information regarding the requirements is found on the NBCC website: <https://www.nbcc.org/certification/ncc>. The Counselor Education Testing Coordinator will send out announcements via Canvas about sign-ups for the NCC application cycle in both Spring and Fall semesters.

## EXAMINATIONS

### Comprehensive Examinations

#### (Required for all Counselor Education Students)

Students in the master's degree program are required to take the Counselor Preparation Comprehensive Examination (CPCE) as the Counselor Education Comprehensive Examination. Students are encouraged to take the exam in August/September (for Fall Graduates) and December/January (for Spring and Summer Graduates). The Counselor Education Testing Coordinator will provide students with instructions for registering to take the CPCE. Students are encouraged to form study groups for review. There is no study guide published by the department, but students are encouraged to talk with their advisors prior to taking the examination. This exam is comprised of multiple-choice questions focusing on relevant areas of concentration within the Counselor Education program. For more information, please refer to the Standardized Tests Information PDF located on the Counselor Education Canvas page.

### Praxis II Examination

#### (Required for School Counselor Licensure)

Students interested in becoming a school counselor in North Carolina are required to take and pass the Praxis II Professional School Counselor Examination. Students must obtain a passing score to be endorsed for school licensure. It is encouraged that students complete the exam in their final semester of the program. Students can register at:

<https://www.ets.org/praxis/site/test-takers/register/at-home-testing/test-titles.html>

for the Praxis II: School Counselor Examination (test code 5422). For more information, please refer to the Standardized Tests Information PDF located on the Counselor Education Canvas page.

### NCE Examination

#### (Required for Licensed Clinical Mental Health Counselors)

Students who are interested in becoming a National Certified Counselor (NCC) or Licensed Clinical Mental Health Counselor (LCMHC) must pass the National Counselor Examination (NCE). You have two options when it comes to registering for the NCE:

1. You can register as part of the National Certified Counselor (NCC) application, which is covered in this handbook. [https://www.nbcc.org/assets/exam/handbooks/nce\\_applicant\\_handbook\\_for\\_national\\_certification.pdf](https://www.nbcc.org/assets/exam/handbooks/nce_applicant_handbook_for_national_certification.pdf)
  - a. The benefit of taking the examination via this method is that it allows you to get ahead start on earning your professional credentials.
2. You can register for the examination on its own, independent of a certification application. For more information on that process, review the candidate handbook at <https://www.nbcc.org/assets/exam/handbooks/nce.pdf>

The NCE is used to assess knowledge, skills and abilities which are important for effective counseling services. The NCE tests the following content areas:

1. Human Growth and Development

2. Theories in Counseling, Social and Cultural Foundations in Counseling
3. Helping Relationships in Counseling
4. Group Counseling Theories and Processes
5. Career Counseling and Lifestyle Development
6. Assessment in Counseling
7. Research and Program Evaluation
8. Professional Orientation to Counseling
9. Counseling Field Experience

Students interested in taking the NCE who have completed all required courses should visit [www.nbcc.org/exams](http://www.nbcc.org/exams). For more information, please refer to the Standardized Tests Information PDF located on the Counselor Education Canvas page.

## PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and participate in national, state, and local professional counseling organizations. Participation can include general membership, conference attendance, conference presentation, board membership, and elected office. Student membership fees make membership reasonable affordable for current students. Two central organizations include the American Counseling Association and the North Carolina Counselors Association and their respective divisions or specialty groups.

### NATIONAL LEVEL ASSOCIATIONS

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA has been a sustained association exclusively representing professional counselors in various practice settings. Members may affiliate with one or more of the following divisions:

- Association for Adult Development and Aging (AADA)
- American College Counseling Association (ACCA)
- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACC)
- Military and Government Counseling Association (MGCA) formerly ACEG
- Association for Counselor Education and Supervision (ACES)
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)
- Association for Humanistic Counseling (AHC)
- Association for Multicultural Association for Multicultural Counseling and Development (AMCD)
- American Rehabilitation Counseling Association (ARCA)
- American School Counselor Association (ASCA)
- Association for Assessment and Research in Counseling (AARC)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CSJ)
- International Association for Resilience and Trauma Counseling (IARTC)
- International Association of Addiction and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)

### STATE LEVEL ASSOCIATIONS

**State level associations include:**

- Association for Child and Adolescent Counseling (ACACNC)
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities of North Carolina (SAIGE-NC)

Military and Government Counseling Association of North Carolina (MGCANC)  
North Carolina Association for Counselor Education and supervision (NCACES)  
North Carolina Association for Humanistic Counseling (NCAHC)  
North Carolina Association for Assessment and Research in Counseling (NCAARC)  
North Carolina Association for Multicultural Counseling and Development (NCAMCD)  
North Carolina Association for Spiritual, Ethical, Religious and Value Issues in Counseling (NCASERVIC)  
North Carolina Addiction & Offenders Counselor Association  
North Carolina Mental Health Counselors Association (NCMHCA)  
North Carolina Association of Marriage and Family Counselors (NCAMFC)  
NC Association for Adult Development and Aging (NCAADA)  
North Carolina Association for Specialists in Group Work (NCASGW)  
North Carolina College Counseling Association (NCCCA)  
NC Graduate Student Association (NCGSA)

### **National Honor Society: Chi Sigma Iota**

Rho Omega is the East Carolina University chapter of Chi Sigma Iota, the national honor society for the counseling profession. The Rho Omega chapter is a combined organization of students from the Department of Addictions and Rehabilitation Studies program and the Counselor Education program. Applications are typically processed twice a year with inductions in Fall and Spring semesters. Students are nominated by the faculty for membership in this organization.

### **PROFESSIONAL LIABILITY INSURANCE**

Counselor Education program students secure their own professional liability coverage during any semester in which they are engaging in a clinical experience. Affordable professional liability coverage for clinical activities conducted as a part of degree responsibilities is available to counseling students through the American Counseling Association membership. Additional information on procuring professional liability insurance is found at the following site: <http://www.hpsso.com>

### **FINANCIAL AID**

Assistantships are available through the Counselor Education program, the College of Education, other departments in the university, and the Division of Student Affairs. Information on work-study assignments, loans, and part-time employment outside the university may be obtained from the Student Employment Office:  
<https://ecu.peopleadmin.com/>

For all questions about financial aid, please contact the Office of Financial Aid (252-328-6610) <https://financialaid.ecu.edu/>. The department offers one scholarship, the Frank G. Fuller Scholarship (for full-time students), and the College of Education offers several scholarships for which you may be eligible. Applications for these scholarships will be publicized and you may learn more by visiting the ECU Office of University Scholarships website (<http://www.ecu.edu/cs-acad/universityscholarships/>). Students may also

search for scholarships and grants using ECU Award. ECU Award is accessed through PiratePort.

## GRADES

The following grading system is used in the Counselor Education Program:

**A** denotes outstanding graduate level work. This grade is earned through a superior level of performance in the following areas:

- \* Demonstrated knowledge and understanding of the subject in solving problems and understanding relevant situations,
- \* Integration of the subject into written and oral presentations,
- \* Thoroughness in dealing with the subject.

**B** denotes a level of quality above the minimum acceptable level. This grade indicates a level of work that, if sustained, would qualify the student for a graduate degree.

**C** denotes minimum acceptable basic knowledge and understanding of the subject but a performance level that, if sustained, *would not* qualify the student for a graduate degree. (See Graduate Catalog, "Retention Standards")

**I** the grade of I is given for a deficiency in the quantity of work done in a course. Granting a grade of Incomplete is at the discretion of the instructor. Students must resolve any Incomplete grade within one calendar year or before graduation (whichever comes first), or the I grade automatically converts to a grade of F. (See Graduate Catalog, "Retention Standards")

**F** denotes failure to demonstrate an acceptable level of knowledge and/or failure to meet other course requirements.

**W** is given to a student who has *OFFICIALLY WITHDRAWN*. A student cannot officially withdraw unless the designated form has been completed and returned to the Associate Dean of Students and Director of Student Services.

## APPLICATION FOR GRADUATION

Students should apply for graduation at least **ONE SEMESTER PRIOR** to the completion of the requirements of the degree. Application forms for graduation are available on the Graduate School's Graduation Policies and Procedures website: <https://registrar.ecu.edu/how-to-apply-to-graduate/> A graduation fee must accompany the application.

## REFERENCES FROM FACULTY

Students should check with faculty members before requesting references and recommendations. Faculty may wish to give a confidential recommendation. Therefore, students need to know whether or not to waive their right to review the references written on their behalf.

## **EQUAL OPPORTUNITY STATEMENT**

East Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, sexual orientation or disability. East Carolina University is an equal opportunity/affirmative action university, which accommodates the needs of individuals with disabilities.

**\*\*\* The Graduate Catalog is the official policy manual for Graduate School. Students should familiarize themselves with the academic regulations found in the graduate catalog.**



## Appendices

### I WISH I HAD KNOWN THAT!

**Registration** - Professors are available to advise students during the registration process.

- ECU will "tag" a student's record and registration will **not be permitted** if there are any debts or forms due the university, (i.e., parking fees, registration fees, health certificates, or residence classification invalid).
  - Should a student **not attend a semester in Fall or Spring (skip a semester)**, the student **MUST** complete an update or readmit form at the Graduate School **before** he/she can register on the computer.
  - Fees must be paid by the stipulated date or the student's schedule will be canceled. Should this happen, it is **the student's responsibility to contact the department** and register again before the end of the designated registration period per semester.
- 
- ◆ The **time limit** for completing all course work is **SIX YEARS**. Extensions *may* be granted by the Graduate School, but extensions are not guaranteed.
  - ◆ **Transfer credits** are allowed only from accredited institutions where the student earned a final course grade of B or better. No more than 12 semester hours of the program may be transferred from another institution, and no credit from a completed degree is transferable.
  - ◆ A **maximum of 9 semester hours** taken as a "**non-degree**" student may be approved at the request of the department.
  - ◆ **Students are responsible** for ensuring that the department has petitioned the Graduate School for transfer credits, extensions, "non-degree" hours, or other requests.
  - ◆ Students are all encouraged to be actively engaged in the profession. Joining a professional association is one way of being engaged. Please talk to your professors about options, including ACA, AMHCA, ASCA, LCCNC, NCCA. Be sure to check out the useful websites page for up-to-date information.
  - ◆ **Application for graduation** must be made by the Registrar at least one semester prior to completion of the requirements for the degree. There is a fee for the application. Students must be enrolled during the semester they apply to graduate. Copy of a sample application is included in this guide.
  - ◆ Students planning to enroll in **Practicum** (COAD 6482), or **Internship** (COAD 6991 & 6992) must complete the appropriate site placement process in Tevera, the Counselor Education program's clinical experience software, during the semester prior to practicum or internship. The practicum and internship experiences require placement in a setting for which the student is training to become a counselor.

- ◆ Students who wish to apply for **NC School Counseling License** must successfully pass the Praxis II for Professional School Counseling, complete the academic requirements, and complete both Internship I and Internship II in a K-12 setting. Students will be provided instructions (by ECU's College of Education Licensure Specialist) regarding NC Department of Public Instruction's application process during their final semester before graduation.
  
- ◆ Grad School rules have changed to reflect **all incompletes given will automatically change to "F" if not completed within 1 semester. No Exceptions.**

## MASTER OF SCIENCE IN COUNSELOR EDUCATION

### Required Courses in Counselor Education (45 sem. hrs.)

- COAD 7480 Research Methods & Design in Counseling
  - COAD 6400 Introduction to Counseling and Human Services
  - COAD 6401 Analysis of the Individual
  - COAD 6402 Career Counseling and Development
  - COAD 6404 Counseling Theory and Techniques
  - COAD 6405 Group Procedures
  - COAD 6407 Social and Cultural Issues in Counseling
  - COAD 6409 Counseling Skills and Techniques
  - COAD 6412 Developmental Counseling & Learning
  - COAD 6414 Family Approaches to Professional Counseling
  - COAD 7408 Professional, Legal & Ethical Issues in Counseling
  - COAD 6482 Supervised Counseling Practicum
  - COAD 6991 Internship I
  - COAD 6992 Internship II
- AND one professional specialization course:
- COAD 6406 Counseling in Schools (Required for School Counseling Licensure)
  - COAD 6415 Clinical Mental Health Counseling (Required for Licensed Clinical Mental Health Counselor in NC)
  - COAD 6411 Student Affairs and College Counseling

Note: All courses are 3 credits.

**Suggested Elective Courses (minimum of 15 sem. hrs.). This is a partial list of courses that can be used to satisfy elective areas. Other courses may be chosen with approval of your advisor.**

**FOR THE ELECTIVE SPECIALTY, WE ENCOURAGE YOU TO TALK WITH YOUR ADVISOR AND SEEK COURSES THAT TRAIN YOU IN YOUR AREAS OF PROFESSIONAL SPECIALIZATION. THE COURSES LISTED BELOW ARE ONLY EXAMPLES.**

### Elective Special (minimum of 15 semester hrs.)

- COAD 6417: Creativity in Counseling
- COAD 6418: Diagnosis and Psychopathology
- COAD 6419: Family, School, Community Partnerships in a Global Context
- COAD 6420: Integrative Behavioral Health in Rural Contexts
- COAD 6370: Counseling Children and Adolescents
- COAD 6483: Counseling Concerns and Counseling Strategies
- SPED 5101: Introduction to Exceptional Children
- PSYC 5380: Psychology of the Exceptional Child
- PSYC 6452: Emotional Problems of Childhood
- HDFS 6512: Family Risk and Resiliency
- HLTH 5345: Alcoholism in Health Education
- HLTH 6355: Alcohol, Tobacco, and Other Drug Education and Prevention
- ADRE 6703: Foundations of Addictions
- ADRE 6375: Military and Trauma Counseling

SOCI 5300: Seminar in Juvenile Delinquency  
SPED 6014: Positive Behavior Intervention and Support

The 60-semester hour requirement (45 core, and 15 hrs. in elective areas) is a **MINIMUM**. Students seeking NC School Counseling Licensure are required to pass the Praxis II: Professional School Counselor exam.

## Prerequisites for Courses

To register for courses, students must have completed the required prerequisites as listed below. Faculty must approve exceptions.

		Prerequisites
6400	Intro to Counseling	
6401	Analysis	6400
6402	Career Dev.	6400
6404	Counseling Theory	6400
6405	Group Procedures	6400
6406	Counseling in Schools	6400
6407	Social & Cultural	6400
6409	Helping Relationship	6400, 6404
6411	Student Dev & Counseling in Higher Ed.	6400
6412	Developmental Counseling Learn: Life Span	6400
6414	Approaches to Family Counseling	6400
6415	Clinical Mental Health Counseling	6400
7408	Prof/Legal Ethical Issues	6400
7480	Research Methods & Design in Counseling	6400
6482	Practicum	6400, 6404, 6409
6991	Internship	6482
6992	Internship	6482, 6991

## *Counselor Education Program Planned Program of Study* 60 SEMESTER HOURS

Student's Banner ID: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

E-mail: \_\_\_\_\_ Telephone: \_\_\_\_\_ (preferred)

Admitted Term (Sem/Yr.): \_\_\_\_\_

Anticipated Semester of Graduation (Sem/Yr.): \_\_\_\_\_

College: COE Degree Program: Counselor Education Certificate Program: \_\_\_\_\_

Primary Professional Specialization: CMHC SACC SC Secondary Specialization: \_\_\_\_\_

Academic Advisor: \_\_\_\_\_ Total Hours Completed to Date: \_\_\_\_\_

*Programmatic Requirements & Course Offerings are **SUBJECT TO CHANGE***

Please place the actual (or anticipated) year next to the day that you have (or intends to) take the course offered for that semester.

<b>CORE REQUIREMENTS: 33 Credit Hours</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
COAD 6400: <i>Introduction to Counseling and Human Services (online)</i>			
COAD 6401: <i>Analysis of the Individual (online)</i>			
COAD 6402: <i>Career Development and Counseling (online)</i>			
COAD 6404: <i>Counseling Theory and Techniques (online)</i>			
COAD 6405: <i>Group Procedures (online)</i>			
COAD 6407: <i>Social and Cultural Issues in Counseling (online)</i>			
COAD 6409: <i>Counseling Skills and Techniques (online)</i>			
COAD 6412: <i>Developmental Counseling and Learning: A Life-Span Approach (online)</i>			
COAD 6414: <i>Family Approaches in Professional Counseling (online)</i>			
COAD 7408: <i>Professional, Legal and Ethical Issues in Counseling (online)</i>			
COAD 7480: <i>Research Methods and Design in Counseling (online)</i>			

<b>PROFESSIONAL SPECIALIZATION COURSES: 3 Credit Hours</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
COAD 6406: <i>Counseling in Schools (online)</i>			
COAD 6411: <i>Student Affairs and College Counseling (online)</i>			
COAD 6415: <i>Clinical Mental Health Counseling (online)</i>			
<b>CLINICAL COURSES: 9 Credit Hours</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
COAD 6482: <i>Supervised Counseling Practicum (online)</i>			

Prerequisites: COAD 6400, COAD 6404, & COAD 6409 Pre or Co-requisites: COAD 6405			
COAD 6991: <i>Counseling Internship I (online)</i> Prerequisites: Minimum Grade of a B or better in COAD 6482 & in either 6406, 6411 or 6415			
COAD 6992: <i>Counseling Internship II (online)</i> Prerequisites: Minimum Grade of a B or better in COAD 6482, 6991 & in either 6406, 6411 or 6415			

ADVISOR APPROVED ELECTIVE COURSES: 15 Credit Hours	Fall	Spring	Summer
<i>Five (5) Advisor Approved Electives (15 credits): Examples of electives: COAD 6003, COAD 6100, COAD 6416, COAD 6483, COAD 7404, COAD 7411, COAD 6406, COAD 6411, &amp;/or COAD 6415 (as appropriate).</i>			

PROGRAMMATIC REQUIREMENTS	Date Completed
Counselor Preparation Comprehensive Examination (CPCE) <i>(Required to be passed by ALL students)</i>	
National Counselor Exam (NCE) <i>(Optional for students but required to apply for licensure and to become a NCC)</i>	
Praxis II: Professional School Counselor <i>(Required to be passed by students pursuing a school counseling license by the end of the first month of COAD 6992)</i>	

**Note:** You are responsible for knowing the current listing for your program as noted in the ECU Graduate Catalog. ECU Counselor Education Program: <http://www.ecu.edu/cs-acad/registrar/catalog.cfm>

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Advisor's Signature

\_\_\_\_\_  
Date

## Example of Schedule in ECU Degree Works



### East Carolina University Degree Works

Student View			
Student		Level	Graduate
ID		Degree	Master of Science
Classification	Graduate	College	College of Education
Advisor	Crowe, Allison L.	Major	Counselor Education MS
Overall GPA		Concentration	
Test Scores		Minor	
Academic Standing	Good Standing	Applied for Graduation	No
Catalog Year	2013	Overall Credits	78
Previous Degree		Tuition Surcharge	



<input checked="" type="checkbox"/> Degree in Master of Science	Catalog Year: 2013-2014
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Click here to access the ECU Graduate School Academic Policies and Forms webpage.  
 Up to one third of the credit hours in an East Carolina University graduate program may be transferred from a regionally accredited college or university with approval from the ECU Graduate School.  
 A maximum of 9 semester hours of course work taken as a nondegree student may apply towards a graduate program at East Carolina University.

<input checked="" type="checkbox"/> MS in Counselor Education	Catalog Year: 2013-2014	Credits Required: 60
	GPA: 3.818	Credits Applied: 42

**Unmet conditions for this set of requirements:** 60 credits are required. You currently have 42, you still need 18 more credits.

	Required Core Courses					
<input checked="" type="checkbox"/>	Intro to Counseling and Human Services	COAD 6400	Intro Counsel and Human Svcs	A	3	1 SS 2014
<input checked="" type="checkbox"/>	Analysis of the Individual	COAD 6401	Analysis of the Individual	A	3	Spring 2015
<input checked="" type="checkbox"/>	Career Development and Counseling	COAD 6402	Career Develop and Counsel	CUR	(3)	Spring 2016
<input checked="" type="checkbox"/>	Counseling Theory and Techniques	COAD 6404	Counseling Theory and Tech	A	3	1 SS 2014
<input checked="" type="checkbox"/>	Group Procedures	COAD 6405	Group Procedures	B	3	Fall 2014
<input checked="" type="checkbox"/>	Social and Cultural Issues in Counseling	COAD 6407	Social and Cult Issues in Coun	CUR	(3)	Spring 2016
<input checked="" type="checkbox"/>	Counseling Skills and Techniques	COAD 6409	Counsel Skills and Techniques	A	3	Fall 2014
<input type="checkbox"/>	Developmental Counseling and Learning	<b>Still Needed: 1 Class in COAD 6412*</b>				
<input checked="" type="checkbox"/>	Family Approaches in Professional Counsel	COAD 6414	Fam Appr Prof Couns	A	3	1 SS 2015
<input checked="" type="checkbox"/>	Supervised Counseling Practicum	COAD 6482	Supervised Counsel Practicum	A	3	Fall 2015
<input checked="" type="checkbox"/>	Counseling Internship	COAD 6991	Counseling Internship I	CUR	(3)	Spring 2016
<input type="checkbox"/>	Counseling Internship II	<b>Still Needed: 1 Class in COAD 6992*</b>				
<input checked="" type="checkbox"/>	Professional Issues in Counseling	COAD 7408	Profess, Legal, and Ethical Is	A	3	1 SS 2015
<input checked="" type="checkbox"/>	Research Methods in Counseling	COAD 7480	Res Methods and Design	A	3	Fall 2015
<input type="checkbox"/>	PROFESSIONAL SPECIALIZATION					

Remark: If primary professional specialization is Counseling in Schools, Praxis II is required.



## Counseling Practicum

Counseling practicums are scheduled during the spring semesters. The intent of the supervised practicum experience is to provide an opportunity for the student to explore the counseling role, develop skills in one-to-one helping relationships, and become comfortable with a personalized style of counseling.

Practicum students must log a minimum of 100 hours with at least 40 hours of direct contact with clients (i.e., individual counseling, interviewing, consulting). These hours must be completed while supervised by an experienced professional who holds a minimum of a master's degree in Counselor Education or related profession. Students are expected to counsel clients in individual sessions using basic interviewing and helping skills. Some of the individual sessions will be videotaped (with the client's permission) for review and evaluation by student colleagues and the instructor during group supervision.

Appropriate supervision is essential to a successful practicum experience. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Students who are ready for practicum must complete **the Practicum Site Placement Process** by the announced deadline to receive approval for their requested sites. Students receive instructions regarding the Practicum Site Placement Process by the Clinical Experiences Coordinator in the fall semester prior to the practicum experience. Practicum students should obtain and show proof of liability insurance during the first week of the Supervised Counseling Practicum course, which is available from the American Counseling Association, American School Counseling Association, or through Healthcare Providers Service Organization. Background checks through CastleBranch will also be required as part of the Counselor Education program's initial practicum placement process. Students may or may not also be required to submit additional materials, including information for a different background check process and/or health information to complete site-specific policies/procedures associated with beginning a practicum/internship experience.

Practicum group supervision occurs weekly during the semester and attendance is required.

## Counseling Internship

Counseling internships are scheduled during the fall and spring semesters. The intent of the counseling internship is to provide a broad, realistic exposure to all services offered by a professional counseling program. Student interns complete a

minimum number of contact hours for each internship (i.e., direct counseling individually and in groups, consulting, program coordination, assessment, etc.). Internship placements must be in a recognized counseling setting under supervision of an approved site supervisor; both of which are approved by the Counselor Education program.

A single internship is a minimum of 300 hours with a minimum of 120 hours of direct contact with clients (i.e., individual counseling, group counseling, consulting, etc.). All students must complete Internship I and Internship II over two different semesters.

Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Ethical and professional considerations preclude interns from being supervised and evaluated by colleagues in their work setting. Students employed full-time in non-counseling positions are not permitted to do counseling internships in their place of employment. Students employed in counseling positions are permitted to do internships in their place of employment, but only with supervision from an approved off-site supervisor. Student interns should obtain and show proof of liability insurance during the first week of the Counseling Internship course, which is available from the American Counseling Association, American School Counselor Association, or through Healthcare Providers Service Organization.

Students who are ready for internship must complete **the Internship Site Placement Process** by the announced deadline to receive approval for their requested sites. Internships will be approved only for settings where adequate facilities exist, and program components are in place for the intern to carry out requirements of the internship. Adequate facilities include the availability of space for the intern to do individual and small group counseling. Interns will be required to video-and/or-audio tape sessions (with client permission). Students receive instructions regarding the Internship Site Placement Process by the Clinical Experiences Coordinator in the semester prior to the internship experience.

Internship group supervision occurs weekly during the semester and attendance is required. An intern who is absent from a group supervision session must schedule a meeting, at the instructor's convenience, to make up the hours of supervision.

Resource: [https://education.ecu.edu/idp/counselor-education/idp\\_counselor\\_supervisor/](https://education.ecu.edu/idp/counselor-education/idp_counselor_supervisor/).

## School Counseling Guidelines (As cited in the NC State Department of Public Instruction)\*\*

<u>Guidelines</u>	<u>Core Courses and Electives*</u>
1. The program will provide a broad understanding of the nature and needs of individuals at all development levels.	COAD 6412, 6416
2. The program will include studies of ethnic groups, cultural diversity, changing roles, population patterns, changes in the family, and differing life patterns.	COAD 6407, 6500, 6521 HLTH 6355, CDFR 5300, SOCI 5300
3. The program will include studies of (a) philosophic bases of helping relationships; (b) counseling theory; supervised practice, and application; (c) consultation theory, supervised practice and application with an emphasis on development of counselor and counselee self-awareness and self-understanding.	COAD 6404, 6405, 6406, 6409, 6412,6482
4. The program will provide studies of group theory, types of groups and group practices, methods, dynamics, and facilitative skills.	COAD 6405, 6991, 6992
5. The program will include studies of vocational choice theory and the relationship between career choice and lifestyle; sources of occupational, educational, and personal/social information; career decision-making processes; and career development exploration techniques.	COAD 6402
6. The program will include the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences.	COAD 6401,6408 SPED 5101 PSYC 5380
7. The program will include studies of statistics, research design, and development of research and demonstration proposals.	COAD 6401, 7480 EDUC 6480
8. The program will provide studies of the goals and the objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors and other student services professionals.	COAD 6400, 6404, 6405, 6406, 7408
9. The program will include studies of the various components of the environment in which school counselors work.	COAD 6370, 6406 EDUC 6424, ELEM 6425,
10. The program will provide supervised course-related laboratory experience throughout the preparation program	COAD 6401, 6402, 6404, 6405, 6409
11. The program will provide opportunities for supervised counseling practicum experiences, providing interaction with individuals and groups actually seeking services from counselors.	COAD 6409, 6482, 6991, 6992

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12. The program will provide opportunities for internship experiences in school settings.	COAD 6991, 6992
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\*The elective courses are suggested and are taught regularly. See your advisor for other possibilities.

## Contact Information

### **Department of Interdisciplinary Professions – Ragsdale Hall/Speight Building**

- **Counselor Education Faculty (all phone numbers are 252 area code)**
  - Dr. Allison Crowe: 328-4218, Ragsdale Office 217B, [crowea@ecu.edu](mailto:crowea@ecu.edu)
  - Dr. Loni Crumb: 328-1126, Ragsdale Office 213B, [CRUMBL15@ECU.EDU](mailto:CRUMBL15@ECU.EDU)
  - Dr. Janee' Avent Harris: 737-1255, Speight Office 143, [AVENTJ16@ECU.EDU](mailto:AVENTJ16@ECU.EDU)
  - Mrs. Ashley Cannan: 328-6740, Ragsdale Office 223-A, [cannana16@ecu.edu](mailto:cannana16@ecu.edu)
  - Dr. Allison Fears: 328-5558, Ragsdale Office 225-A, [fearsa23@ecu.edu](mailto:fearsa23@ecu.edu)
  - Dr. Laura Craven: 328-2315, Ragsdale Office 225, [cravenl23@ecu.edu](mailto:cravenl23@ecu.edu)
  - Dr. Shanita Brown: 328-6782, Office 110, [BROWNSHAN16@ECU.EDU](mailto:BROWNSHAN16@ECU.EDU)
  - Dr. Jason Perry: 328-4389, Office 126-A, [PERRYJAS21@ecu.edu](mailto:PERRYJAS21@ecu.edu)
  
- Department Office
  - Ms. Jenny Perry, Administrative Support: 328-6856, Office 217, [perryjen24@ecu.edu](mailto:perryjen24@ecu.edu)
  
- Registrar – Whichard Building 328-6747
- Cashier – Old Cafeteria 328-6886
- Graduate School – Ragsdale 328-6073
- Student Stores – Wright 328-6731
- Parking & Traffic – 10th St. 328-6294
- Testing Center – Brewster 328-6811

COUNSELOR EDUCATION PROGRAM WEB SITE:  
<https://education.ecu.edu/idp/counselor-education/>

# Counselor and Adult Education Department Professional Performance Review CAEPPR Semester Review Report

**Note:** Faculty issuing this notification shall rate and describe each area of concern. Copies shall be provided to the student, the student's academic advisor and the issuing faculty.

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

Course: \_\_\_\_\_

Advisor: \_\_\_\_\_

Instructor: \_\_\_\_\_

Semester: \_\_\_\_\_

Course Grade (if applicable): \_\_\_\_\_ (Pass/Fail, A-F)

**Performance Criteria and Rating:**

**1. Openness to new ideas:**

Satisfactory					Unsatisfactory
5	4	3	2		1
<b>Changes Needed:</b>					

**2. Flexibility:**

Satisfactory					Unsatisfactory
5	4	3	2		1
<b>Changes Needed:</b>					

**3. Cooperativeness with others:**

Satisfactory					Unsatisfactory
5	4	3	2		1
<b>Changes Needed:</b>					

**4. Willingness to accept and use feedback:**

Satisfactory					Unsatisfactory
5	4	3	2		1
<b>Changes Needed:</b>					

**5. Awareness of own impact on others:**

Satisfactory					Unsatisfactory
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Student: \_\_\_\_\_

Issuing Faculty: \_\_\_\_\_

Advisor: \_\_\_\_\_

**Criteria for:  
Counselor and Adult Education Professional Performance Review  
(CAEPPR)**

<b>1. Openness to new ideas</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Was dogmatic about own perspective and ideas.</li> <li><input type="checkbox"/> Ignored or was defensive about constructive feedback.</li> <li><input type="checkbox"/> Showed little or no evidence of incorporating constructive feedback received to change own behavior.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Was amenable to discussion of perspectives other than own.</li> <li><input type="checkbox"/> Accepts constructive feedback without defensiveness.</li> <li><input type="checkbox"/> Some evidence of effort to incorporate relevant feedback received to change own behavior.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Solicited others' opinions and perspectives about own work.</li> <li><input type="checkbox"/> Invited constructive feedback and demonstrated interest in others' perspectives.</li> <li><input type="checkbox"/> Showed strong evidence of incorporation of feedback received to change own behavior.</li> </ul>		
<b>2. Flexibility</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Showed little or no effort to recognize changing demands in the professional &amp; interpersonal environment.</li> <li><input type="checkbox"/> Showed little or no effort to flex own response to changing environmental demands.</li> <li><input type="checkbox"/> Refused to flex own response to changing environmental demands despite knowledge of the need for change.</li> <li><input type="checkbox"/> Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effort to recognize changing demands in the professional &amp; interpersonal environment was evident but sometimes inaccurate.</li> <li><input type="checkbox"/> Effort to flex own response to new environmental demands was evident but sometimes inaccurate.</li> <li><input type="checkbox"/> Flexed own response to changing environmental demands when directed to do so.</li> <li><input type="checkbox"/> Accepted necessary changes in established schedule or protocol, but without effort to</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Showed accurate effort to recognize changing demands in the professional &amp; interpersonal environment.</li> <li><input type="checkbox"/> Showed accurate effort to flex own response to changing environmental demands as needed.</li> <li><input type="checkbox"/> Independently monitored the environment for changing demands and flexed own response accordingly.</li> <li><input type="checkbox"/> Attempts to understand needs for change in established schedule or protocol to avoid resentment.</li> <li><input type="checkbox"/> Accepted necessary</li> </ul>		

	understand the reason for them.	changes in established schedule and attempted to discover the reasons for them.
<b>3. Cooperativeness with others</b>		
<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Showed little or no engagement in collaborative activities.</li> <li><input type="checkbox"/> Undermined goal achievement in collaborative activities.</li> <li><input type="checkbox"/> Was unwilling to compromise in collaborative activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engaged in collaborative activities but with minimum allowable input.</li> <li><input type="checkbox"/> Accepted but rarely initiated compromise in collaborative activities.</li> <li><input type="checkbox"/> Was concerned mainly with own part in collaborative activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Worked actively toward reaching consensus in collaborative activities.</li> <li><input type="checkbox"/> Was willing to initiate compromise in order to reach group consensus.</li> <li><input type="checkbox"/> Showed concern for group as well as individual goals in collaborative activities</li> </ul>
<b>4. Willingness to accept and use feedback</b>		
<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Discouraged feedback from others through defensiveness and anger.</li> <li><input type="checkbox"/> Showed little or no evidence of incorporation of feedback of Supervisory/Professor feedback received.</li> <li><input type="checkbox"/> Took feedback contrary to own position as a personal affront.</li> <li><input type="checkbox"/> Demonstrated greater willingness to give feedback than receive it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Was generally receptive to Supervisory/Professor feedback.</li> <li><input type="checkbox"/> Showed some evidence of incorporating supervisory feedback into own views and behaviors.</li> <li><input type="checkbox"/> Showed some defensiveness to critique through "over-explanation of own actions—but without anger.</li> <li><input type="checkbox"/> Demonstrated greater willingness to receive feedback than to give it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Invited feedback by direct request and positive acknowledgement when received.</li> <li><input type="checkbox"/> Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</li> <li><input type="checkbox"/> Demonstrated a balanced willingness to give and receive supervisory/professorial feedback.</li> </ul>

<b>5. Awareness of own impact on others</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Words and actions reflected little or no concern for how others were impacted by them.</li> <li><input type="checkbox"/> Ignored supervisory feedback about how words and actions were negatively impacting others.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</li> <li><input type="checkbox"/> Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effort toward recognition of how own words and actions impacted others was impact on others through words and actions.</li> <li><input type="checkbox"/> Initiates feedback from others regarding impact of own words and behaviors.</li> <li><input type="checkbox"/> Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</li> </ul>		
<b>6. Ability to deal with conflict</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Was unable or unwilling to consider others' points of view.</li> <li><input type="checkbox"/> Showed no willingness to examine own role in a conflict.</li> <li><input type="checkbox"/> Ignored supervisory advisement if not in agreement with own position.</li> <li><input type="checkbox"/> Showed no effort at problem solving.</li> <li><input type="checkbox"/> Displayed hostility when conflicts were addressed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempted but sometimes had difficulty grasping conflicting points of view.</li> <li><input type="checkbox"/> Would examine own role in a conflict when directed to do so.</li> <li><input type="checkbox"/> Was responsive to supervision in a conflict if it was offered.</li> <li><input type="checkbox"/> Participated in problem solving when directed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Always willing and able to consider others' points of view.</li> <li><input type="checkbox"/> Almost always willing to examine own role in a conflict.</li> <li><input type="checkbox"/> Was consistently open to Supervisory/professorial critique about own role in a conflict.</li> <li><input type="checkbox"/> Initiated problem solving efforts in conflicts.</li> <li><input type="checkbox"/> Actively participated in problem solving efforts.</li> </ul>		
<b>7. Ability to accept personal responsibility</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Refused to admit mistakes or examine own contribution to problems.</li> <li><input type="checkbox"/> Lied, minimized or</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Was willing to examine own role in problems when informed of the need to do so.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitored own level of responsibility in professional performance.</li> <li><input type="checkbox"/> Invited constructive</li> </ul>		

<p>embellished the truth to extricate self from problems.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently blamed others for problems without self-examination.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Was accurate and honest in describing own and other roles in problems.</li> <li><input type="checkbox"/> Might blame initially, but was open to self-examination about</li> <li><input type="checkbox"/> own role in problems</li> </ul>	<p>critique from others and applied it toward professional growth.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accepted own mistakes and responded to them as opportunity for self-improvement.</li> <li><input type="checkbox"/> Avoided blame in favor of self-examination.</li> </ul>
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**8. Ability to express feelings effectively and appropriately**

1	2	3	4	5
<ul style="list-style-type: none"> <li><input type="checkbox"/> Showed no evidence of willingness and ability to articulate own feelings.</li> <li><input type="checkbox"/> Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</li> <li><input type="checkbox"/> Acted out negative feelings (through negative behaviors) rather than articulating them.</li> <li><input type="checkbox"/> Expressions of feeling inappropriate to setting</li> <li><input type="checkbox"/> Was resistant to discussion of feelings in supervision.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</li> <li><input type="checkbox"/> Showed some evidence of willingness and ability to acknowledge others' feelings sometimes inaccurate.</li> <li><input type="checkbox"/> Expressions of feeling usually appropriate to the setting-responsive to supervision.</li> <li><input type="checkbox"/> Willing to discuss own feelings in supervision when directed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Was consistently willing and able to articulate the full range of own feelings.</li> <li><input type="checkbox"/> Showed evidence of willingness and accurate ability to acknowledge others' feelings.</li> <li><input type="checkbox"/> Expression of own feelings was consistently appropriate to the setting.</li> <li><input type="checkbox"/> Initiated discussion of own feeling in supervision.</li> </ul>		

**9. Attention to ethical and legal considerations**

1	2	3	4	5
<ul style="list-style-type: none"> <li><input type="checkbox"/> Engaged in dual relationships with clients.</li> <li><input type="checkbox"/> Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.</li> <li><input type="checkbox"/> Was responsive to supervision for</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintained clear personal-professional boundaries with clients.</li> <li><input type="checkbox"/> Demonstrated consistent sensitivity to diversity.</li> <li><input type="checkbox"/> Satisfactorily ensured client safety and well-being</li> </ul>		

<ul style="list-style-type: none"> <li><input type="checkbox"/> Endangered the safety and the well-being of clients.</li> <li><input type="checkbox"/> Breached established rules for protecting client confidentiality.</li> <li><input type="checkbox"/> Did not disclose or not forthcoming with relevant information regarding personal criminal history that may prohibit or be detrimental to work in the profession.</li> </ul>	<p>occasional insensitivity to diversity in professional interactions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Used judgment that could have put client safety and wellbeing at risk.</li> <li><input type="checkbox"/> Used judgment that could have put client confidentiality at risk.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriately safeguarded the confidentiality of clients.</li> </ul>		
<b>10. Initiative and motivation</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Often missed deadlines and classes.</li> <li><input type="checkbox"/> Rarely participated in class activities.</li> <li><input type="checkbox"/> Often failed to meet minimal expectations in assignments.</li> <li><input type="checkbox"/> Displayed little or no initiative and creativity in assignments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Missed the maximum allowable classes and deadlines.</li> <li><input type="checkbox"/> Usually participated in class activities.</li> <li><input type="checkbox"/> Met only the minimal expectations in assigned work.</li> <li><input type="checkbox"/> Showed some initiative and creativity in assignments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Met all attendance requirements and deadlines.</li> <li><input type="checkbox"/> Regularly participated in class activities.</li> <li><input type="checkbox"/> Met or exceeded expectations in assigned work.</li> <li><input type="checkbox"/> Consistently displayed initiative and creativity in assigned work</li> </ul>		
<b>11. Adequate achievement of student learning outcomes and competencies</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Received more than one C on a designated Student Learning Outcome assignment.</li> <li><input type="checkbox"/> Indicated limited or no willingness to work actively to build competency in specified professional standard/area of learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Received one C on a designated Student Learning Outcome assignment.</li> <li><input type="checkbox"/> Demonstrated limited engagement in learning opportunities provided to build competency in professional standards/areas of learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrated an adequate or high level of competence in professional standards and areas of learning</li> <li><input type="checkbox"/> Actively engaged in learning opportunities with enthusiasm for developing competencies in professional standards/areas of learning</li> </ul>		

## USEFUL WEBSITES

Professional Counselor Certification:

National Board for Certified Counselors  
[www.nbcc.org](http://www.nbcc.org)

Professional Counselor Licensure in North Carolina:

North Carolina Board of Licensed Clinical Mental Health Counselor  
<https://ncblcmhc.org/>

North Carolina Department of Public Instruction:

Student Support Services Division  
[www.dpi.state.nc.us/studentsupport/](http://www.dpi.state.nc.us/studentsupport/)

Professional Counseling Membership Associations:

American Counseling Association  
[www.counseling.org](http://www.counseling.org)

American School Counselor Association  
[www.schoolcounselor.org](http://www.schoolcounselor.org)

North Carolina Counseling Association  
[www.nccounseling.org](http://www.nccounseling.org)

Licensed Clinical Counselors of North Carolina  
[www.lccnc.org](http://www.lccnc.org)

North Carolina School Counselor Association  
[www.ncschoolcounselor.org](http://www.ncschoolcounselor.org)

Information on certification, licensure, membership, conferences and more can be found on the above websites.