



**Virginia Tech
Counselor Education
Program**

ADVISING MANUAL

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Vision and Mission Statement

The Counselor Education Program is located within the School of Education, which is part of the College of Liberal Arts and Human Sciences. The Program has produced thousands of graduates who are school counselors, clinical mental health counselors, college counselors, counselor educators, supervisors, and administrators in a wide variety of work settings.

Vision

The Virginia Tech Counselor Education Program prepares professional counselors, counselor educators, and leaders in the counseling field with a professional identity that incorporates the intentional use of strength-based approaches, reflective practice, innovative and evidence-based strategies, and ongoing research to support and enhance our schools and communities.

Mission

The Virginia Tech Counselor Education Program serves students from the Commonwealth of Virginia, the country, and the world, at campuses in Blacksburg and Roanoke, Virginia. The faculty provides continuing education and consultation to school systems, community agencies, and other organizations to support the development of helping professionals already in the workforce. Our faculty and students recognize that we live in a dynamic pluralistic society, and we are dedicated to enriching the lives of children, adolescents, and adults in our schools and communities.

We fulfill this mission through:

- The preparation of high quality culturally-competent counseling

professionals who are able to serve as leaders in the counseling field. Specifically, we prepare master's level students to be school or community agency counselors to work in schools and community settings, and post-master's students (Doctor of Philosophy) to be counselor educators, clinical supervisors, or highly trained counselors in other work settings.

- Applied research that is designed to improve counseling services with evidence-based strategies that advance the counseling profession;
- High impact outreach, advocacy, leadership, and service to our community and our profession.

Our learning, research, service, advocacy, and outreach activities are guided by the values of the Program and reflect the strengths of the faculty members and students. These include the advancement of the counseling profession; connecting with communities, schools, and individuals; outreach to diverse and traditionally underserved groups; and a commitment to developing thoughtful counselors.

This vision and mission serve as the guiding principles for the Counselor Education Program and reflect our commitment to leadership and education that reflect the university's motto "Ut Prosim: That I may Serve."

The objectives for the Virginia Tech Counselor Education Program were developed to support the mission of the Program and to meet the expectations of the constituencies we serve. The objectives were originally developed by the faculty with input from external reviewers, and then validated by a group of 30 practicing counselors. Since the original objectives were developed, they have been reviewed on a regular basis, and updated to reflect the evolving needs of our students and stakeholders. Feedback is solicited from those stakeholders to help define the Program objective, to assess how those objectives are being met, and to evaluate how well prepared our graduates are to meet the needs of the students and clients they serve. Formal feedback is solicited from students in the form of course evaluations, from graduates and employers as part of our regular program evaluation, and from internship site-supervisors at the end of

each semester in which they provided supervision. Informal feedback is welcomed from students during and after their Program enrollment, from supervisors and other stakeholders during site-visits, and at administrative meetings and social gatherings. It is our belief that well prepared counselors and counselor educators are able to recognize and respond to the needs of individuals and communities in a diverse and dynamic society. These objectives are measured at several points throughout the Program by course performance, on Program exams, and through follow-up data collection.

The School Counseling program provides experiences to educate graduates who:

- Know and apply the theories and practice of counseling
- Know the history, philosophy, theories, research findings, and trends in school counseling.
- Understand human growth and development across the lifespan, including physical, cognitive, emotional, and contextual development (e.g., social, academic, career, etc.).
- Understand how an individual's unique cultural background, the environment in which s/he lives, and other contextual factors influence his/her development.
- Understand the role and function of the school counselor in the larger context of the school, the school system, and the community.
- Understand how the family and other systems in which students live impact, and are impacted by, the students.
- Know how to coordinate efforts and make referrals for the benefit of children and their families.
- Demonstrate the ability to deliver the guidance curriculum as a part of the total school curriculum.
- Present the guidance and counseling program to the various school constituencies.
- Design and use needs assessments, program development tools, and program evaluations.

- Demonstrate effective skills in counseling children from diverse populations individually and in groups.
- Understand issues, including developmental, pathological, and societal, which affect school children and their families, including substance abuse.
- Know how to help children with educational and career planning and choices, including use of internet resources.
- Function with other professionals in a team approach.
- Understand and apply legal and ethical principles, including ACA and ASCA guidelines.
- Know the importance of professional association membership and other advocacy avenues.

The Clinical Mental Health Counseling* program provides experiences to educate graduates who:

- Know and apply the theories and practice of counseling
- Know history, philosophy, theories, research findings, and trends in Clinical Mental Health Counseling.
- Understand human growth and development across the lifespan, including physical, cognitive, emotional, and contextual development (e.g. social, academic, career, etc.).
- Understand how an individual's unique cultural background, the environment in which they live, and other contextual factors influence their development.
- Understand the role and function of the counselor in the larger context of the agency, hospital, or other setting and the community.
- Understand how the family and other systems in which clients live impact, and are impacted by, the client.
- Know how to coordinate efforts and make referrals for the benefit of clients and their families.
- Present the counseling program to the various community

- constituencies.
- Design and use needs assessments, program development tools, and program evaluations.
 - Demonstrate effective skills in counseling clients from diverse populations individually and in groups.
 - Understand issues, including developmental, pathological, and societal, which affect clients and their families, including substance abuse.
 - Know resources, including internet sources, for providing information to clients.
 - Know how to conduct client assessments intake interviews and mental health history.
 - Understand principles of community intervention, consultation, education, and outreach.
 - Function with other professionals in a team approach.
 - Understand and apply legal and ethical principles, including ACA guidelines.
 - Know the importance of professional association membership and other advocacy avenues.

The Counselor Education and Supervision program provides experiences to educate doctoral graduates who provide leadership in the field and:

- Know and apply the theories and practice of counseling in a variety of settings at an advanced level.
- Develop supervision skills for assisting other counselors or counselors-in-training with professional skill development.
- Devise and carry out research using appropriate methodology and analysis.
- Access and use information from a wide variety of sources, including internet sources.
- Develop teaching skills appropriate for delivery of instruction in higher education, including distance learning.

- Understand and apply legal and ethical principles, including ACA and ACES guidelines.
- Know the importance of professional association membership and other advocacy avenues.

Degree Authorization

Degrees granted through the Counselor Education Program Area are:
Master of Arts (M.A.) in Counselor Education with specializations in Clinical Mental Health or School Counseling
Doctor of Philosophy (Ph.D.) in Counselor Education (Blacksburg campus only)

The M.A. includes a 60-semester-hour program, part of which is a 600-hour internship that must be completed within two semesters. Students specialize in clinical mental health counseling or school counseling, or complete additional semester hours to combine work in the two tracks.

The Ph.D. requires a minimum of 100 semester hours beyond the baccalaureate degree, which may include coursework completed during the master's degree. Doctoral coursework including an advanced counseling practicum, supervision internship, and teaching internship; substantial course work in research; and a dissertation of at least 30 semester hours is also required.

All programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, <http://www.cacrep.org>).

Admission Policies

Master's Degree Admission Requirements Include:

- An application completed through the Graduate School (including application fee).
- Counselor Education Applicant Information Form.
- A bachelor's degree from an accredited college or university (two official transcripts of all undergraduate work).
- A minimum 3.0 grade point average (GPA) for the total GPA, or the last 60 semester hours of undergraduate course work.
- References indicating high probability of success in the graduate program.
- Career goals consistent with the degree offered by Counselor Education.
- Student's commitment to time requirements of the Counselor Education Program.
- Strong oral and written communication skills
- Work and volunteer experience related to the student's career goals

Ph.D. and Ed.D. Admission Requirements Include:

- An application completed through the Graduate School (including an application fee).
- A Counselor Education Applicant Information Form.
- A master's degree in counseling or a field closely related to counseling from an accredited university, which contains most courses required in a CACREP master's program.
- A minimum 3.2 GPA in the master's program.
- References indicating high probability of success in the doctoral program.
- An in-person campus interview.
- Evidence of writing and organization skills. A videotaped

- clinical sample may be required.
- Career goals and research interests consistent with faculty in Program Area.
 - Student's commitment to time requirements of the degree, including residency.
 - Work and/or volunteer experience in counseling or a closely related area.
 - Strong oral and written communication skills.
 - Availability of a faculty member to serve as advisor.

Admission of doctoral students will depend on excellence of qualifications. A limited number of students will be admitted each year to ensure a sufficient amount of faculty time to work with doctoral candidates. Faculty dissertation advising loads and expectations are equivalent to comparable doctoral programs in the School of Education.

A waiting list of qualified applicants will be maintained until the beginning of the fall semester, and prospective students will be offered admission if vacancies occur. On occasion, a student will be admitted on a provisional basis, if sufficient space permits. Students who are not admitted or who decline admission in a particular year must reapply in order to be considered for admission in a subsequent year.

Readmission

A student in any program who does not maintain continuous enrollment must apply for readmission (form required).

Licensure

Students who graduate with a master's degree in the school counseling track are qualified and endorsed by the faculty for licensure/certification as school counselors by the Virginia Department of Education. Faculty work with students to complete the school counseling licensure process in other states, as

needed. Also, they may accrue supervision hours toward licensure as a Licensed Professional Counselor (LPC) by the Virginia Board of Counseling while serving as a school counselor.

Those who graduate with a master's degree in the clinical mental health counseling track graduate ready to be employed in community mental health settings that do not require licensure. In those positions, they continue to accrue the required supervision hours toward LPC by the Virginia Department of Health Professions. Clinical Mental Health Counseling track graduates have completed all of the coursework required for the LPC in Virginia.

At least 600 (and up to 900) of the 4000 hours of supervised practice required for the LPC by the Virginia Department of Health Professions may be earned through the required master's internship, if either the faculty supervisor or onsite supervisor are licensed in Virginia. In order for internship hours to be applied toward licensure for doctoral internships, appropriate forms must be filed prior to the beginning of the internship experience.

Students who complete the Ph.D. program typically seek employment as counselor education faculty; clinical and administrative supervisors; or mental health, higher education, or K-12 leaders. Supplemental coursework during the doctoral program may include any courses missing from the student's master's degree, in accordance with current CACREP and licensure standards, such that upon graduation the doctoral student may be eligible for licensure as an LPC.

The Doctor of Education (Ed.D.) in Counselor Education is designed to prepare individuals holding a master's degree in counseling for opportunities in leadership positions with schools and educational organizations, advanced professional counseling and supervision practice, and higher education. Graduates will help to shape and provide leadership through innovative and responsive counseling programs.

Path to Degree

This is the path normally followed for the Master of Arts in Counselor Education:

- Application
- Review by committee
- Group interview
- Admission
- Acceptance of admission offer
- Orientation
- Program of study approval (before completion of 15 semester hours; form required—all forms available on the School of Education website)
- Admission to clinical studies (end of 24 semester hours of course work)
- Clinical work of at least 100 hours (minimum of 40 hours direct contact) of Practicum and at least 600 hours (minimum of 240 hours direct contact) of Internship
- Completion of 60 semester hours of course work, including Practicum and Internship
- Application for degree - filed at the beginning of the last semester (e-form required)
- Final comprehensive examination (e-form filed three weeks in advance)
- Graduation

This is the path normally followed for the Ph.D. in Counselor Education:

- Application
- Review by committee
- Interview, writing sample, and videotaped clinical sample may

- be required
- Admission
 - Acceptance of admission offer
 - Orientation
 - Establishment of qualifying committee
 - Qualifying Examination for program planning (Form required; all forms available on School of Education website)
 - Development and approval of Program of Study (Form required)
 - Completion of course work
 - Preliminary Examination (e-form required; scheduling request filed three weeks in advance)
 - Prospectus Examination (e-form required)
 - Approval for study from Institutional Review Board
 - Collection of dissertation data and completion of dissertation
 - Application for graduation - filed at the beginning of the last semester (e-form required)
 - Final defense (e-form required, scheduling request filed three weeks in advance)
 - Graduation

Academic Policies

Transfer of Credits

A master's student may transfer up to 9 credit hours for the master's degree, as approved by the advisor and The Graduate School. All transferred credits must be grades of "B" or better, been earned while a graduate student was in good standing, and be acceptable for graduate degree credit at the home institution.

A doctoral student may transfer up to 42 semester hours of credit, typically from the counseling or related master's degree, as approved by the doctoral committee and The Graduate School.

See the Graduate Catalog for a detailed explanation of transfer credit.

GPA Requirements

A master's student must maintain at least a 3.0 GPA. A doctoral student must maintain at least a 3.3 GPA.

Time Limits

Academic work, including transfer credit, must meet the time limits specified below. Course work may be revalidated by written and/or oral examination upon petition to and approval by The Graduate School. It is incumbent upon faculty advisors to ensure that revalidation of student course work is properly completed when required by the courses that exceed the time limits stated below. Requests for revalidation of out-of-date courses must be submitted by the advisor and include signatures of all members of the student's advisory committee. A specialist in the area(s) involved should revalidate course work that does not fall within the expertise of the committee members.

Course work more than five years old at the time of submission of the plan of study must be revalidated to count toward the M.A., Ph.D., or Ed.D. degrees.

Course work proposed on the plan of study and yet to be taken at the time of approval must be completed within five years or revalidated to count toward the master's degree.

Course work proposed on the plan of study and has yet to be taken at the time of approval must be completed within seven years or revalidated if the preliminary exam for the Ph.D./Ed.D. has not been completed by then.

Residency Requirements

There are no residency requirements for master's students. All doctoral students (Ph.D. and Ed.D.) are required to complete a one (1) year residency. Residency allows students immerse themselves in the program, including research, scholarship, and professional development appropriate for Counselor Education. To fulfill the residency requirements, students must enroll full time (minimum of 9 credits).

Technology Requirements

All students are required to use Virginia Tech's email system, and to check

their email on a frequent and regular basis as important communication often comes via email. Students will be added to the counselor education listserv upon entry to the program.

Virginia Tech utilizes Canvas as their electronic portal for course content and assignment submission, and students are required to access Canvas for all coursework.

Work Life Balance

Master's and doctoral degree programs are rigorous and require sustained mental and emotional effort. Students are required to monitor their own health and take steps to improve personal wellness when appropriate. Students may need to reduce their extra-program commitments in order to be successful in the program. Students should consult their advisors for assistance in reviewing work life balance decisions.

Ethical and Legal Behavior

All students in the Counselor Education Program Area are required to exhibit legal and ethical behavior at all times. All are expected to behave in accordance with ACA 2014 ethical standards, as well as those of other professional associations, as applicable. Students are also bound by the Virginia Tech Honor Code. When questions of legal or ethical behavior arise, students should first contact their advisor. If resolution is not achieved, then consult the Graduate Catalog for information on the Departmental and University level processes.

Professional Organizations

All students enrolled in the counselor education program engage in appropriate membership and activities with professional organizations. Students are encouraged to join and participate in local organizations such as the Roanoke Area Counseling Association (ROACA), the Virginia Counseling Association (VCA), and CSI (Tau Eta Kappa chapter). Also, students may choose to join national organizations such as the American Counseling Association (ACA) or the American School Counseling Association (ASCA).

Information about professional organizations and appropriate activities are distributed via the student listserv and during classes. Doctoral level students regularly participate in professional organizations through leadership and conference presentations.

Faculty Advisor

Each student is assigned a faculty advisor upon admission to the graduate program. This is a temporary assignment and can be changed with approval of the assigned advisor and proper documentation of the procedure (form required).

The faculty advisor will work with a student to:

- Select classes
- Prepare a Program of Study
- Plan a career path
- Understand university policies and procedures

It is expected that students will initiate appointments with their advisors as assistance is needed throughout the program.

Academic Appeal Policy

Students who disagree with faculty about the grade assigned in a course should:

1. Discuss the situation with the professor of the course, presenting clear evidence why the grade should be changed.
2. If the situation is not resolved, state the problem again in writing to the professor, giving evidence of why the grade is in error and what action is desired.
3. If the situation is not resolved, consult the Graduate Catalog for information on the Departmental and University level appeal processes.

Clinical Study (Practicum & Internship)

Master's Clinical Study

Master's students begin work with clients during their practicum, usually the second full semester of their first year of study. At the successful completion of the practicum, the faculty will admit students formally to clinical study (internship) during their second year (full-time students) or third year (part-time students). Master's level students in Counselor Education must take EDCO 5284 Practicum, and EDCO 5614 Internship, within the Virginia Tech program.

The Master's internship consists of a minimum of 600 hours of work in a counseling site: elementary, middle, or high school; university or college counseling center; community agency; hospital or clinic; or other work setting where counseling occurs (at least 240 of these hours must be direct service). The on-site clinical supervisor holds at least a master's degree in counseling or a related field, holds appropriate certifications/licenses, and has had at least two years of experience in that particular work setting. The site supervisor also has relevant training and/or experience in clinical supervision, and has knowledge of Virginia Tech's program expectations, requirements, and evaluation procedures. Program faculty provide orientation, assistance, consultation, and professional development opportunities to on-site supervisors. University supervision is provided by faculty and doctoral students trained in clinical supervision. Internship placement will occur following discussion with the student, internship supervisor, and student's advisor. Attempts will be made to place a student within 50 miles of the campus the individual attends. Students must be able to provide their own transportation to the internship site. The 600 hours of internship must be completed within two semesters.

For students in the school counseling track, at least 300 hours must be spent in

grades K-6 and at least 300 hours in grades 7-12. For students in the clinical mental health track, placement must be for at least 600 hours, typically at one site. Students should not seek internship sites without first checking with the faculty member supervising internship. Usually an interview and resume will be required before a student is accepted for an internship.

Students engaged in clinical studies (practicum or internship) must have professional liability insurance, which can be obtained from professional organizations or through commercial sources.

Video- and/or audio-recording of clients (with informed consent) for supervision is a requirement of clinical study. Group and individual supervision is required during internship, as is attendance at the practicum and internship seminars.

For all clinical experiences, supervision contracts will be completed. Contracts define the roles and responsibilities of the student as well as those who supervise the student (e.g. faculty supervisor, on-site supervisor, and triadic/individual supervisor).

Professional dress, demeanor, and performance are routine expectations of internship. If concerns surface, the student should immediately contact the faculty member supervising the internship.

Internship Priorities

When program faculty provides individual supervision, the ratio of 6 students to one University faculty member shall be maintained as specified by CACREP. A maximum of 12 students will be in each of the group supervision classes associated with the master's internship.

Accepting students into the master's internship shall be determined according to the following priority schedule:

- 1. Current Virginia Tech student completing normal degree requirements***

The student is currently enrolled in the Virginia Tech Counselor Education Program, working on the M.A. degree and completing the minimum of 600 clock hours in a particular counseling setting as part of the degree requirements on the Program of Study. The Program Area will make staffing arrangements so that each student can complete normal degree requirements.

2. *Current Virginia Tech student expanding counseling to a second setting (school or clinical mental health)* The student is currently enrolled in the Virginia Tech Counselor Education Program, and is interested in expanding to a second setting (school or clinical mental health agency). The student will receive one (1) hour per week of individual supervision throughout the second internship performed by the on-site supervisor. The student will enroll for six (6) semester hours of internship credit for each of two consecutive semesters, participate in regular group supervision seminars associated with the internship, and take a three (3) credit semester course dealing with the setting of the second internship (school or clinical mental health). In order to enroll in a second internship the student must get permission from the faculty member responsible for the internship. Normally permission is granted on a space available basis in which the addition of the student does not make the seminar session exceed 12 students. The student will receive a minimum of 1.5 hours of group supervision weekly by a Virginia Tech Counselor Education faculty member.

3. *Former Virginia Tech student expanding counseling to a second setting* The student has successfully completed the Virginia Tech Counselor Education Program and is interested in expanding to a second setting (school or clinical mental health). The student will receive one (1) hour per week of individual supervision throughout the second internship performed by the on-site supervisor. The student will enroll for six (6) semester hours of internship credit for each of two consecutive semesters, participate in regular group supervision seminars associated with the internship, and take a three (3) credit semester course dealing with the setting of the second internship (school or clinical mental health). In order to enroll in a second internship the

student must get permission from the faculty member responsible for the internship. Normally permission is granted on a space available basis in which the addition of the student does not make the seminar session exceed 12 students. The student will receive a minimum of 1.5 hours of group supervision weekly by a Virginia Tech Counselor Education faculty member.

4. Former Virginia Tech students acquiring additional hours for LPC

If the student has successfully completed the Virginia Tech Counselor Education Program, and is interested in acquiring hours toward Virginia Licensure, these guidelines will be used:

The student will receive one (1) hour per week of individual supervision throughout the second internship performed by the on-site supervisor. The student will enroll for six (6) semester hours of internship credit for each of two consecutive semesters, participate in regular group supervision (minimum of 1.5 hours weekly) associated with the internship. In order to enroll in a second internship the student must get permission from the faculty member responsible for the internship. Normally permission is granted on a space available basis in which the addition of the student does not make the seminar session exceed 12 students.

5. Students and Graduates of other Universities Each case will be considered on an individual basis in consideration of student characteristics, preparation, recommendations, requested setting, space availability, and other factors. Faculty representatives from the Counselor Education Program will make this determination.

Ph.D. and Ed.D. Clinical Study

A 100 hour Advanced Practicum is required of all doctoral students. The Advanced Practicum includes at least 40 hours of direct client service, as detailed by the course syllabus.

On-site supervisors must hold a minimum of a master's degree in counseling or related profession (with equivalent qualifications), hold appropriate

licenses/certifications, have at least two (2) years of professional experience, have relevant training in counseling supervision, and have knowledge of Virginia Tech's program requirements, expectations, and evaluation procedures for student(s) who work at their site. Program faculty provide orientation, assistance, consultation, and professional development opportunities to on-site supervisors. Supervision is not provided by a student supervisor.

Doctoral internships are planned according to the student's previous experience and professional goals, and approved as a part of the student's doctoral plan of study. All doctoral students must demonstrate teaching and supervision competence. The doctoral internships must total at least 600 hours, and may include a combination of clinical, teaching, supervision, leadership, and research internships as approved by the advisor. During internships, students must receive weekly individual/triadic supervision, which may be performed by a site supervisor or university supervisor. Group supervision will be provided by the university on a regular basis throughout the duration of all internship experiences.

For all clinical experiences, supervision contracts will be completed. Contracts define the roles and responsibilities of the student as well as those who supervise the student (e.g. faculty supervisor, on-site supervisor, and triadic/individual supervisor). Students must file learning contracts with the School of Education two weeks prior to any internship. Appropriate forms can be found on the Graduate School website.

Required Course Work

Required Master's Course Work

Master's level students take the following courses, generally in the following sequence. Occasionally course offerings are adjusted to provide novel and relevant opportunities for study. Courses are offered to allow full-time

master's students to complete the program in two (2) years. Number of credit hours for each course are listed in parenthesis.

EDCO 5204: Orientation to Professional Counseling (3)

EDCO 6534: DSM Applications in Counseling (3)

EDCO 5214: Theories of Counseling & Consultation (3)

EDCO 5224: Counseling Techniques (3)

EDCO 5234: Group Counseling (3)

EDCO 5244: Counseling Diverse Populations (3)

EDCO 5264: Appraisal in Counseling (3)

HD 5424: Life Span Human Development (3) EDCO 5284:

Practicum (3)

EDCO 5354: Addictions Counseling (3)

EDCO 5364: School Counseling (3)

and/or

EDCO 5374: Clinical Mental Health Counseling (3)

EDRE 5404: Foundations of Educational Research (3)

EDCO 5604: Systems Counseling (3)

EDCO 5254: Career Development & Information Services (3) EDCO 5614:

Internship (12)

EDCO 5564: Expressive and Experiential Arts in Counseling (3)

EDCO 5554: Crisis Prevention, Preparation, and Response (3)

Required Doctoral Course Work

The following coursework is required in addition to the courses approved from the doctoral student's previous master's degree. Students admitted to the Ph.D. or Ed.D. programs who do not have a master's degree from a CACREP-accredited program are required to complete the eight (8) core CACREP master's courses as part of their doctoral course work. Master's level counseling courses from non-CACREP programs will be evaluated on an individual basis for consistency with CACREP standards.

Counselor Education Coursework

EDCO 6404: Advanced Counseling Theories and Multicultural Implications

EDCO 6454: Developing a Counselor Education Researcher Identity

EDCO 6304: Clinical Supervision

EDCO 6484: Legal, Ethical, and Advocacy Issues in Counseling

EDCO 6324: Professional Counselor Education and Supervision

Clinical Studies

EDCO 6474: Advanced Practicum

EDCO 6524: Doctoral Counseling Internship (18 semester hours total)

Research Coursework

EDRE 6605: Quantitative Research Methods in Education I

EDRE 6606: Quantitative Research Methods in Education II

EDRE 6504: Qualitative Methods in Educational Research I

One additional Research Course, as advised

Cognate Coursework

Nine (9) credits of study in a related or relevant program, as advised

Dissertation

Ph.D. Students complete a minimum of 30 credits of Research and Dissertation

Ed.D. Students complete a minimum of 24 credits of Research and Dissertation

Order of Entry into Doctoral Courses

Admission of students into doctoral courses will be given the following priorities if approved by the faculty.

1. Counselor education doctoral students
2. Counselor education advanced master's students holding graduate assistant positions
3. Other advanced counselor education master's students
4. Former Virginia Tech counselor education students
5. Other Virginia Tech students
6. Other

Graduate Committees

Master's Committee

The student, in consultation with the advisor, completes a Plan of Graduate study and submits it to The Graduate School for approval before the completion of 15 semester hours. Three faculty members will evaluate the final master's comprehensive examination, and, if necessary, administer an oral examination.

Doctoral Committees

Ph.D. and Ed.D. Qualifying Examination Committee Consists of three doctoral level members, assigned by the program.

Ph.D. and Ed.D. Preliminary Examination Committee and Dissertation Committee

Normally consists of four doctoral level members, selected by the student and approved by the advisor.

- Faculty advisor
- One additional faculty member from Counselor Education
- At least one faculty member competent to advise regarding research methodology and analysis
- One other doctoral level member

*One doctoral level committee member may be employed outside the University.

Examinations

Note: A student must be enrolled in order to sit for an examination, and examinations must be scheduled during times the university is in session.

Master's Students

A comprehensive examination is required for graduation. In addition to examinations related to individual courses, master's students must complete a comprehensive written examination, typically during their last semester of enrollment. If necessary, a student will take an oral examination also. Students must fill out a form for The Graduate School requesting admission to the comprehensive examination at least *three weeks* before the examination.

Doctoral Students

Qualifying Examination

The qualifying examination is for program planning purposes, conducted with a committee consisting of at least 3 faculty members, before completing 15 semester hours of study. On the day of the examination, the advisor completes a "Results of the Qualifying Examination" form.

Preliminary Examination

The preliminary examination is taken near the end of the student's course of study, typically before dissertation hours are scheduled. The exam is a 25 page critical review of the literature on the student's intended dissertation topic. The student's advisor provides formatting specifications and extensive guidance as the student nears readiness for the exam. A form must be filed with the Graduate School at least *three (3) weeks* before the preliminary examination date.

Prospectus Examination

The prospectus examination usually covers the first three chapters of the student's dissertation; successful completion constitutes approval of the student's dissertation topic and methodology. The examination is conducted by the student's four-person committee, and requires that the document be provided to the committee members at least three weeks prior to the examination. A form must be filed with the SOE Graduate Coordinator at least *three (3) weeks* before the examination date.

Final Dissertation Defense

The final defense occurs when the student, in accordance with the advisor, believes the dissertation is ready for defense. This examination is scheduled at least *three (3) weeks* prior to the date with the Graduate School, through the LCR Graduate Coordinator (form required). The dissertation document must be provided to the committee members at least *three (3) weeks* prior to final defense. Due dates are established by the Graduate School defining when all work, including corrections and electronic submission, must be received prior to graduation if the student plans to have her/his degree conferred during a given semester. Defending Student Status is available (one semester hour of credit) under certain circumstances.

Retention of Students

Retention Procedures

Selection of students for the Counselor Education Program is an on-going process that begins with admission and ends with graduation. Factors that influence a student's continuing enrollment include:

- Maintaining the required GPA for a graduate student (3.0 for master's, 3.3 for doctoral students).
- Showing personal and ethical characteristics (e.g., ACA Code of Ethics) consistent with becoming a professional counselor.

- Making continuous progress toward completing degree requirements.
- Pursuing career goals consistent with the preparation offered by the Counselor Education Program.

The progress of all students will be reviewed systematically each semester by faculty members using the Counselor Education Program (EDCO) Evaluation of Student Performance form.

Remediation

When there is concern about a particular student, this procedure will be followed:

1. One or more faculty members will delineate the specific area(s) of concern on the Counselor Education Program Evaluation of Student Performance form.
2. Faculty members will meet as a group to discuss the concern(s) and propose strategies to address the concern(s).
3. The student's advisor and at least one other faculty member will meet with the student and describe the concern(s) and possible alternatives for action. These alternatives may include, but are not limited to:
 - Referral for counseling.
 - Referral for other student support services, such as tutorials, writing assistance, study skills assistance, or other such academic support.
 - Leave of absence for a specified period of time for the student to handle personal concerns.
 - Supplemental assignments to expand competence.
 - Advisement to seek admission into another program area more consistent with the student's career goals.
 - Revision of the student's Program of Study.
 - Additional classes or extended time in clinical study to enhance skills.

- Dismissal from the Counselor Education Program Area.

Orientation of New Students

New students are oriented to practices and policies of the Counselor Education Program Area in at least the following ways:

- Contact with advisor upon entering the program.
- Provision of access to this Advising Manual.
- Print and e-mail information before entering the program and during the time of enrollment.
- An orientation to the program area at the beginning of first term of study.
- Orientation to the counseling profession during the first course, EDCO 5204, Orientation to Professional Counseling (master's program)