



TEXAS A&M UNIVERSITY
CORPUS CHRISTI

Doctoral Program Student Handbook

Ph.D. in Counselor Education

Department of Counseling & Educational Psychology

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MISSION STATEMENT

The Department of Counseling and Educational Psychology at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares counselors and counselor educators representing varied backgrounds and experiences, to serve the educational and mental health needs in the global community. Graduates establish a counselor identity, adhere to the highest ethical standards, and serve as advocates for diverse populations. Graduates are expected to demonstrate a knowledge base of counseling and the clinical and teaching skills considered necessary to be an effective counselor or counselor educator in a variety of settings. The Department of Counseling and Educational Psychology prepares counselor educators, university professors, at the doctoral level.

DOCTORAL PROGRAM OBJECTIVES

Overall Objectives

- All doctoral students will develop a professional identity in counseling and counselor education which will include a broad, in-depth knowledge and experience base preparing them for leadership positions in counselor education and the profession of counseling.
- Students will demonstrate an in-depth knowledge base, beyond that required for entering the counseling profession, particularly related to counselor education pedagogy, advocacy, and diversity.
- Students will demonstrate professional skills by completing an extensive internship experiences directly related to their individual professional goals.
- Students will demonstrate research skills beyond that considered necessary for intelligent critique of counseling-related research to a level which results in the generation of a research agenda significant to the counseling profession.
- Students will compare and contrast theories, interventions, and programs in terms of goals, roles, and techniques for change, with an emphasis placed on efficacy and integration of approaches.

Specific Objectives

- To prepare students to develop and teach graduate level courses in counselor education.
- To prepare students as supervisors of counselors in training through coursework, practicum, and internship experiences.
- To prepare students with the ability to evaluate counselor education programs through the use of accreditation standards (CACREP).
- To prepare students with the knowledge of professional issues and trends in counseling, and counselor education.
- To prepare students with the knowledge (of) issues related to diversity, culture, and multiculturalism.
- To prepare students with the knowledge of ethical issues, practices, and codes of ethics in counseling.
- To prepare students with the knowledge of research needs and current research findings and issues in counseling.
- To prepare students with the knowledge of research paradigms and approaches used in conducting research.
- To prepare students with the skills to conduct research, both quantitative and qualitative.

- To prepare students with the ability to deliver professional/scholarly presentations and the ability to write for publication.
- To prepare students with the knowledge of and involvement in professional organizations and the professionalization of counseling.

ADMISSIONS

UNIVERSITY-LEVEL REQUIREMENTS

Applicants interested in the Ph.D. in Counselor Education should follow the ADMISSIONS TO DOCTORAL DEGREE PROGRAMS section of the current graduate catalog regarding initial application procedures. Check the doctoral web page to download applications.

http://cnep.tamucc.edu/doctoral_admission.html

DEPARTMENTAL DOCTORAL ADMISSIONS REVIEW COMMITTEE

Applications of students who have met the requirements of The Graduate School as outlined in the graduate catalog are sent directly or forwarded to the Counseling Department, where the Department Chair forwards materials to the Departmental Doctoral Admissions Review Committee.

Admissions Review Committee

The Departmental Doctoral Admissions Review Committee, appointed by the doctoral program coordinator and the department chair, is composed of four departmental faculty members.

Evaluation of Applicants

The applications will be reviewed on the basis of graduate GPA, GRE (V+Q), recommendations, professional work experience, interviews, compatibility of applicant's and departmental goals, and writing samples. The applicant must hold a master's degree, with a match between the student's master's-level courses and the requirements for completion of an entry-level CACREP program.

Recommendation

A department-approved standardized form is used by the committee to review entrance criteria. The applicant's folder is circulated to members of the committee, and each independently evaluates all written material. The committee recommends interviews for the top rated candidates. Standardized evaluation guidelines are used to assess candidates' verbal and written skills.

Admission Decision

The committee's recommendation must be approved by the Department Chair and the Dean of Research and Graduate Studies. If these approvals are given, the Department Chair makes a recommendation regarding admission status and a letter is sent to the applicant. If admitted, a Texas A&M University—Corpus Christi acceptance commitment is sent.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, please contact Disability Services.

<http://disabilityservices.tamucc.edu/>

CHECKLIST AND RECOMMENDED SCHEDULE

The following time frame is presented as a helpful guide. It is the student's responsibility to know and follow university policy regarding the completion of doctoral studies.

CHECK WHEN COMPLETED:

- _____ MEET WITH AN ADVISOR/FACULTY MEMBER OR DOCTORAL PROGRAM COORDINATOR
As soon as possible after admission and attend department and graduate school orientations
- _____ REVIEW THE STUDENT RETENTION POLICY & PROCEDURES
As soon as possible after admission review the program policy and procedures information in the doctoral student handbook located on the webpage and in the Department of Counseling & Educational Psychology.
- _____ FILE DEGREE PLAN
Degree plans are filed in the first semester and are updated through graduation. Prior to graduation the degree plan is also filed and reviewed by the Graduate School.
- _____ DECLARE RESIDENCY
At some time after admission to the program and prior to admission to candidacy, declare residency. All students complete their residency in year one and two of the doctoral program.
- _____ MEET WITH DOCTORAL PROGRAM COORDINATOR
During the first semester all students complete the Professional Issues and Ethics course taught by the Doctoral Program Coordinator at which time they are advised about the program.
- _____ MEET RESEARCH TOOLS REQUIREMENTS
Students enroll in research coursework every semester. Most of the research tools are completed before taking the comprehensive examination.
- _____ SELECT A DOCTORAL DISSERTATION CHAIR AND COMMITTEE
Students begin the process of selecting a dissertation chair during the fall semester of year two in their program. It is at this time that students are completing the research seminar course that helps them select a topic of study.
- _____ REGISTER FOR COMPREHENSIVE EXAMINATION
The Doctoral Comprehensive Examination occurs after research tools and a majority of course work is completed. Students complete the doctoral comprehensive examination at least 8 months before a degree can be conferred.
- _____ COMPLETE THE COMPREHENSIVE EXAMINATION
Pass the written comprehensive examination.
- _____ DEVELOP THE DISSERTATION PROPOSAL
Research topics are explored and developed in the research seminar course. Once a topic is selected, the student investigates faculty that have expertise in the topic area and who is available and willing to chair the dissertation. (faculty chair a maximum of 5 dissertations at any one time, and are typically on no more that 5 additional dissertation committees). Once a chair is selected he/she meets with the student to select appropriate committee members.

CLEAR PROPOSED STUDY WITH UNIVERSITY HUMAN SUBJECTS COMMITTEE, INSTITUTIONAL REVIEW BOARD

All research involving human subjects needs approval by the IRB. Application to the Institutional Review Board Committee should be approved prior to one's dissertation proposal.

SCHEDULE PROPOSAL DEFENSE WITH THE DEPARTMENT AND GRADUATE OFFICE

Obtain the approval of the dissertation chair, committee, doctoral program coordinator, and department chair prior to setting up your dissertation proposal date. All parties should have a copy of the dissertation proposal two weeks prior to the defense date. Clear the date with the graduate office and complete all required paperwork.

PRESENT THE DISSERTATION PROPOSAL

Present and defend the dissertation proposal during the scheduled meeting. A Graduate School Representative is appointed by the graduate office to attend

REPORT OUTCOME OF PROPOSAL DEFENSE

Immediately after proposal defense, present outcome of the proposal defense to the Graduate School.

COMPLETE THE DISSERTATION AND ENROLL IN DISSERTATION

While working on the dissertation students are required to enroll in the 3 hour dissertation course. A minimum of 9 hours of dissertation is required.

DISTRIBUTE COPY OF FINAL DISSERTATION TO COMMITTEE

Present a final copy of your dissertation to all members of your doctoral advisory committee, the doctoral program coordinator, and department chair at least 2 weeks prior to your dissertation defense date.

SCHEDULE DISSERTATION DEFENSE AND FINAL EXAMINATION

Secure the *Schedule for the Presentation of the Final Examination/Dissertation Defense* form from the Department, or Graduate School, and return the completed form to the Department, and Graduate School. Meet with your chair committee members and graduate school representative to clear the date and obtain feedback on the readiness of the dissertation defense.

DEFEND THE DISSERTATION

Defend the dissertation at the scheduled defense session. At the end of the defense, obtain signatures of the doctoral advisory committee members, doctoral program coordinator and the chair of the Department of Counseling and Educational Psychology. Be prepared to make changes to the dissertation after your defense. Turn in all paperwork to the graduate office.

FILE FOR GRADUATION

File for graduation in the Registrar's Office by deadline listed in the Graduate Catalog for that semester. Check with the department for specifics.

ATTEND HOODING AND COMMENCEMENT EXERCISES

Your dissertation chair and a member of your dissertation committee will hood you and the dissertation chair and the Dean of the College will hood you at the commencement/graduation exercise.

REQUIRED FORMS AND TIMELINES

Please use the checklist below for a timely submission of requirements.

Forms can be found at <http://gradschool.tamucc.edu/forms.html>

Important dates: http://gradschool.tamucc.edu/doctoral_dates.html

Checklist	Timeline	
	ED	
Form A – Degree Plan (signed)	30 hrs.	.
Form B - Comprehensive Examination and Advancement to Candidacy Report	42 hrs.	
Form C – Doctoral Dissertation Advisory Committee Appointment	48-57 hrs.	
Form D – Doctoral Dissertation Proposal Hearing Request Form - Submitted at least two weeks before anticipated proposal date.	48-57 hrs.	
Form E – Preliminary Agreement to schedule the Dissertation Defense/Final Examination - The dissertation, in its entirety, must be submitted to each committee member two weeks prior to the defense. - Last day to defend is 6 weeks prior to graduation	8 weeks prior to Graduation	
Form F – Dissertation Defense & Written Dissertation Report	4 Weeks Prior to Graduation	
Form G – Graduate Faculty Representative Report	<u>5 Days following Defense/ Exam</u> 5 Weeks prior to Graduation	
Form H - Doctoral /Dissertation Committee Member Change Request	As needed	
Form I – Graduate Degree Plan Exceptions Form	As needed	
Form J - Graduate Degree Plan Revalidation Request	As needed	
Form K - Request for a Leave of Absence	As needed	
Final Version of Dissertation Submitted to ProQuest www.etsadmin.com/tamucc Note: Title Page, Committee Member Page, and Copyright Page templates can be found online at http://gradschool.tamucc.edu/forms.html	4 Weeks prior to Graduation	
Survey of Earned Doctorates https://sed-nces.org Email a copy of the completion certificate to gradweb@tamucc.edu.	4 Weeks prior to Graduation	
Dissertation Processing Fee http://gradschool.tamucc.edu/doctoral_students.html	4 Weeks prior to Graduation	

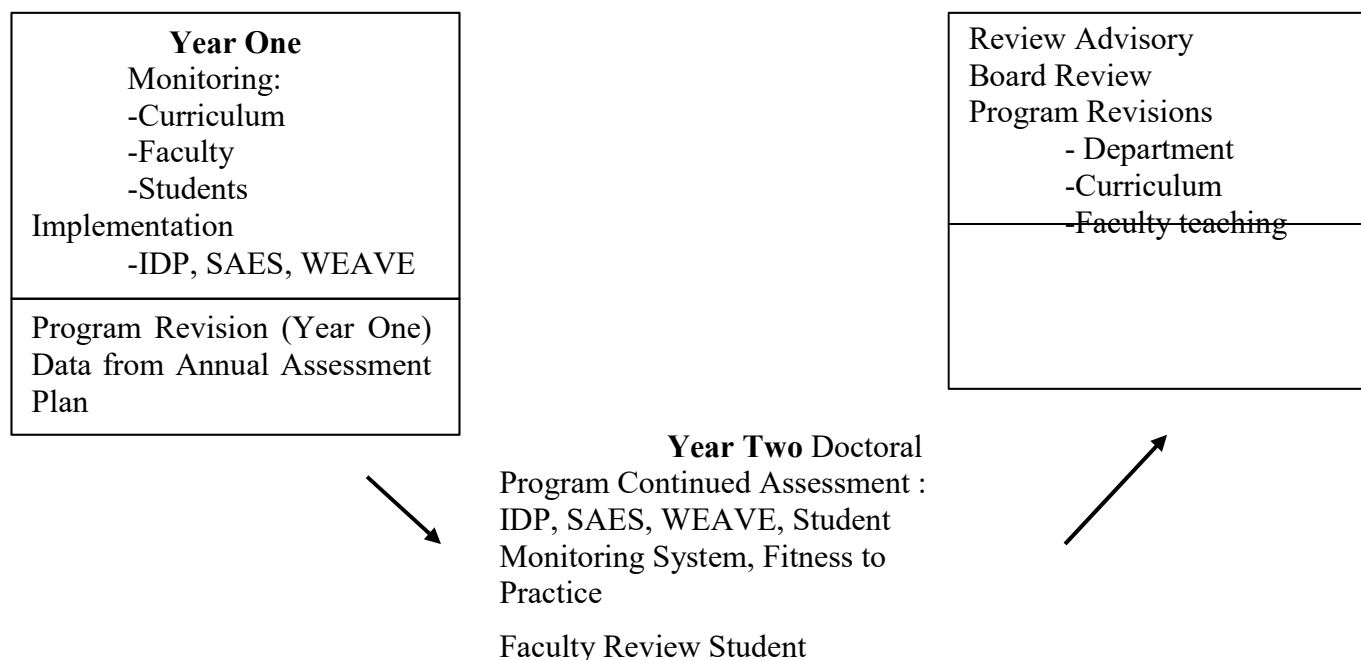
ASSESSMENT OF THE DOCTORAL PROGRAM

The Doctoral Program, including students and faculty, are systematically reviewed as a part of the Department's Comprehensive Assessment Plan. Students are introduced to an Individual Development Plan, (IDP) during their first semester. The Plan is developed and monitored throughout the time that students' are enrolled in the doctoral program. Infused within the plan are student learning outcomes and specific activities that represent progress in meeting the SLO's. All students are monitored each year through the use of the Student Assessment and Evaluation Survey (SAES). A self-assessment process of meeting SLO's is a significant part of this evaluation component. Faculty, students, site supervisors, and employers regularly assess the curriculum and levels of student performance. The student monitoring system and fitness to practice program, (SMS/FTP) addresses both academic and personal factors. Evaluations of courses and instructors are collected each semester and are reviewed by the department chair and individual faculty. Program objectives and the ability to meet specific targets are monitored through the university assessment process called WEAVE. Faculty productivity and program needs are also assessed through WEAVE. Graduates of the program participate in periodic program evaluations by completing and returning program evaluation forms mailed from the department. This assessment takes place every three years with recent graduates providing feedback, along with that of their employer/supervisors.

Assessment findings are tabulated, analyzed, and summarized. Findings are reviewed by departmental faculty. These findings produce changes in the curriculum, mission, objectives, student learning outcomes, methods of measurement, and the overall direction of the doctoral program. Results of the Comprehensive Assessment Plan are available on request in the departmental office, and the departmental webpage.

The strategic cycling provides a circular feedback system allowing for regular revision and evaluation of the doctoral program.

The Strategic Cycling System



THREE YEAR REVIEW

Graduate Follow-up
Employer Follow-up
Site Supervisors
Current Students

Year Three

Continued Assessment:
IDP's, SAES, WEAVE,
STUDENT MONITORING

ADVISEMENT, DEGREE PLANNING, AND COURSE SCHEDULE.

Upon admission to the doctoral program, within the students first semester, the student meets with the Doctoral Program Coordinator for an orientation and initial advisement. The orientation takes place in the classroom with the full cohort, during the graduate school scheduled orientation, and throughout the semester.

Program information

The Doctoral Program Coordinator provides information regarding the department and the doctoral program. The Doctoral Program Coordinator and full faculty provide course advisement. Students participate as a cohort taking prescribed classes together throughout their program.

Tentative degree plan preparation

The student is provided with a tentative degree plan that is the same for each student. Faculty regularly discusses career goals with students.

Chair of the student's doctoral committee

The student selects the Chair of the doctoral committee once a dissertation topic is narrowed. The chair is determined, based upon: expertise of on the student's research topic, faculty availability, and faculty and student's ability to work together.

DEGREE PLANS

(DEGREE PLAN AVAILABLE AT THE CONCLUSION OF THE HANDBOOK)

GENERAL GUIDELINES

Entry-level standards

All doctoral degree plans include the course-work equivalent of a CACREP-accredited entry-level (master's degree) program.

Time limitation for degree

All degree requirements beyond the master's must be completed within ten calendar years from the date of admission to the doctoral program. Dated coursework may have to be repeated by the student.

Transfer credit

No course with a grade of "C" or below will transfer to the student's degree plan. Dated coursework will not transfer.

RESEARCH TOOLS

Completion schedule

The student must demonstrate proficiency in the use of research tools prior to taking the doctoral final defense (either by completing the course or by passing a proficiency examination). (21 hours of research coursework).

Course requirements

The courses meeting department requirements are:

Category	Course and Title
I. Research Methodology	CNEP 6360 <u>Introduction to Research Design and Statistics</u>
II. Quantitative Analysis	CNEP 6370 <u>Advanced Quantitative Analysis</u>
III. Qualitative Analysis	CNEP 6384 <u>Qualitative Research Design and Analysis</u>
IV. Advanced Statistics	CNEP 6372 <u>Application of Advanced Statistics and Evaluation Methodology</u>
V. Research Development	CNEP 6397 <u>Research Seminar</u>
VI. Publishing Research Findings	CNEP 6316 <u>Research Writing and Publishing in a Multicultural Society</u>
VII. Research Foundations	EDFN 5301 <u>Foundations of Research</u>

(in addition the student is required to complete a minimum of 9 semester hours of dissertation)

DOCTORAL DEGREE PLAN CONTENT

Below are the guidelines when completing a doctoral degree plan. In order to assure that all requirements are met, the courses from these guidelines are transferred to an official degree plan form. The doctoral program is organized as a cohort system. Students complete courses according to the designed course schedule

Entry-Level Courses

CACREP coursework in counseling including: Counseling Theory and the Helping Relationship, Group Counseling, Psychometrics, Research, Multicultural Counseling, Ethics and Professional Development, Human Growth and Development, Career Development, Practicum, and Internship.

Doctoral CNEP Courses

42 semester hours of core counselor education courses are required. Courses with CNEP prefix must be taken.

Research Tools Courses

21 semester hours of research tools are required.

Dissertation

9 semester hours of dissertation are required.

COURSE SCHEDULE: DOCTORAL PROGRAM IN COUNSELOR EDUCATION
TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Fall First Year

CNEP 6305 Advanced Theories in Individual & Group Counseling

CNEP 6315 Professional, Legal, and Ethical Issues

CNEP 6360 Introduction to Research Design and Statistics

Spring First Year

CNEP 6350 Advanced Clinical Supervision

CNEP 6370 Advanced Quantitative Analysis

CNEP 6395 Doctoral Practicum

Summer First Year

CNEP 6320 Advanced Appraisal Techniques and Psychometrics

CNEP 6310 Advanced Counseling Strategies

CNEP 6365 Adv Res & Design

Fall Second Year

CNEP 6384 Qualitative Research Design and Analysis

CNEP 6396 Doctoral Internship

CNEP 6397 Research Seminar

Spring Second Year

CNEP 6316 Research, Writing, & Publishing in a Multicultural Society

CNEP 6396 Doctoral Internship

CNEP 6372 Applications of Advanced Statistical Techniques and Evaluation Methodology

Summer Second Year

CNEP 6398 Dissertation Hours

CNEP 6345 Knowledge-Base Seminar (Doctoral Comprehensive Examination)

CNEP 6355 Leadership, Pedagogy, & Diversity in Counselor Education

Fall Third Year

CNEP 6325 Advanced Seminar in Career and Life Planning

CNEP 6398 Dissertation Hours

CNEP 6319 Application of Family Counseling

Spring Third Year

CNEP 6335 Consultation Theory and Professional Advocacy

CNEP 6398 Dissertation Hours

CNEP 6398 Dissertation Hours

DISPOSITION OF THE COMPLETED DEGREE PLAN

Filing the degree plan

Once all courses in the doctoral degree plan are completed and the appropriate signatures have been obtained, the student files the plan with the Department, and the Graduate School. (This usually occurs once the full committee is approved.)

Copies of the degree plan

The final plan submitted to the Graduate School is typed and copies distributed to the student and the department. The degree plan serves as an agreement between the university and the student, and changes must follow approved policy.

FINANCIAL AID

GRADUATE ASSISTANTSHIPS (TEACHING AND NON-TEACHING)

The department has several graduate assistantships (teaching and non-teaching) available. The doctoral student may secure an appropriate application form from the departmental Administrative Assistant (or from the Graduate School) and file it with the department. The Doctoral Coordinator and faculty select the graduate assistants. Graduate assistants gain experience in the teaching of masters level courses under the supervision of faculty, supervise master's-level practicum and internship students, conduct research, and are assigned other responsibilities. Twenty hours of work per week is the maximum amount of time for a teaching assistant. Contact the Department Chair for current salary figures.

Additional Graduate assistantships are available in other departments as nursing, first-year seminar teaching, and through faculty grants.

ADDITIONAL FINANCIAL AID AND SCHOLARSHIPS

Graduate students may be eligible for several forms of financial aid including graduate study institutional scholarships, the Texas Public Education Grant, College Work-Study, on-campus employment, on-campus housing scholarships, and several loan programs. For information and application forms, contact the Texas A&M University–Corpus Christi Office of Financial Aid. <http://osfa.tamucc.edu/>

PERSONAL COUNSELING AND STUDENT SUPPORT

Referral sources for individual counseling and student support on campus include:

The University Counseling Center
The University Career Counseling Center
(students have free use of these services)

Additional counseling services are available off campus, usually on a fee basis

RESIDENCY

DEPARTMENTAL INTERPRETATION OF RESIDENCY

The Counseling Department interprets residency as a time when the doctoral student is spending the major portion of his/her time, Monday through Friday, on the Texas A&M University-Corpus Christi campus. During this time the student is required to be enrolled full time, to be involved in research and scholarly activities under faculty direction, and to be involved in departmental activities. Since the doctoral program is a cohort model, all students meet residency requirements in their first two years of study by taking 12 credit hours each semester.

DEPARTMENTAL RESIDENCY REQUIREMENTS

The Counseling Department requires students to meet the criteria for residency through: a) full time enrollment, b) research and scholarly activities, c) supervision, and d) departmental activities. Listed below are suggested activities to satisfy each of these three areas. In addition to being enrolled full-time, a student must include activities approved by Doctoral Faculty under each of the areas of "research and scholarly activities" and "departmental activities."

Full-time Enrollment

Students must be enrolled in at least 12 semester hours during each fall semester, spring semester, and full summer residency.

Research/Scholarly Activities/Supervision

During residency, students typically complete research projects, assist in teaching, and provide supervision to master's level students. These may include, but are not limited to, activities such as:

- assisting faculty with individual research projects
- developing one's own area of research under faculty advisement
- authoring or co-authoring publications with faculty
- presenting or co-presenting at conferences
- assisting faculty with development of classes (special topics, guest lecturer, etc.)
- coordinating forums for doctoral students to discuss issues such as dissertation process, research topics, professional identity, departmental concerns
- Supervision (under supervision) of masters' practicum and internship students.

Departmental activities

Students are expected to involve themselves with departmental activities. These may include, but are not limited to, activities such as:

- serving as mentors to incoming doctoral students
- assisting in coordination of departmental events
- assisting in orientation for new students
- involvement in newsletters and journals in the department
- representatives on University Committees
- helping organize conferences or other professional development events
- taking a leadership role in Chi Sigma Iota
- assisting with departmental master's admissions process

DOCTORAL INTERNSHIP

Doctoral Internship (CNEP 6396) usually begins after the student has completed the appropriate course work relevant to his/her intended professional specialty within counseling.

Application

Students consult with the internship coordinator the semester prior to CNEP 6396 enrollment.

Semester Hours

All doctoral students are required to complete 6 semester hours of Doctoral Internship. These may be completed in two semesters.

Clock Hours

The internship experience must include 600 clock hours. Each three-semester hour credit should include approximately 300 clock hours preparing students according to their career objectives.

PROFESSIONAL ASSOCIATIONS AND CONFERENCES

Doctoral students are expected to be involved with professional counseling associations. This involvement will help students in their professional identity as counselors and future Counselor Educators. Professional associations recommended include the American Counseling Association and its Divisions based upon the students interests and future career goals. Both the ACA and its Divisions hold national conferences providing leadership and learning activities for its members.

ACA DIVISIONS

ENHANCE YOUR PROFESSIONAL IDENTITY

Within the American Counseling Association there are 20 divisions. These divisions enhance professional identity and are organized around specific interest and practice areas. The divisions provide professional strength and satisfy the diverse needs of the counseling community.

Association for Adult Development and Aging (AADA)

Chartered in 1986, AADA serves as a focal point for information sharing, professional development, and advocacy related to adult development and aging issues; addresses counseling concerns across the lifespan.

Association for Assessment and Research in Counseling (AARC)

Originally the Association for Measurement and Evaluation in Guidance, AARC was chartered in 1965. The purpose of AARC is to promote the effective use of assessment in the counseling profession.

Association for Child and Adolescent Counseling (ACAC)

Association for Child and Adolescent Counseling aims to focus on the training needs of counselors who work with children and adolescents, while also providing professional support to those counselors, whether they are school counselors, play therapists, or counselor educators.

Association for Creativity in Counseling (ACC)

The Association for Creativity in Counseling (ACC) is a forum for counselors, counselor educators, creative arts therapists and counselors in training to explore unique and diverse approaches to counseling. ACC's goal is to promote greater awareness, advocacy, and understanding of diverse and creative approaches to counseling.

American College Counseling Association (ACCA)

ACCA is one of the newest divisions of the American Counseling Association. Chartered in 1991, the focus of ACCA is to foster student development in colleges, universities, and community colleges.

Association for Counselor Education and Supervision (ACES)

Originally the National Association of Guidance and Counselor Trainers, ACES was a founding association of ACA in 1952. ACES emphasizes the need for quality education and supervision of counselors for all work settings.

The Association for Humanistic Counseling (AHC)

AHC, formerly C-AHEAD, a founding association of ACA in 1952, provides a forum for the exchange of information about humanistically-oriented counseling practices and promotes changes that reflect the growing body of knowledge about humanistic principles applied to human development and potential.

Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)

Educates counselors to the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of stereotypical thinking and homophobia.

Association for Multicultural Counseling and Development (AMCD)

Originally the Association of Non-White Concerns in Personnel and Guidance, AMCD was chartered in 1972. AMCD strives to improve cultural, ethnic and racial empathy and understanding by programs to advance and sustain personal growth.

American Mental Health Counselors Association (AMHCA)

Chartered in 1978, AMHCA represents mental health counselors, advocating for client-access to quality services within the health care industry.

American Rehabilitation Counseling Association (ARCA)

ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

American School Counselor Association (ASCA)

Chartered in 1953, ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment.

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)

Originally the National Catholic Guidance Conference, ASERVIC was chartered in 1974. ASERVIC is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

Association for Specialists in Group Work (ASGW)

Chartered in 1973, ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

Counselors for Social Justice (CSJ)

CSJ is a community of counselors, counselor educators, graduate students, and school and community leaders who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

International Association of Addictions and Offender Counselors (IAAOC)

Originally the Public Offender Counselor Association, IAAOC was chartered in 1972. Members of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.

International Association of Marriage and Family Counselors (IAMFC)

Chartered in 1989, IAMFC members help develop healthy family systems through prevention, education, and therapy.

Military and Government Counseling Association (MGCA) *formerly ACEG*

Originally the Military Educators and Counselors Association, MGCA was chartered in 1984. MGCA is dedicated to counseling clients and their families in local, state, and federal government or in military-related agencies.

National Career Development Association (NCDA)

Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. NCDA provides professional development, connection, publications, standards, and advocacy to career development professionals who inspire and empower individuals to achieve their career and life goals.

National Employment Counseling Association (NECA)

NECA was originally the National Employment Counselors Association and was chartered in 1966. The commitment of NECA is to offer professional leadership to people who counsel in employment and/or career development settings

Doctoral students are encouraged and often supported to attend and present at professional conferences

NOTE: Involvement in the above activities is designated on the student's Individual Development Plan, (IDP) under the categories of Professional Development and Counselor Identity. Departmental faculty throughout one's program monitor the IDPs.

RESEARCH EXPECTATIONS, TEACHING/TEACHING EVALUATIONS, SUPERVISION, LEADERSHIP AND ADVOCACY, COUNSELING SKILL DEVELOPMENT

RESEARCH

All doctoral students are expected to develop a research agenda. The pursuit of research topics begins during the students' first semester, involving a comprehensive review of the literature in counseling and counselor preparation. Scholarly articles are critiqued and potential research areas of investigation are presented and discussed. The writing of scholarly products is emphasized during the students second semester. Emphasis is placed on writing for publication. At the beginning and throughout the doctoral program students are expected to present their research and scholarship at professional conferences: local state, and national. Faculty closely mentor students and often present together as well as producing joint publications. The doctoral dissertation is expected to be original research that contributes to the counseling profession and is to be published in professional journals. At the conclusion of the doctoral program it is expected that all students will have a clear research agenda and will have produced several scholarly publications upon graduation.

TEACHING

The doctoral program emphasizes preparing students as Counselor Educators seeking faculty positions in universities across the U.S. and abroad. Doctoral students are mentored by faculty in teaching masters level courses. This occurs often while the student is serving as a teaching assistant in the Department of Counseling and Educational Psychology. Teaching Assistants are monitored and evaluated using the following rating scale. It is expected that graduates of the program will have a clearly defined style of teaching, be familiar with teaching pedagogy, and experience teaching most of the core courses in counseling, preparing them to immediately step into the role of a Counselor Educator.

Teaching Assistant Course Evaluation
Department of Counseling and Educational Psychology
Texas A&M University- Corpus Christi

Please indicate TA’s skill/performance level in the following areas by circling the appropriate rating.

(1) Unsatisfactory (2) adequate (3) good (4) very good (5) outstanding (N/A) not applicable/not observed

Teaching Assistant: Course title: _____

_____ 1. Identified pertinent material to cover in courses	1	2	3	4	5	N/A
_____ 2. Sought input from the faculty mentor	1	2	3	4	5	N/A
_____ 3. Prepared lesson plans (Aligned with syllabus)	1	2	3	4	5	N/A
_____ 4. Punctuality	1	2	3	4	5	N/A
_____ 5. Organizational skills	1	2	3	4	5	N/A
_____ 6. Demonstrated enthusiasm	1	2	3	4	5	N/A
_____ 7. Presentation style	1	2	3	4	5	N/A
_____ 8. Engagement with students	1	2	3	4	5	N/A
_____ 9. Addressed students’ questions	1	2	3	4	5	N/A
_____ 10. Time management skills	1	2	3	4	5	N/A
_____ 11. Assistance in grading and student evaluation	1	2	3	4	5	N/A
_____ 12. Rating as a future counselor educator	1	2	3	4	5	N/A
_____ 13.						
_____ 14.	1	2	3	4	5	N/A
_____ 15.	1	2	3	4	5	N/A

Comments:

Faculty Signature/Date

Teaching Assistant Signature/Date

SUPERVISION

All doctoral students will complete advanced training in clinical supervision. Students are expected to be able to clearly define their supervision style and their approach to supervision. All doctoral students will supervise masters level students enrolled in the practicum in counseling. The supervision provided by doctoral students is supervised by skilled and experienced faculty.

LEADERSHIP AND ADVOCACY

All doctoral students complete advanced coursework emphasizing leadership and advocacy. Doctoral students are encouraged to seek leadership positions in professional organizations and community projects that involve activities that advocate for individuals, organizations, and projects assisting others in areas of health, equity, and wellness. Several course projects emphasize advocacy activity.

COUNSELING

All doctoral students completing the Ph.D. in Counselor Education are expected to have the knowledge-base of counseling theory, research in counseling efficacy, techniques, and multicultural counseling competencies. All doctoral students should be able to successfully apply multiple counseling theories across diverse populations and settings including crises and trauma-causing events

THE DOCTORAL COMMITTEE

SELECTION OF DOCTORAL COMMITTEE MEMBERS

Doctoral committee members should be selected no later than the semester of written comprehensives. The committee is composed of four or five faculty members, one of whom is asked to serve as Chair. The Chair and two others will be from the Department of Counseling and Educational Psychology. The remaining member(s) will be members and associate members of the Graduate Faculty outside of the Counseling Department. Members of the Graduate Faculty are eligible to serve as Chair. Those who do not have this status may serve as committee chair with the recommendation of the Department Chair and approval of the Dean of Research and Graduate Studies.

Once all faculty members have agreed to serve, the student completes the Committee form and returns the form with signatures to the departmental office and the Dean of Research and Graduate Studies.

Membership changes

The committee may be changed upon approval of the Department Chair, written notification by the Chair to the Dean of Research and Graduate Studies, and subsequent approval of this change by the graduate dean.

FUNCTION OF DOCTORAL COMMITTEE

Dissertation Proposal

The committee works closely with the student in preparation of the proposal for dissertation. At this stage of the student's program, it is important that the Chair of the doctoral committee be appropriately matched to the student's research area.

Dissertation

The committee monitors the student's progress in writing the dissertation, advises accordingly, and conducts the oral defense of the dissertation and final examination.

DOCTORAL COMPREHENSIVE EXAMINATION

PREREQUISITES

Research tools

The student meets the proficiency standards for research tool

Courses

The student has completed research tool requirements and a substantial portion of the coursework.

Department of Counseling and Educational Psychology
DOCTORAL COMPREHENSIVE EXAMINATION PROCEDURE

The doctoral comprehensive examination is administered in the summer following students' second year of coursework. The written examination covers the five professional core areas outlined in the 2016 CACREP standards for doctoral programs (counseling, supervision, teaching, leadership and advocacy and research), with students being required to respond to five questions – one for each core area. The process will be as follows:

Administering the Examination

- Students will write responses for four questions on-campus on the designated date for the examination. Students will be given two hours to write for each question. At the end of each two-hour time block, students will submit their written responses electronically to the doctoral program coordinator or examination proctor before receiving their next question. Students will also save their responses on their jump drives.
- For their fifth question, students will be able to craft their response at home. At the end of the on-campus examination day, students will be given their take-home question. Students will have one week to write their response and submit their work to the doctoral program coordinator and examination proctor.
- For the written responses prepared on-campus, students will have their original work documented and be given one week to proofread their papers and correct any spelling, grammar, or formatting errors. Students will not be permitted to edit the content (either add, delete, or change) of their papers nor any references cited. Copyedited versions of students' responses will be compared to the original responses submitted on the day of examination. Students deemed to have substantially changed the scope and content of their responses will automatically fail the comprehensive examination and be referred to their advisor to discuss possible sanctions and remediation plans.

Grading the Examination

- Copyedited responses to each of the five questions will be blinded and distributed to program faculty for review. A minimum of two faculty members will review each question, evaluating students' performance using the standardized scoring rubric created for the comprehensive examination. Student responses will be evaluated in five domains: a) completeness of answer; b) validity of facts, information, and perspectives; c) evidence of background knowledge and ability to fully integrate theory and practice; d) use of foundational and contemporary sources of information; and e) evidence of doctoral quality writing. In each domain, students will be evaluated on a 4-point scale with values ranging from 0 (unsatisfactory) to 3 (accomplished).
- Scores from each faculty member grading a students' response will be averaged together to produce an overall score on each question.

Interpreting Scores on the Examination

- For each question, the range of possible scores is 0-15. To pass a question with no deficiencies, students need to achieve a score between 12-15 points. Students who score between 9-12 points will need to address their noted deficiencies in an oral examination to pass. Students who score below 9 points will not have passed, and will need to write a new response for this question.

12 – 15 (80-100%)	Pass, no further action required for this question. The student's writing in this response was exemplary and full addressed the question posed using sound logic, critical thinking, and knowledge of best practices.
9 – 12 (60-80%)	Oral examination required to address noted deficiencies. The student's response was generally positive; however, there were areas that were either underdeveloped or completely overlooked. Faculty would like to hear student's thinking in regard to their response and how they made the decisions they did.
0 – 8 (0-60%)	Fail, student will need to rewrite for this question. The original response written did not rise to the level of doctoral quality work. Ideas were either underdeveloped, or explained only in cursory fashion. Based on the written material provided, it is difficult to ascertain whether or not student has a strong working knowledge of the subject matter.

- An appropriate action is taken on each question. For example, consider the following situation: a student receives these scores on the comprehensive examination-- question 1 (13), question 2 (12), question 3 (10), question 4 (13), and question 5 (6). Based on the evaluation criteria described above, the student would pass questions 1, 2, and 4 outright and not need to take any further action because scores above 12 were realized for each response. For question 3, the student will need to schedule an oral examination with his/her advisor. And finally, for question 5, the students' score of 6 led to a fail for this question. The student would need to schedule to rewrite this question.
- Students will need to reach a proficiency level of 80% or higher to successfully complete the comprehensive examination. Students with noted deficiencies (questions with scores between 9-12 points) will be allowed to progress to doctoral candidacy status. Students who have failed questions (scores between 0-8 points) will not be forward to candidacy status until they provide satisfactory rewritten responses to each question not passed originally.

Doctoral Comprehensive Examinations are graded anonymously by faculty.

Students receive notification of the results of the written comprehensive examination from the Doctoral Coordinator and Department Chair.

DISSERTATION PROPOSAL AND DISSERTATION

PREPARATION OF THE PROPOSAL

Step 1:

Enroll in CNEP 6397 Research Seminar. An initial research project often serving as one's proposal for dissertation is completed in this course. It benefits the student if this initial effort is closely related to one's dissertation proposal which will later be presented to a doctoral committee.

Step 2:

Select a topic, dissertation chair, and doctoral committee members in deciding on a topic or area for research that is closely related to the counseling and counselor education.

Step 3:

Human Subjects Protection forms

If the intended research involves human subjects, the student must submit an Application to the Institutional Review Board (IRB) for a recommendation at that level.

Step 4:

Complete the dissertation proposal

Secure a copy of the Graduate College Doctoral Handbook and follow the format and style required for completing the proposal and dissertation. Complete the proposal following Graduate College guidelines for format and style and Departmental guidelines for content.

Step 5:

Schedule a proposal meeting

The student should reserve a time for the proposal meeting in collaboration with the dissertation committee, graduate office and department administrative assistant.

Step 6:

File with Graduate School

Once approval to present the written proposal has been received from all members of the student's doctoral committee, permission is obtained from the Graduate School.

Step 7:

Distribute copies of proposal

At least two weeks prior to the dissertation proposal meeting date, the student distributes copies of the proposal to all committee members and the Graduate School for distribution to its representative. Questions or concerns from faculty will be relayed to the Major Professor, Dissertation Chair, and the student prior to the scheduled proposal meeting.

PRESENTATION OF PROPOSAL

All committee members and the Graduate Faculty representative are required to be present. The proposal presentation usually lasts approximately 1½ hours. The procedure may vary, but a standard format includes introductions, introductory remarks by the student regarding his/her interest area, and an explanation of the proposed study by the student. Power Pt. presentations are often utilized. During the session, any faculty member present may ask for clarifications and/or offer suggestions regarding the proposed study. Near the end of the proposal meeting, the student leaves the room and the committee chair allows faculty members a time for additional comments. The student returns to the session, at which time the student is informed of the doctoral committee's recommendation(s) regarding the proposed study.

Outcome

The student's doctoral committee has final recommending authority, subject to review by the Dean of Research and Graduate Studies. The outcome may be to (a) accept the proposal, or (b) reject the proposal.

DISSERTATION

TIME LIMIT

All degree requirements beyond the master's degree, including the dissertation, must be completed within ten calendar years from the date of admission to the doctoral program.

SPECIAL ASSISTANCE

The student is encouraged to work with an editor in the preparation of the dissertation. The editor should be familiar with the dissertation guide being used by the student.

ENROLLMENT IN CNEP 6398

Continuous enrollment

When the student's proposal is accepted, the student must continuously enroll in CNEP 6398 until the dissertation is complete. University policy states that the student must be enrolled in CNEP 6398 while receiving advice or assistance from a member of the faculty or while utilizing university facilities.

Minimum and maximum CNEP 6398 credit

Regardless of the number of semester hours of CNEP 6398 in which a student enrolls, no fewer than 9 hours will be counted for credit.

Grade in CNEP 6398

A grade of "I" is recorded each semester until the dissertation is successfully complete, at which time a letter grade will be recorded by the doctoral committee chair.

DISSERTATION DEFENSE AND FINAL EXAMINATION

Forms (PLEASE NOTE REQUIRED FORMS ON PG. 7)

A Schedule for the Final Examination and Dissertation Defense is scheduled with the Graduate School and committee. This session takes place several weeks prior to graduation.

Conduct of the defense and Final Exam

A graduate school representative will be present at the dissertation defense, as well as all members of the student's doctoral committee. The defense of the dissertation and final exam is conducted by the committee. Any questions about the design of the research, the methods of conducting research, the reporting of data, the conclusions and implications, recommendations, etc. may be asked. The dissertation defense is open to all graduate faculty members. Questions beyond the defense of the dissertation are appropriate at this time.

After the defense

If the dissertation defense is successful, the doctoral committee chair completes the Final Examination/Dissertation Defense Report, which is signed by committee members. The student then obtains signatures from the Department Chair. Signature sheets, the signed Graduate School approval form, an abstract of the dissertation, and the list of suggested changes or modifications from the defense are kept in the department office and graduate college. Candidates should be prepared to discuss the dissertation and the implications of the study for practice and/or its contributions to the knowledge base of the discipline.

UNIVERSITY GUIDELINES

It is the student's responsibility to carefully follow the policy stated in the Graduate Catalog regarding the final dissertation, number of copies, deadlines, etc.

GRADUATION

FILING FOR GRADUATION

As specified in the Graduate Catalog, the student must file for graduation in the Registrar's Office by the deadline indicated in the schedule of classes or the Graduate Catalog for that particular semester. A student is entitled to graduate under the degree provisions of the catalog in effect at the time of admission into the doctoral program or subsequent years.

COMMENCEMENT

The degree is conferred at the commencement following the fulfillment of all requirements. The candidate is expected to be present at the ceremony, and permission from the Dean of Research and Graduate Studies must be obtained if circumstances prevent a candidate from attending the commencement.

ENDORSEMENT POLICY

Students seeking recommendations for credentialing, licensure, and employment need to contact those faculty members from who they are seeking endorsement. Department faculty recommend only those individuals that meet all of the standards required for the certification, licensure, or the position for which the individual is applying. Individuals providing endorsement should be knowledgeable about the persons knowledge, skill level, and ethical behavior. If students do not meet the professional or ethical standards of the department or counseling profession there will be no endorsement.

For students applying for school endorsement or certification, national counselor certification, professional counselor licensure, or marriage and family therapy licensure, apart from a degree program, the following criteria apply:

- Students who have already completed a master's degree are not required to take the MAT or GRE.
- All students must complete the application materials.
- All students complete the full CNEP master's requirements.
- Endorsement is approved by the College of Education Dean's office and checked by department faculty. This includes graduation checks.

ALL REGULAR ADMISSION DEADLINE DATES APPLY.

RETENTION PROCEDURES: ACADEMIC AND NONACADEMIC MONITORING

*Department of Counseling, Texas A&M University-Corpus Christi
Master's and Doctoral Programs*

RATIONALE:

The 1995 Code of Ethics and Standards of Practice of the American Counseling Association states that [faculty members] *...assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations* (Section F.3.a.).

RETENTION/DISMISSAL RELATED TO ACADEMIC PERFORMANCE:

Doctoral students academic performance is reviewed by faculty each semester. If grades of C or lower are obtained a faculty member will meet with the student. A remediation plan is developed to help the student progress through the program. If continued grades of C or lower are obtained the student faces academic dismissal. Academic dismissal will result from failure to maintain the university's required grade-point average. The student should consult the appropriate university catalog regarding academic probation and suspension from degree programs.

Any student who wishes to contest a final grade shall follow the provisions outlined in Texas A&M University-Corpus Christi Procedures Policy.

RETENTION/REMEDICATION/DISMISSAL RELATED TO NON-ACADEMIC LIMITATIONS:

A student who fails to demonstrate appropriate communication, interpersonal, or professional skills as identified and reviewed by faculty may be required by the department to seek remediation including, but not limited to, repeating practicum and/or receiving counseling. In accordance with Texas A&M University-Corpus Christi Policy, a student may be suspended or expelled for academic dishonesty, including, but not limited to, cheating, falsifying assignments, and plagiarism. In addition, a student who demonstrates personal limitations that impede professional performance, who is harmful to clients, or who violates ethical standards, may be asked to leave the program.

If a faculty member has concerns regarding non-academic limitations of a student:

1. The faculty member will confer with the student of concern, clarifying that the student's continuation in the program could come under review according to the department's *Retention Procedure*. The faculty member will document the meeting in a letter, one copy of which will be given to the student and another copy placed in the student's file.
2. If an agreement is not reached with the student, if the student fails to progress satisfactorily after the conference, or if the situation is of a nature that suggests departmental action might be necessary, the faculty member will bring the matter to the Department Chair and may consult with the Department Chair regarding options. If resolution is not reached at this point, the Department Chair will refer the matter to the Departmental Faculty. The faculty member will provide the Departmental Committee with a written summary of the situation and his/her recommendation. The Departmental Faculty may consult with other professionals as appropriate.
3. The Department Chair will notify the student in writing that the Departmental Committee will review the matter and that the student may (a) prepare a written statement for the committee's consideration and (b) has the option to appear before the committee in person. If the student wishes to present a written statement to the committee, this is due within 14 days of the date of the notification letter from the department chair. If the student wishes to appear before the Departmental Committee in person, the student must notify the committee chair in writing within 14 days of the date of the notification letter from the Department Chair. The Departmental Committee chair will establish the date, time, and location of the meeting and inform the student in writing. (Chair selected by faculty)
4. The Departmental Committee will make its recommendation to the Department Chair in writing. The Department Chair will in turn notify the student of the recommendation in writing. The committee's recommendation with the Department Chair's approval will be forwarded to the College Dean.

ACADEMIC APPEAL POLICY

The steps for the grade appeals process are as follows:

- Presentation of grievance to instructor. (This step must be taken within 14 calendar days after the beginning of the next semester.)
- Appeal to the department chair if the case is not resolved.
- If the student is not satisfied by the ruling of the department chair and faculty member the student may then appeal to the University Academic Standards Grievance Committee. Procedures may be found in the Graduate Catalog and in the Student Handbook, which is located at <http://www.tamucc.edu/~students>. In addition, complete details regarding the appeal process may be found in University Rule 13.02.99.C2 and University Procedure 13.02.99.C2.01. These documents may be found at http://222.tamucc.edu/provost/university_rules/index.htm. Assistance and guidance in the process may be obtained through the Office of Student Affairs.

REQUIRED ENTRY LEVEL COURSES Semester Hours (48 hours minimum) (Including Research Foundations) from CACREP or equivalent program					
Entry level courses – Equal/equivalent to a master’s degree accredited by the Council for Accreditation of Counseling and Related Educational Programs					
Name of University		Credit Hours	CACREP	Year of Degree	
		48+			
REQUIRED CORE COURSES Semester Hours (30)					
Department. & Course Number	Course Title	Credit Hours	Final Grade	Semester Taken	Transfer Institution
CNEP 6305	Advanced Theories in Individual and Group Counseling	3		Fall, Year 1	
CNEP 6310	Advanced Counseling Strategies	3		Summer, Yr.1	
CNEP 6315	Professional, Legal, and Ethical Issues	3		Fall, Year 1	
CNEP 6320	Advanced Appraisal Techniques & Psychometrics	3		Summer, Yr.1	
CNEP 6335	Consultation Theory and Professional Advocacy	3		Sp., Year 3	
CNEP 6350	Advanced Clinical Supervision	3		Sp., Year 1	
CNEP 6355	Leadership, Pedagogy, and Diversity in Counselor Education	3		Summer, Yr.2	
CNEP 6395	Doctoral Practicum	3		Sp., Year 1	
CNEP 6396	Doctoral Internship	3		Fall, Year 2	
CNEP 6396	Doctoral Internship	3		Sp. Year 2	
Total		30			
REQUIRED RESEARCH COURSES Semester Hours (18)					
Department. & Course Number	Course Title	Credit Hours	Final Grade	Semester Taken	Transfer Institution
EDFN 5301	Introduction to Research	3		M.S. Degree	

THE DEGREE PLAN:**Ph.D. in Counselor Education (96 hours minimum)**

College of Education and Human Development

Texas A&M University-Corpus Christi

Name:

E-mail:

Street address:

City:

State:

Zip:

Discipline:

Year:

Previous Degree (s) 1.

DISSERTATION Semester Hours (Minimum of 9)

Date of admission to program:

Expected Graduation Date:

REQUIRED ENTRY LEVEL COURSES Semester Hours (48 hours minimum)

(Including Research Foundations) from CACREP or equivalent program

Entry level courses – Equal/equivalent to a master’s degree accredited by the Council for Accreditation of Counseling and Related Educational Programs

Name of University	Credit Hours	CACREP	Year of Degree
	48+		

REQUIRED CORE COURSES Semester Hours (30)

Department. & Course Number	Course Title	Credit Hours	Final Grade	Semester Taken	Transfer Institution
CNEP 6305	Advanced Theories in Individual and Group Counseling	3		Fall, Year 1	
CNEP 6310	Advanced Counseling Strategies	3		Summer, Yr.1	
CNEP 6315	Professional, Legal, and Ethical Issues	3		Fall, Year 1	
CNEP 6320	Advanced Appraisal Techniques & Psychometrics	3		Summer, Yr.1	
CNEP 6335	Consultation Theory and Professional Advocacy	3		Sp., Year 3	
CNEP 6350	Advanced Clinical Supervision	3		Sp., Year 1	
CNEP 6355	Leadership, Pedagogy, and Diversity in Counselor Education	3		Summer, Yr.2	
CNEP 6395	Doctoral Practicum	3		Sp., Year 1	
CNEP 6396	Doctoral Internship	3		Fall, Year 2	
CNEP 6396	Doctoral Internship	3		Sp. Year 2	
Total		30			

REQUIRED RESEARCH COURSES Semester Hours (18)

Department. & Course Number	Course Title	Credit Hours	Final Grade	Semester Taken	Transfer Institution
EDFN 5301	Introduction to Research	3		M.S. Degree	

CNEP	6360	Intro to Research Design and Statistics	3		Fall, Year 1	
CNEP	6370	Advanced Quantitative Analysis	3		Sp., Year 1	
CNEP	6372	Applications of Advanced Statistical Techniques and Evaluation Methodology	3		Sp., Year 2	
CNEP	6384	Qualitative Research Design and Analysis	3		Fall, Year 2	
CNEP	6397	Research Seminar	3		Fall, Year 2	
Total			18			

ADDITIONAL REQUIRED COURSES Semester Hours (15)

Department. & Course Number		Course Title	Credit Hours	Final Grade	Semester Taken	Transfer Institution
CNEP	6319	Application of Family Counseling	3		Fall, Year 3	
CNEP	6325	Adv. Seminar in Career/Life Planning	3		Fall, Year 3	
CNEP	6316	Research, Writing, and Publishing in a Multicultural Society	3		Sp., Year 2	
CNEP	6365	Advanced Research and Design in Wellness and Stress Management Practices	3		Summer, Yr.1	
CNEP	6345	Knowledge-Based Seminar in CE	3		Summer, Yr.2	
Total			15			
Dissertation Area or Title:						
CNEP	6398	Ph.D Dissertation	3		Summer, Yr.2	
CNEP	6398	Ph.D Dissertation	3		Fall, Year 3	
CNEP	6398	Ph.D Dissertation	3		Sp., Year 3	
Total						

 Student Signature

Date

 Faculty Advisor

Date

 Doctoral Dissertation Committee Chair (if identified)

Date

 Department Chair

Date

College of Education Dean

Date

Dean of Graduate Studies &
Associate Vice President for Research & Scholarly Activity

Date

Requirement Summary:

____ Transfer hours (12max under required TAMUCC courses) _____ GPA (min 3.0)

____ Non-Degree to Degree hours (9 max under required TAMUCC courses) _____ GPA (min 3.0)

5000 and 6000 level hours only (may take 1/3 at 5000 level under required TAMUCC courses)

Submit the degree plan with the approval signatures, DURING THE FIRST SEMESTER of coursework to the office of Graduate Studies – FC 178.
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