

NC STATE

College of Education
Educational Leadership, Policy,
and Human Development



**Counseling and Counselor Education
Doctoral Handbook**

2022-2023

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Introduction

Welcome to the NC State Counselor Education program! We are excited to have you join us for this next step in your academic career. You are joining a group of alumni that are committed to the pursuit of academic excellence, social justice advocacy, and counseling leadership. The faculty is here to support you as you move through the doctoral program toward your career goals related to professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy.

This doctoral handbook is intended to serve as an informational guide. Here, you will find resources including the program of study, procedures, policies, and contact information for faculty members and offices on campus. You will receive additional information at the New Doctoral Student Orientation (typically held in August) where you will be able to ask questions and learn more about various aspects of the program from current students and faculty members.

Policies and Disclaimers

The NC State Department of Educational Leadership, Policy, and Human Development's doctoral program with a concentration in Counseling and Counselor Education Handbook describes our policies and procedures. We will make every effort to follow the policies and disclaimers found in the Graduate School which are the policies that students must follow.

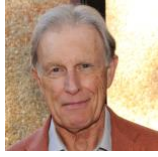
The NC State Graduate Catalog is not an irrevocable contract. Regulations published in it are subject to change by the University at any time without notice. University regulations are policy statements to guide students, faculty, and administrative officers in achieving the goals of the institution. Necessary interpretations of these policies will be made by the appropriate authorities with the interest of the students and the institution in mind. Students are encouraged to consult an advisor if they have questions about the application of any policy. The University reserves the right to change any of the rules and regulations of the University at any time, including those relating to admission, instruction, and graduation. The University also reserves the right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees. All such changes are effective as proper authorities determine and may apply not only to prospective students, but also to those who are already enrolled in the University.

The requirements specified in this Catalog apply to students who commence their studies at NC State during the 2021-2022 academic year and who remain in continuous enrollment at the institution until they graduate. If requirements are changed, students may elect to comply with the new requirements or to remain under the requirements by which they are governed at the time of the change. The choice to apply the new requirements must be declared by students at least one semester prior to graduation through their academic departments. Students who change their major/minor are bound by the requirements of their new major/minor that are in effect the semester they officially begin studies in the new program. Students who are readmitted to the University are bound by the program and degree requirements in force at the time of readmission.

Exceptions to these policies may be necessitated by changes in course offerings, degree programs, or by action of authorities higher than the University. In that event, every effort will be made to avoid penalizing the student. Also, please be aware that you are "bound" to the policies and requirements stated in the Graduate Catalog at the time you enter your doctoral program.

That is not true for this Doctoral Handbook, which is updated annually to describe changes in our program.

Counselor Education Faculty Members



[Stanley Baker](#), Professor, Coordinator of the School Counseling Program, Adviser to the Nu Sigma Chi Chapter of the Chi Sigma Iota Counseling and Academic Honor Society International



[Sylvia Nassar](#), Professor



[Cristina Braga](#), Assistant Teaching Professor



[Brean'a Parker](#), Assistant Professor, Coordinator of Clinical Mental Health Counseling Program-On Campus



[Nicole Childs](#), Assistant Teaching Professor, GCCE Coordinator



[Angela Smith](#), Associate Teaching Professor, Coordinator of College Counseling Program



[Marc A. Grimmatt](#), Professor, Associate Department Head, Counselor Education Program Coordinator



[Terri Tilford](#), Assistant Teaching Professor and Online Clinical Coordinator



[Rolanda Mitchell](#), Assistant Professor, Coordinator of School Counseling Program-Online



[Siu-Man Raymond Ting](#), Professor, Director of Graduate Programs



[Beth Vincent](#), Assistant Teaching Professor and On-Campus Clinical Coordinator

Mission and Vision Statements

NC State's Department of Educational Leadership, Policy, and Human Development doctoral program with a concentration in Counseling and Counselor Education exists to:

- (a) extend the knowledge base of the counseling profession in a climate of scholarly inquiry,
- (b) prepare students to inform professional practice by generating new knowledge for the profession,
- (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry, and
- (d) equip students to assume positions of leadership in the profession and/or their area(s) of specialization.

Mission

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

Vision

Our vision is to further the frontiers of knowledge. Advanced video, computer and networking technologies continue to link Counselor Education graduate students and faculty with regional, state, national and international partners in teaching, research and service endeavors. These efforts are designed to offer hope to individuals with the least access to educational and career opportunities afforded by life in the 21st century.

Program Values Statement

Our mission and values are demonstrated in every area of our counselor education program:

- We develop multicultural and social justice counseling competent counselors, counselor educators and clinical supervisors.
- We collaborate with school, college and community partners to support the holistic wellness of children, adolescents, adults, students and families.
- We advocate for healthier, safer and anti-racist communities committed to social justice and the elimination of oppression.
- We value our faculty and students and the diversity they bring to our counseling community with respect to racial, ethnic, national, gender, generational, age and sexual identities, and the intersection of these identities. Further, we engage in inclusive teaching, research and service opportunities that seek to serve the interests of all within our state, national and global communities. We seek to build community and facilitate collegial collaboration between students and faculty.
- We recruit master's and doctoral students who share our mission and values and whose experiences and expertise allow for meaningful contributions to enhance our community, our services and our program, as well as the greater good.
- We enhance the experiences of students, strengthen relationships between faculty and students, improve our program and impact local and professional communities through our active student organizations: Nu Sigma Chi chapter of Chi Sigma Iota Counseling, Academic, and Professional Honor Society International, Doctoral Student Advisory Board, and the NC State University Black Counselors and Counselor Educators Collective.
- We follow a multicultural, strengths-based, wellness-focused, developmental, trauma-informed, social justice, prevention and early intervention framework to create an optimal learning environment for all students.
- We utilize an ongoing, comprehensive and systematic assessment plan to ensure equity and transparency, as well as to continually improve our program and address areas for growth. The [NC State University Counselor Education Program Evaluation Summary: 2019-2020 Annual Report](#) follows the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) program evaluation standards.
- We prepare students across specializations for their professional careers. From 2013-2020, 93% of students passed the National Counselor Examination on their first attempt.

Admissions

Doctoral admissions decisions are based on the following criteria, as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

- (a) academic aptitude for doctoral-level study;
- (b) previous professional experience;
- (c) fitness for the profession, including self-awareness and emotional stability;
- (d) oral and written communication skills;
- (e) cultural sensitivity and awareness; and
- (f) potential for scholarship, professional leadership, and advocacy.

Admission Requirements

Please note: If you are currently enrolled in a master's degree program in our College of Education and are interested in pursuing a Ph.D., you must formally apply to the program through the Graduate School.

Applicants are expected to have a master's degree in counseling or an equivalent degree with master's level coursework equivalent to that of a 60-credit hour CACREP-accredited program. In addition to the academic credentials attesting to intellectual competence, evidence of successful leadership and outstanding professional commitment are desired.

- Completed online application, resume and non-refundable application fee
- Because of the ongoing COVID-19 pandemic and related health, economic, and social challenges, GRE test scores are waived for applicants applying for all graduate programs in the College of Education for the 2021-2022 admissions cycle. [Read more about this decision.](#)
- Three recommendations from people who know your academic record and potential for graduate study (letters should be uploaded online)
- Official* transcripts of all post-secondary education
- Official** statement of English Proficiency (TOEFL) for international students
- Students will be asked to submit a writing sample once application is received

Selection for admission is based on a number of considerations:

1. Academic achievement, especially in the junior and senior undergraduate years, and performance in any graduate courses, are carefully evaluated for evidence of competence in intellectual inquiry. For PhD students, a 60-credit hour counseling degree or equivalent master's program and coursework is required.
2. Performance ratings and recommendations from professors and supervisory personnel are also carefully examined for evidence of personal qualities requisite for professional competence.

3. Demonstrated leadership activity and/or significant work experience represent additional important factors.
4. Interview process – all doctoral candidates are expected to be interviewed, barring significant geographical distances.
5. Other additional materials are also welcome to supplement the application – such as a research paper, a video of some “helping” activity by the candidate, etc.

Applications and all supporting documents must be received on or before the Graduate School Priority Deadlines or the Program Deadlines. International students should also consider their specific deadlines, whichever is earlier. For questions, contact us via ncsu_couned@ncsu.edu or 919.515.2244.

Notification of Doctoral Admissions Committee Decision

After reviewing the applicant’s file, The Graduate School notifies the applicant of acceptance or denial of admission. Applicants will have access to this letter via the online system.

Deferral of Admission

Registration is automatically canceled when students do not enroll for the semester or summer session for which they received admission. Any applicant wishing to defer the admission date must submit a written request to the graduate program. Both the graduate program and the Graduate School must approve the request. The maximum time that a student may be granted a deferral is one year.

Graduate Student Resources

Although your advisor, the program coordinator, and the doctoral program coordinator are great resources for questions, there are many resources available online for new students to find information related to FAQ’s. Additionally, Mrs. [Pauline Ellefson](#), our Graduate Services Coordinator, is also available to answer any questions you may have. Please do not hesitate to reach out. Below are some commonly requested resources:

[NC State’s Graduate School Handbook](#)

NC State Graduate School’s [New Student Survival Guide](#)

Questions about Financial Aid: [Graduate School Financial Support](#)

Questions about Graduate Assistantship Eligibility: [Graduate School Graduate Assistantships](#)

Questions for Out-of-State Students: [The Graduate School](#)

Questions about Student Health Insurance: [Student Health Services](#)

Doctoral Program Requirements

1. Application materials and required fees received.
2. Application materials reviewed by graduate program.
3. Graduate program forwards recommendation regarding applicant's admissibility to the Graduate School.
4. The Graduate School reviews the recommendation and the student is notified of the action taken on the request for admission.
5. Outstanding official transcripts, if any, showing any or all post-secondary degrees conferred since application should be submitted by student to the Graduate School prior to matriculation.
6. Student matriculates, is assigned a graduate advisor, and develops a Plan of Work with the advisor/DGP.
7. Student submits online Patent Agreement through Student Self-Service in MyPack Portal.
8. Student formulates an advisory committees of at least four members of the Graduate Faculty. The Graduate School also selects a Graduate School Representative, if required.
9. Plan of Work is prepared by the student in consultation with the advisory committee.
10. Preliminary oral examinations in the major and, where required, minor fields are scheduled. The results are sent to the Graduate School.
11. At least two weeks prior to the final oral examination, the chair of the student's advisory committee submits the dissertation to advisory committee members for review.
12. The chair submits, through the DGP, the request to the Graduate School to [Schedule the Doctoral Oral Examination](#) at least two weeks prior to the examination. Upon approval of the request, the student and the examining committee, including the Graduate School Representative are notified of the time and place of the examination.
13. Students must submit their dissertation to the ETD System. Deadlines appear in the Graduate School Calendar. In addition, they must submit all required forms and fees prior to final approval.
14. Students must apply to graduate in MyPack Portal by the deadline in the term in which they plan to graduate to be placed on the graduation list, have their name printed in the graduation program, have the diploma ordered, and the transcript posted.
15. All coursework scheduled in a graduate degree classification must be completed prior to graduation.
16. The cumulative and program GPA must be at least 3.000 to graduate.
17. All degree requirements must be completed within ten calendar years of the admission term or the date of the first course used in the Plan of Work, whichever is earlier, unless a program has a more restrictive time limit.

Advising

All first-year doctoral students are assigned a **temporary** faculty advisor during the admissions process based on indicated preferences at the time of admission. At the end of their second semester in the program (i.e., the last week of classes during Spring semester), all first-year doctoral students are expected to meet with their current temporary advisors to discuss one of two potential options:

- (a) transition their current temporary faculty advisor to a permanent faculty advisor role
- OR
- (b) transition to another faculty member as a permanent faculty advisor

Students should discuss potential preferences with their current advisors before approaching an alternate advisor. Ability to transition to a preferred advisor depends on several factors including the following examples: current advising loads, timing of scholarly reassignments, research interest alignment, etc. Requesting a different advisor may happen for numerous reasons including alignment of research interests, prior collaboration, methodology expertise, or other reasons. Students may choose to transition to a different faculty advisor for any reason. **All doctoral students should email their permanent faculty advisor's information to Pauline Ellefson (copying current and permanent advisors) and submit a Plan of Graduate Work with their new advisor's name by May 15th.**

This transition is expected to occur in alignment with the following Graduate School policies.

1. **Changes before the Preliminary Examination of PhD Students.** Should students, in consultation with their advisors, wish to change any of the committee members, they must submit a revised Plan of Graduate Work with the new members, indicating that this change has been approved by the advisor and by the DGP. Approvals of the students, the committee members, and the DGP must be included. The DGP must submit the revised Plan of Work to the Graduate School. Disagreements within committees or between students and committee members over the quality of students' performance are not grounds for reconstituting the committee. If students believe that they have been unjustly or unfairly treated in efforts to resolve committee conflicts, they have the right to grieve this issue, according to the current University Grievance Procedures for Graduate Students.
2. **Changes after the Preliminary Examination.** Changes in doctoral committee membership after preliminary exams requires signatures of both outgoing and incoming committee members and the student, as well as justification for the committee change. Approval by the Graduate School is required before holding any examinations.

Please note: If a student has an academic or non-academic concern with an advisor (or any faculty member), there is a [policy](#) that outlines relevant steps

Common Elements of Programs in the College

The scholar leader Ph.D. programs capitalize on NC State's strengths as a hub of technology, innovation, outreach, research and entrepreneurship. Throughout the doctoral experience, the aim of each program is to develop a culture of inquiry, evidence, and action in our graduates.

Course sequences and structured learning experiences are designed so that full-time students complete their degree programs in four years or less, and part-time students in six years or less.

Each Ph.D. degree has the following elements for a total of 60 hours:

- Two cross-college Scholar Leader Core Courses (six credit hours)
 - Scholar Leader: Diversity and Equity in Schools and Communities
 - Scholar Leader: Systemic Change in Education and Society
- Two Core Courses within the specific Ph.D. program (ELPHD, STEMED, or TELS) (six hours)
- College-wide research courses: quantitative, qualitative and advanced (15 hours)
- Program Area of Study to develop discipline knowledge (determined by student, advisor and program)
- Dissertation research (nine hours)



PhD Program of Study

Program Area of Study: Educational Leadership, Policy, and Human Development (2016-2022)

Concentration: Counseling and Counselor Education (Total: 58 credits)

College Core Courses (Total: 21 Credits)

Scholar Leader Courses (6 Credits)

- ED 755 Scholar Leader: Diversity and Equity in Schools and Community (3 cr.)
- ED 756 Scholar Leader: Systemic Change in Education and Society (3 cr.)

Required Research Methods (15 Credits)

- ED 710 Applied Quantitative Methods in Education, or equivalent (3 cr.)
- ED 730 Introduction to Qualitative Research in Ed, or equivalent (3 cr.)
- ECD 736 Advanced Assessment in Counseling (3 cr.)
- ECD 738 Research in Counselor Education (3 cr.)

At least ONE of the following research method courses:

- ED 711 Applied Quantitative Methods in Education II (3 cr.) or
- ED 731 Advanced Qualitative Research and Data Analysis in Ed (3 cr.) or
- ED 750 Mixed Methods Research in Education (3 cr.)

Ph.D Core Course (28 credits)

Scholar Core Required Courses (6 credits)

- ECD 732 Advanced Multicultural Counseling (3 cr.)
- ECD 860 Professional Issues in Counseling (2 cr. + 1 cr.)

Program Area of Study (22 credits)

- ECD 731 Career Development Theory and Research (3 cr.)
- ECD 735 Counseling Supervision: Theory and Research (3 cr.)
- ECD 843 Advanced Counseling Practicum (4 cr.)
- ECD 847 Internship in Supervision (4 cr.)
- ECD 850 Internship in Counselor Education (4 cr.)
- ECD 886 Internship in Teaching and Counselor Education (4 cr.)

Dissertation Research (9 Credits)

- ECD 895 Doctoral Dissertation Research (minimum of 6 cr.)
- ECD 899 Doctoral Dissertation Preparation (3 cr.) (Final Semester before Graduation)

Doctoral Program Milestones

Milestone	Typical Timeline	To Do
Choose Permanent Advisor	Spring (1st year) Last week of Classes	<ul style="list-style-type: none"> ● Meet with Temporary Advisor ● Meet with Permanent Advisor ● Submit Advisor Info to Graduate Services Coordinator (cc'ing both advisors) ● Update MyPack Portal with advisor name in Plan of Work
Plan for Clinical Field Experiences	Varies by Student	<ul style="list-style-type: none"> ● Complete the Google Form by Registration Date for each
Choose Committee Members	Prior to Negotiated Exam	<ul style="list-style-type: none"> ● Update MyPack Portal with Committee Members' names
Finalize Plan of Work	Prior to Negotiated Exam	<ul style="list-style-type: none"> ● Update MyPack Portal with Plan of Work
Negotiated Exam Proposal	After completing all coursework	<ul style="list-style-type: none"> ● Submit Exam to Committee 2 weeks before proposal ● Reserve Room with Graduate Services Coordinator
Negotiated Exam Written Submission And Oral Preliminary Examination	Scheduled during Negotiated Exam Proposal	<ul style="list-style-type: none"> ● Submit Exam to Committee 2 weeks before defense ● Reserve Room with Graduate Services Coordinator
Dissertation Proposal	Upon Completion of Chapters 1-3	<ul style="list-style-type: none"> ● Submit Exam to Committee 2 weeks before proposal ● Reserve Room with Graduate Services Coordinator
CITI Training Certificate and NC State IRB Training	Prior to Submitting IRB	<ul style="list-style-type: none"> ● Complete CITI Training (HSR Document) ● Complete eIRB Training
IRB Application	Dissertation Chair Guidance Required	<ul style="list-style-type: none"> ● Submit IRB application (Advisor submits)
Dissertation Defense	Upon Completion of Chapters 1-5	<ul style="list-style-type: none"> ● Submit Exam to Committee 2 weeks before defense ● Reserve Room with Graduate Services Coordinator
Register for ECD 899 & Apply for Graduation	Final Semester of Dissertation Defense	<ul style="list-style-type: none"> ● Register for ECD 899 ● Apply for Graduation ● Email Graduate Services Coordinator
Initial ETD Submission	Within One Week after Dissertation Defense	<ul style="list-style-type: none"> ● Templates on ETD website
Final ETD Submission	Check ETD Calendar	

Doctoral Clinical Field Experiences

For all clinical field experiences, students must submit a [Google Form](#) to request approval of a site placement and site supervisor. This process must be completed for EACH of the following courses: ECD 843, 850, and 886. Once the site and supervisor are approved by the Doctoral Program Coordinator, a confirmation email will be sent to the student and instructor. The Internship instructor will then initiate the contract between the university, site supervisor, and doctoral student. The final contract will require signatures from the doctoral student, site supervisor, student's advisor, and the course instructor. Students should not visit their sites until university supervision has started for the semester in which they are enrolled.

All related practicum and internship paperwork must be uploaded to the appropriate Google Drive Folder (typically shared by your instructor or the Clinical Coordinator).

Important Field Experience Dates and Guidelines

- **Summer** requests for contracts are due **by February 1st** with final contracts due by **March 1st**. Click [HERE](#) to access the Google Form.
- **Fall** requests for contracts are due **by March 15th** with final contracts due **April 15th**.
- **Spring** requests for contracts are due by **October 1st** with final contracts due **November 1st**.

These dates are recurring on the [Doctoral Student Calendar](#).

1. Students are **not** able to enroll in more than one clinical experience during any semester.
2. All students enrolled in ECD 843, ECD 850, or ECD 886 will enroll in the 10-week course and will be expected to meet once a week for 1.5 hours of group supervision with a university supervisor **and** once a week for 1 hour with a site supervisor. Supervision section enrollment cannot exceed 12 students. We will do our best to create additional sections depending on the number of requests for field placement contracts we receive by **Feb. 1st**.
3. Students may complete ECD 886 in any Fall or Spring course; however, students may **not** complete ECD 886 for an online program summer course because of the condensed schedule and delivery format. However, they **may** complete ECD 886 for an on-campus program course that is being offered in the summer as either an on-campus or online course.

Practicum

ECD 843: Advanced Counseling Practicum

Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee. Doctoral students must complete ECD 843: Advanced Counseling Practicum before enrolling in ECD 847. This is to ensure that incoming doctoral students' clinical skills are assessed before supervising master's students. It is recommended that students choose a site that allows them to grow beyond the experiences they gained in their previous graduate degree programs, as well as in their professional work. However, it is possible that students may count hours accumulated at their place of employment with the following considerations: (a) hours completed must be significantly different from students' typical work experiences, and (b) an appropriate site supervisor must be on-site. During the doctoral student's practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio. Doctoral students are required to be covered by individual professional counseling liability insurance policies while enrolled in practicum and must show proof of such before beginning practicum.

Internship

Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are required to be covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.

ECD 847: Internship in Supervision

Doctoral students must complete ECD 843 and ECD 735 as prerequisites for ECD 847: Internship in Supervision. This internship experience is 300 hours and is typically taken during the Spring semester. During this internship, students will supervise master's students who are enrolled in their practicum field experiences. Doctoral students are required

to meet with their assigned supervisees, both individually and in groups, on a weekly basis. Furthermore, as supervisors in training, supervisors are required to review at least seven video recorded counseling sessions and corresponding case notes for each assigned supervisee. Additionally, doctoral students will meet with their own supervisor for individual/triadic and group supervision and are responsible for maintaining detailed supervision notes.

ECD 850: Internship in Counselor Education

Doctoral students must complete ECD 850, a 300-hour internship in which they are able to choose from a variety of field experiences related to counseling, teaching, supervision, research and scholarship, leadership and advocacy. A portion of students' hours (5 hours per week) will be spent in clinical practice at CCERC. Most students choose to complete their 300-hour internship in one semester. Students are encouraged to consider professional experiences that promote their growth as a counselor and counselor educator, as well as aligning with their professional development goals. Decisions regarding site placement should be made in collaboration with students' advisors and the site placement coordinator.

ECD 886: Internship in Teaching and Counselor Education

Doctoral students must complete ECD 886: Internship in Teaching and Counselor Education, a 100-hour internship experience, with an approved co-instructor in a course within a Counselor Education program. A Counselor Educator will serve as their co-instructor for this experience. Students will participate in group supervision with an NC State Counselor Education faculty member. If a student is interested in co-teaching a course, it is appropriate for the student to reach out to the instructor of record no later than mid-term of the preceding semester in order to have adequate time to prepare for the co-teaching experience. Instructors have the freedom to decline a request for co-teaching for any reason, therefore, it is advised that students have more than one option for completing ECD 886 in mind.

Doctoral Advisory Committee

Doctoral students develop the plan of study with the adviser, and student advisory committee. Doctoral students are required to complete all courses, then they will work with the student advisory committee for the preliminary examination in order to advance into their candidacy. Finally, they will complete their dissertation.

Doctoral committees should be organized around two key elements—the program area and thematic or disciplinary threads that ensure commitment to research and individuality. Students should select a minimum of four committee members who are particularly well qualified to provide guidance on the student's advanced coursework, scholarly professional interests, and dissertation topic. Committee members can be drawn from graduate faculty members across the University. The College recommends that at least two of the members of the doctoral committee, the chair and another member, come from the student's program area. Associate faculty members or those from outside the program area may co-chair the committee. Through the Director of Graduate Programs and the approval of the Graduate School, a faculty member from another university (who is not an inter-institutional graduate faculty member) or a professional from industry or government with credentials comparable to those required for membership on the graduate faculty, may serve as an external member, in addition to the number of committee members normally required. The expectation is that students meet with their advisor as they near completion of coursework in order to discuss committee membership.

Doctoral committees are responsible for guiding students to successful degree completion. Specifically, they are responsible for making sure students have completed the necessary coursework, outlined and administered comprehensive exams, preliminary proposals, and dissertations. As part of this, the expectation is that the doctoral committee will monitor the student's progress toward degree completion and provide guidance that will support the student to achieve his/her future career goals.

Preliminary Examination (Negotiated Exam)

In collaboration with a student's doctoral committee chair, students will plan to complete the written portion of their preliminary exam upon completion of all coursework. It is the responsibility of doctoral students to contact committee members and, where appropriate, the appointed Graduate School Representative to establish a date and time convenient to all members before officially requesting that the examination be scheduled. The Graduate School, upon approval, will send notification of the exam date to the committee and Graduate Representative. For both preliminary and final oral examinations, the Graduate School requires that DGPs submit a Request to Schedule Doctoral Oral Examination form 10 working days prior to the proposed exam date. The 10-day window does not commence until all other requirements are completed, including a final, approved Plan of Work and a Patent Agreement.

Preliminary Written and Oral Examinations

Each doctoral student is required to take a preliminary examination, consisting of written and oral components, after they have completed their coursework. All doctoral students must attain candidacy for the degree within four years of starting their program or after they have completed 48 hours of coursework, whichever is later.

The committee decides on the specific format of the written exam, and each member of the advisory committee prepares a set of questions for the student's response, and the answers to each set are returned to the faculty members for evaluation. The student will be expected to notify the department of their intent to sit for this examination. The questions involved may cover any phase of the coursework taken by the student during graduate study or any subject logically related to an understanding of the subject matter in the major and minor areas of study. The questions are designed to measure the student's mastery of his/her field and the adequacy of preparation for research. Choose **two theories and four peer-reviewed research articles** that connect to counseling and/or counselor education, with at least one qualitative and one quantitative research article. A brief negotiated exam proposal must be submitted to the committee approximately 2 weeks prior to the Negotiated Exam Proposal meeting and approved by that meeting, which includes information on each section above sufficient for the committee to make determination on appropriateness of topic, theories, research articles, etc. The written proposal includes an introduction, proposed theories, how you will critique those theories, proposed research articles, and how you will critique those articles. This proposal may be around 15-20 pages and should be APA formatted with content headings.

See Appendix A for proposal guidelines.

Upon completion of your Negotiated Exam Proposal and acceptance of it by the advisory committee, you have **six weeks** to complete the negotiated exam and you **may not** consult any members of your committee within those six weeks. You must submit your paper to your committee two weeks before your negotiated exam defense date.

Preliminary Written Negotiated Exam

Negotiated Exam should be written in APA style, with headings and subheadings to organize it appropriately for its content. The written negotiated exam should critique the theories and research articles according to the guidelines prepared and negotiated between you and your dissertation committee. The final document will range from 30-50 pages long including title page and references. In order to justify your critiques on the selected articles and theories, your paper should also include citations from methodology experts and other content experts relevant to your arguments.

Preliminary Oral Negotiated Exam

The oral examination is designed to test the student's ability to relate factual knowledge to specific circumstances, to use this knowledge with accuracy and promptness and to demonstrate a comprehensive understanding of the field of specialization and related areas.

Upon satisfactory completion of the written portion of the preliminary examination, the DGP must submit a Request to Schedule the Doctoral Oral Examination to schedule the oral portion of the preliminary examination. If the Graduate School Representative has already been assigned to the student's committee, then the Graduate School will respond to the request within one week of its receipt. If the Graduate School Representative has yet to be assigned, the Graduate School may take up to two weeks to respond.

After the Graduate School has approved the scheduling of the preliminary oral examination, the signed and dated request form is emailed to the committee chair, committee members, Graduate School Representative, and graduate student listed on the form.

Format of the Preliminary Oral Negotiated Examination

As a general guideline such examinations generally last two hours and should include the following three elements.

1. Presentation by the candidate.

The candidate makes a 20-30-minute presentation of a research proposal. This presentation may be open if the program wishes it to be, but NC State graduate faculty may not be excluded, and the committee chair or Graduate School Representative can restrict the session to all but graduate faculty as deemed necessary.

2. Questioning of the candidate.

Anyone attending the presentation will be allowed to ask questions of the candidate at the conclusion of the presentation.

3. Deliberation and decision.

Only the advisory committee and the Graduate School Representative, if one has been appointed, will be allowed to participate in the deliberation and decision.

Notification of completion - Committee chair(s) must notify the DGP when a student has completed the written examination.

Potential Outcomes

Passing the preliminary examination. A unanimous vote of approval of the advisory committee is required for passing the preliminary examination.

Approval may be *conditional*, however, and require students to meet specific requirements prescribed by their advisory committee. These conditions must be written in a clear and distinct way and communicated in such a manner that the student clearly understands what is expected; they must also be submitted to the DGP and the Graduate School.

Failure to pass the preliminary examination. A student who fails the preliminary examination is terminated from graduate work at NC State unless the graduate advisory committee unanimously requests a re-examination. Only a single re-examination will be allowed; it can encompass written, oral, or both components as determined by the advisory committee. If the DGP or the Graduate School denies the request, the student's program is terminated.

Candidacy - A doctoral student is admitted to candidacy by the Graduate School upon successfully passing the preliminary examinations. This does not include students receiving a conditional pass.

Negotiated Exam Checklist

- Obtain permission from your advisor to initiate the negotiated exam process
- At this point, you should already have assembled a dissertation committee:
 - At least four graduate faculty professors
 - Select one graduate school representative within your committee
 - Select a dissertation chair
- Seek approval from your committee chair on the following to critique:
 - Two theories (approval required for models or frameworks)
 - Four peer-reviewed research articles, including at least one quantitative and one qualitative methodology
- Collaboratively set a negotiated exam proposal date with your chair and then your committee
- Email the Graduate Services Coordinator to request required paperwork and reserve a room
- Prepare the negotiated exam proposal and submit to the dissertation committee two weeks before the proposal date
- Propose and make a note of any adjustments the committee discusses regarding your proposal
- Select a negotiated exam defense date (typically at the proposal meeting)
- Email the Graduate Service Coordinator to prepare required paperwork and reserve a room
- Complete the written negotiated exam (during allotted 6 weeks) and submit it to your committee two weeks before the oral negotiated exam date
- Defend oral negotiated exam on final negotiated exam date

Dissertation

A formal written proposal of dissertation research is required from each Ph.D. student. As outlined in the CACREP 2016 Standards, doctoral students must complete dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.

Dissertation Proposal

The dissertation proposal consists of three chapters:

(1) an introduction which describes the background for the proposed work, provides the conceptual justification for the research, and states any explicit hypotheses to be tested;

(2) a review of the theoretical and research literature pertaining to the topic of the dissertation; and

(3) a method section which describes in detail what will be done, the equipment and participants involved, and overall design, as well as discussion of possible pitfalls, hazards to subjects, etc.; an analysis section which describes the types of data which will result and (as explicitly as possible) the sorts of statistical procedures and analyses to be employed.

This last section should also discuss how the data to be collected will be used to evaluate the experimental hypotheses or research questions with which the project started and any limitations on such evaluations. A list of references used is, of course, always required. Figures, graphs of anticipated or theoretically predicted results, and tables are optional, dependent upon field study involved.

Presentation of the Proposal

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

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

Acceptance of the Proposal

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

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

Final Oral Examination (Dissertation Defense)

As with the preliminary oral examination, the chair of the student's advisory committee oversees the final oral examination. Students in consultation with their advisors submit a Request to Schedule the Doctoral Oral Examination to their DGP, indicating that they wish to schedule the final oral examination.

The final oral examination is scheduled after the dissertation is complete except for such revisions as may be necessary as a result of the examination, but not before all required coursework has been completed.

After the Graduate School has approved the scheduling of the final oral examination, the signed and dated request form is emailed to the committee chair, committee members, Graduate School Representative, and graduate student listed on the form. A file copy of the approved request form will be sent to the DGP.

The student should be sure to include the most current title of the dissertation, as the Graduate School mails information about the scheduled examination to the NC State Official Bulletin for publication.

Format of Final Oral Examination

1. **Presentation by the candidate** - The candidate typically presents the methodology used, the data collected, and the conclusions reached as reported in the dissertation. For the purpose of dissemination of research, it is required that the presentation of the dissertation be open to the university community.
2. **Questioning of the candidate** - Any member of the university community is allowed to ask questions of the candidate. The questioning phase may continue with a closed session in which the advisory committee questions the candidate.
3. **Deliberation and decision** - Only the advisory committee and the Graduate School Representative are present. Throughout the process, the chair of the candidate's advisory committee has the obligation to maintain a scholarly atmosphere and to keep academic integrity and the student's best interest foremost.

Outcome of final examination

Passing the final oral examination. A unanimous vote of approval of the advisory committee is required to pass the final oral examination.

In the case of a *conditional pass*, the specific requirements must be submitted to the student as well as the Graduate School attached to the Exam Results form. Final approval by the advisory committee is dependent upon a student's successful completion of those conditions.

Failure to pass the final oral examination. Should a student fail the final examination, this terminates a student's academic program unless the advisory committee recommends a re-examination.

Dissertation Defense Checklist

- Enroll in ECD 899: Doctoral Dissertation Preparation during your final semester
- Coordinate defense date with chair and all committee members
- Email the Graduate Services Coordinator and ask for the dissertation defense paperwork to be started and for a room to be reserved
- Email all committee members the completed dissertation two weeks before the defense date
- Send reminder email the day before defense including room and time
- After the successful defense, make your first ETD submission within one week of unconditionally passing the final defense.
- Must have your final error-free file accepted and the ETD finalized by the ETD reviewer by the final error-free deadlines established by the graduate school each semester
- Check MyPack Portal after receiving the final review from the ETD reviewer to be sure all committee members have approved the dissertation
- Coordinate and confirm with your chair that all paperwork has been signed and completed

Applying for Graduation

See the [Student Information Systems SIS Training Manual](#) for instructions on how to submit the application to graduate in [MyPackPortal](#). Refer to the Graduate School academic calendar and [ETD website](#) for information about Apply to Graduate deadlines.

Doctoral Advisory Board

A Doctoral Advisory Board, comprised of 6-8 current doctoral students, exists to guide decisions regarding the doctoral program and serves as a means of giving doctoral students a voice in decisions that impact doctoral student experiences. Doctoral advisory board members are selected based on nominations from current doctoral students once a year (typically in August/September) with an intention to have representation across cohorts. The commitment of the doctoral advisory board includes monthly meetings to discuss strategic plans and issues that arise during the semester, as well as involvement in recruitment, admissions, program planning, and program quality improvement. Students may choose to serve on the doctoral advisory board as long as they are enrolled in the doctoral program. Students may choose to end their participation as a doctoral advisory board member at any time. Further, the doctoral program coordinator may dismiss a student from serving on the doctoral advisory board for any reason, including lack of participation or attendance at meetings.

Counselor Education Doctoral Listservs

The NC State Counselor Education Doctoral Program Listserv and accompanying calendar are the best way for current doctoral students to stay informed about upcoming events, job opportunities, volunteer opportunities, and other pertinent information related to the doctoral program. Please ensure that you are receiving emails at cedoctoral@lists.ncsu.edu. If you have any issues accessing either, please contact Pauline Ellefson.

Additionally, doctoral students might consider joining CESNET-L, the Counselor, “a professional listserv for counselors, counselor educators, and supervisors which purpose is to provide an open forum for **discussion of counselor education and supervision issues**, and sharing of resources related to the profession”.

To Subscribe to CESNET-L:

Send an email to listserv@listserv.kent.edu with the message to read only: subscribe CESNET-L.

You will receive an email that will ask you to reply to it to confirm your subscription.

Doctoral Program Advising Sheet (Revised 2021)

Fall Courses				
Notes	Course	Course Title	Hours	Semester
Even Years	ECD 731	Advanced Career Development Theory and Research	3	
Odd Years	ECD 732	Advanced Multicultural Counseling	3	
	ECD 735	Counseling Supervision Theory and Research	3	
Odd Years	ECD 736	Advanced Assessment in Counseling	3	
Even Years	ECD 860	Professional Issues (Part 1)	2	
Spring Courses				
Even Years	ECD 738	Research in Counselor Education	3	
Odd Years	ECD 860	Professional Issues (Part II)	1	
Prereq: ECD 735 & ECD 843	ECD 847	Internship in Supervision	4	
Fall, Spring, or Summer Courses				
	ECD 843	Advanced Counseling Practicum	4	
	ECD 850	Internship in Counselor Education	4	
	ECD 886	Internship in Teaching and Counselor Education	4	
	ED 755	Scholar Leader: Diversity and Equity in Schools and Community	3	
	ED 756	Scholar Leader: Systemic Change in Education and Society	3	
	ED 710	Applied Quantitative Methods in Education	3	
	ED 730	Introduction to Qualitative Research	3	
Choose one	ED 711/731/750	ED 711: Applied Quantitative Methods in Education II ED 731: Advanced Qualitative Research and Data Analysis in Ed ED 750: Mixed Methods Research in Education	3	
	ECD 895	Doctoral Dissertation Research (Dissertation)	6	
	ECD 899	Doctoral Dissertation Preparation (Final Semester)	3	

Appendix A

Negotiated Exam Guidelines

Below are the guidelines for your negotiated exam paper.

Introduction [2-3 pages]

Explain how the theories and research are connected and describe your intention for the critique. How might this critique aid your dissertation?

Theory Section [roughly 20 pages]:

Justify your choice of theories (whether it be 2, 3, or some other number)—why are these the most relevant/appropriate to your interest—this also (or instead) could go in the introduction section.

Explain what criteria/guidelines you will utilize to critique your chosen theories

Critique each theory using those criteria. Each theory also needs to be evaluated from the perspective of usefulness to the writer.

Research Section [roughly 20 pages]:

Justify your choice of articles, taken into consideration the participant pool, methodologies, etc.

Explain criteria/guidelines you will utilize to critique your research articles (e.g., different criteria for different methodologies?)

Critique each article accordingly [use remaining pages left for this rough section allotment and divide by the number of articles selected]

Synthesis Section [3-5 pages]:

What have you learned? What are your conclusions? Where are the gaps in the literature? Where are your gaps in knowledge? Implications for future research? Implications for your future research/where to from here?

References

Appendix B

Transcript Review Form

Applicants who have graduated from programs not approved by CACREP are required to complete the following form. Please indicate the courses in your master's degree that correspond to the topics in the left-hand column. In addition, please provide an unofficial copy of your transcript and syllabi for the courses identified below.

Applicant's Name: _____

Graduate Institution (Master's Program): _____

CACREP Core Area	Course Title and Number	Semester/Year
Counseling Theory		
Counseling Techniques		
Human Growth and Development		
Professional Ethics		
Multicultural Counseling		
Group Counseling		
Career and Lifestyle Development		
Testing and Assessment		
Research		
Substance Abuse		

Practicum Course Number: _____ Total Practicum Hours: _____

Direct Hours: _____ # Supervision Hours: _____

Internship Course Number: _____ Total Internship Hours: _____

Direct Hours: _____ # Supervision Hours: _____

Additional Required Courses in Doctoral Program

Entering doctoral students who have not had clinical experience following completion of their Master’s programs, who have graduated from non-CACREP accredited programs, those and/or those who have not completed a substance abuse class will need to include the classes identified below as a part of their Doctoral Program.

The Doctoral Program Coordinator will complete the form and inform the admitted student of these additional requirements. At the end of the first semester in the program, Doctoral Program Advisor will also sign the form to ensure the courses are included in the student’s Program of Study. A copy should be placed in the student’s file.

Additional Coursework Required	Course Title and Number
Additional Internships	
Equivalent CACREP Courses	
Substance Abuse Course	

Student: _____(signed) _____(date)

Doctoral Coordinator: _____(signed) _____(date)

Doctoral Advisor: _____(signed) _____(date)

Appendix C

Doctoral Contract for Field Experiences

Student Information (to be completed by the student):

Name: _____ Advisor: _____

Phone: (____) _____ NC State Email Address: _____

The purpose of this contract is to outline expectations, responsibilities, and goals between the site supervisor, student, and course instructor for the enrolled doctoral field experience (ECD 843, 847, 850, and 886). Each course has specific requirements which are outlined below in Part I. Part II includes general expectations for all courses and a prospectus in which students and the site supervisor will collaborate on and write out in this contract. Part III includes site supervisor contact information and agreements, and Part IV is university supervisor contact information and agreements. All parties must read through the material and are responsible for knowing and fulfilling their respective duties upon signing.

Part I – Course Specific Requirements

Please check which course this contract applies to:

- ___ ECD 843 Advanced Counseling Practicum
- ___ ECD 847 Internship in Supervision
- ___ ECD 850 Internship in Counselor Education
- ___ ECD 886 Internship in Teaching Counselor Education

Practicum

ECD 843 Advanced Counseling Practicum (100 hours)

- Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.
- During the doctoral student’s practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student’s knowledge and skills.
- Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program’s expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.

- Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio
- Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.
- Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

Internships

Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.

- During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.
- Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.

ECD 847 Internship in Supervision

Doctoral students must have completed their advanced practicum course and the supervision theory course before enrolling in ECD 847. Doctoral students are required to be supervised by their university instructor in weekly (1 hour) triadic supervision and attend biweekly class supervision (1.5 hours). Doctoral students are also required to provide individual or triadic weekly supervision (1 hour) for their practicum students and class supervision (1.5 hours) for all their practicum students on a weekly basis. Additionally, doctoral students will follow the ECD 847 syllabus guidelines including but not limited to communicating with their practicum students' site supervisors, completing mid-term and final evaluations for their practicum students, providing oral and written feedback in response to their students' counseling tapes, signing practicum students' hourly logs, grading required practicum assignments, submitting required supervision assignments, and submitting required supervision tapes to the university instructor for feedback.

ECD 850 Internship in Counselor Education (300 hours)

Doctoral students are required to complete 300 hours of counseling, research, or professional experiences. If the internship is counseling focused, the delegation of direct and indirect service hours are to be negotiated by the supervisor, Internship course instructor, and doctoral student intern. At least 5 hours per week will be conducted at CCERC.

ECD 886 Teaching Internship in Counselor Education (100 hours)

Counselor Education doctoral students are required to participate in 100 hours of a Teaching experience with a faculty member teaching a course as part of a CACREP-accredited Counselor Education program.

Part II – Expectations and Prospectus

Professionalism and Ethical behavior

The site supervisor and the university instructors will model professional and ethical behavior (e.g., confidentiality and limits to confidentiality, recognition of qualifications and limitations, record keeping, dual relationships, self-awareness and monitoring etc.) Students will adhere to the American Counseling Association Code of Ethics and discuss with their site supervisors any ethical guidelines/codes specific to their teaching experience. Students are expected to exhibit professional behavior during their field experience, including, but not limited to, maintaining a consistent schedule, communicating with colleagues and clients in a professional manner, adhering to site-specific dress code, following all site-specific policies and procedures, following site-specific calendars, and participating fully in the field experience. With the exception of emergency situations, students must provide prior notification for any missed sessions, meetings, or other field experience activities.

Contacts between the Site Supervisor and the University Instructor

The university instructor will reach out to the site supervisor throughout the semester to check on the progress of the doctoral student. Contact will be made by e-mail or by phone to schedule visits if any concerns arise.

Evaluation

The Site Supervisor will provide on-going feedback to the student concerning the student's performance during their field experience. The students will also receive on-going feedback from their university instructor.

The site supervisor and university instructor will evaluate the doctoral student at mid-semester and end of the semester. During the student's field experience, the site supervisor will complete the mid and end of the semester evaluations and review feedback with the student. These evaluations will also be submitted to the program's Clinical Coordinator.

Tracking Hours

Doctoral students will keep track of their hours and have them approved by their site supervisor and university instructor.

Prospectus

The site supervisor will collaborate with the student in developing goals/proposed job responsibilities for their field experience. Please use this page to write out the collaborative goals the doctoral student and site supervisor have agreed upon.

Part III – Site Supervisor Contact Information and Agreements (Required for ECD 843, 850, and 886)

Site Supervisor Information (to be completed by site supervisor)*

Section A:

Name: _____

Position/Title: _____

*If the site supervisor is a NCSU Counselor Education faculty member, you do not need to complete Section B of this form.

Section B:

Name of Site (Institution or Agency): _____

Phone: _____

Email: _____

Site supervisor Education (please list in reverse chronological order)

Degree (BA, MEd, PhD)	Degree-Granting University	Field/Major	Year

Licenses and Credentials (please list in reverse chronological order):

Counseling-Related Employment (please list in reverse chronological order your last 5 years of employment): Include Agency or Organization; Start Date-End Date, Title

Total Years of Counseling Experience: _____

By signing this contract, the site supervisor agrees to meeting the requirements in Part I and II of this contract which includes the specific hour requirements of the student’s enrolled course and appraisal and feedback of student progress.

Site Supervisor Signature

Date

Part IV – University Supervisor Contact Information and Agreements (to be completed by Instructor for ECD 843, 847, 850, or 886)

University Instructor Information

Name: _____ Email: _____

The university instructor must read the following and initial the following:

_____ The student's course instructor has approved the above stated field experience.

_____ The instructor approves the site supervisor's credentials.

_____ The instructor agrees to contact the site supervisor during the semester by phone, e-mail, and/or visit/s to assist in monitoring student progress.

Instructor Signature

Date

Statement of Good Standing

Please initial each statement below. If you are unable to initial any of these statements, please contact your advisor to discuss.

____ As a student, I have never had a formal disciplinary charge against me by NCSU or any college or university, and there are no pending student misconduct charges against me. (If yes, please provide full details on a separate sheet. A disciplinary history does not necessarily disqualify an applicant.)

____ I have never been diagnosed or treated for a physical or emotional problem that would interfere with my roles and duties as a counselor. (If yes, please provide full details on a separate sheet.)

____ To the best of my knowledge, I have no attitudes that would interfere with my ability to work with or cause me to discriminate against clients upon the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or socioeconomic status.

____ I have never been convicted of a felony in a court of law (NOTE: You may be required to complete and pay for a criminal background check at the request of the school system or other site in which you work (as a paid or unpaid employee). If yes, please provide full details on a separate sheet.)

____ I am neither under the influence of illegal drugs nor participating in the distribution/sale of illegal drugs; and will not, while I am a Doctoral student in the Counselor Education Program, use illegal drugs or participate in the distribution/sale of illegal drugs.

____ I agree to inform the Counselor Education Program if, while I am a Doctoral student in the Counselor Education Program, I am charged with any violations of the NCSU Code of Student Conduct; charged by any university representative with a violation of any disciplinary code; or charged with any violations of federal, state, or local law.

____ I agree to inform the Counselor Education Program if I am dealing with a mental health concern that would put myself or my clients at my Practicum or Internship site at risk.

Note: The Counselor Education Program as part of the application process checks with other University programs (i.e .the Office of Student Conduct) regarding applicant behavior/conduct on campus.

Ethical Guidelines

Please initial below to indicate you plan to adhere to each guideline.

- _____ I plan to uphold confidentiality as well as the limits to confidentiality.
- _____ I am aware of the limits to my training and abilities and plan to seek assistance from supervisors when an internship situation is beyond my abilities and training.
- _____ I will identify myself as a counselor completing doctoral field experience (or a counselor-in-training if unlicensed) and not misrepresent myself.
- _____ I will accurately and reliably maintain written and other records require by my site.
- _____ I will refrain from counseling people with whom I have other types of relationships. (I will avoid dual relationships.)
- _____ Under no circumstances will I become involved in a sexual or romantic relationship with clients at my site and I will not engage in sexual harassment.
- _____ I will monitor my own emotional and physical status and practice self-awareness to avoid any adverse impact on my clients.
- _____ I will discuss ethical standards with my supervisors.

By signing below I affirm that I have provided full and truthful details on this document as well as agreeing that I will adhere to all of the ethical guidelines listed above and in the Internship Handbook. I understand this contract and will uphold this contract to the best of my ability.

Student: _____
(Printed Name) (Signature) (Date)

Advisor: _____
(Printed Name) (Signature) (Date)

Instructor: _____
(Printed Name) (Signature) (Date)

Site Supervisor: _____
(Printed Name) (Signature) (Date)

Notes