The University of Texas at San Antonio

Doctor of Philosophy in Counselor Education and Supervision

Program Handbook 2016-2017

Department of Counseling

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diversity. creativity. development.
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Welcome

Welcome to the Doctor of Philosophy in Counselor Education and Supervision program at The University of Texas at San Antonio! We hope your work with us will be fulfilling and meaningful. Within this handbook, you will find useful information regarding program criteria, contact information, and expectations.

The doctoral program is a rigorous and enriching educational experience focused on developing students’ clinical, supervisory, research, teaching, multicultural, and relational competencies. The program’s mission is focused on diversity, creativity, and relational development and provides many opportunities for students’ professional development in these areas. Through didactic coursework and field-based training, students develop their supervisory proficiencies and gain hands on experience teaching graduate level counseling courses. Supervised clinical courses are designed to critically evaluate counseling theory in light of relational and multicultural principles, while developing students’ professional and relational competencies. The research curriculum is a series of five courses that grounds students in counseling research methodologies and prepares them for their dissertation project.

Purpose

The purpose of this handbook is to provide basic information about the doctoral program curricula, degree requirements, advising, and related professional concerns. While this information is intended to facilitate smooth and orderly progress toward degree completion, the information in this handbook is also subject to periodic revision. Frequently consult the program website, the UTSA Graduate School, and official UTSA email accounts for updates on relevant changes in program and university policies.

Doctor of Philosophy Degree in Counselor Education and Supervision

The Doctor of Philosophy degree in Counselor Education and Supervision offers you an opportunity for advanced study and professional development in the field of counseling and counselor education. The doctoral program is intended to prepare professionals for future careers in research, academic, and clinical settings. Program graduates will be given the opportunity to acquire both the theoretical knowledge and the practical skills needed to work in counselor education programs and to supervise the next generation of counselors and counselor educators. Students will be expected to formulate their professional philosophies and approaches in the field of counselor education. The need for multicultural competencies in applied clinical settings will be emphasized throughout the program.

Counseling Program Mission, Goals, and Objectives

The mission of the University of Texas at San Antonio’s Counseling Program is to prepare multiculturally competent professional counselors and counselor educators for work in south Texas and beyond who demonstrate the necessary counseling knowledge, skills, identity and scholarship, and for those seeking advanced studies, supervision and teaching competencies to enrich the quality of all peoples' lives. The program emphasizes creativity and diversity, as well as developmental and relational processes.
1.1 Program Goals
The program emphasizes and models creativity and diversity while fostering developmental and relational processes through its relationship with the community, other university programs, and its students. Further, the Department strives to prepare students with knowledge and commitment to the ethics of the profession and demonstration of application with multicultural and diverse populations. In accordance with the Program’s stated mission, our goals include:

1. Preparing multiculturally competent professional counselors and counselor educators;
2. Actively promoting students’ professional counseling identities;
3. Researching topics of importance related to professional counseling;
4. Teaching and practicing to the highest standards and expectations;
5. Serving the profession and providing outreach to the community.

1.2 Mission Based Learning Objectives
The Department of Counseling developed specific competencies and objectives for students to master in their studies. The following Mission Based Objectives are specific behaviors and competencies we expect students to demonstrate during their doctoral studies:

1. Articulate a conceptualization of client/student presenting concerns from a strength-based perspective founded on contextual factors (e.g., developmental, relational, and multicultural).
2. Describe how relational and diverse contextual factors may contribute to presenting problems.
3. Discuss how relational competencies affect counselor/client/student development.
4. Describe how to creatively and effectively integrate contextual resources and client/student strengths during the counseling process.
5. Demonstrate inclusive communication when describing clients/students (e.g., using people/person first language, avoiding labeling clients/students).
6. Demonstrate the ability to convey to the client/student their counseling progress.
7. Demonstrate multicultural competencies (i.e., cross cultural knowledge, skills, and attitudes) in the counseling process.

1.3 Doctoral Program Objectives
The Counselor Education and Supervision doctoral program objectives address the professional leadership roles of counselor education, supervision, advanced counseling practice, and research competencies expected of doctoral graduates. In addition, the Doctoral Program learning objectives will include opportunities for:

1. Scholarly writing
2. Clinical supervision with practicum students
3. Supervised co-teaching experiences
4. Developing advanced clinical competencies
5. Developing advanced multicultural counseling competencies
6. Research and assessment
7. Service to the profession and public

According to the 2001 CACREP Standards, the program consists of a minimum of four academic years of graduate level preparation (including master's-level preparation), defined as eight semesters, with a minimum of 96 graduate-level credits required of all students in the program.

“Learning experiences beyond the master's-level are required in all of the following content areas:

1. Theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation theories and practices of counselor supervision pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning
2. Design and implementation of quantitative research methodology, including univariate, multivariate, and single-subject design
3. Design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies, and models and methods of analysis and use of data
4. Ethical and legal considerations in counselor education and supervision
5. The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs” (p. 57, CACREP, 2001).

Counselor Education and Supervision doctoral students will have “experiences that are designed to:

1. Develop an area of professional counseling expertise
2. Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and public
3. Foster participation in professional counseling organizations, such as the American Counseling Association (ACA), and the Association for Counselor Education and Supervision (ACES)
4. Meet criteria for appropriate credentials
5. Promote scholarly counseling research

SALIENT ELEMENTS OF THE DOCTORAL DEGREE

1. Upon admission, the Doctoral Program Director will serve as student’s temporary advisor until a formal doctoral committee is established. This ensures that each student receives the attention necessary to complete their program and dissertation.
2. File an approved program of study in the Graduate School and request your doctoral advisor’s assistance in the preparation of a plan of study for approval by your doctoral committee.
3. Document the residence requirement during the period of full-time study.
4. Satisfactorily complete all course requirements in the program of study with grades of “pass” or “B” or better.
5. Satisfactorily complete the Qualifying Examination and any additional work specified by your graduate committee.


7. File the application for admission to candidacy in the Graduate School.

8. Satisfactorily defend the dissertation in the final oral examination and notify the Graduate School in writing of the results using the appropriate form.

9. File copies of the dissertation in the Graduate School and pay all associated fees by the date specified by the Graduate School.

10. File the application for graduation and pay the graduation fee in accordance with policies outlined by UTSA’s Graduate School. Please be aware that the associated deadlines are enforced for the May and December commencements.

11. Pay all accounts owed the university and turn in all keys. Diplomas of students owing money to the UTSA will be held until the account is cleared.

Check with the Graduate School for deadlines and dates. Students are responsible for meeting all deadline dates.

The Graduate School and its website, http://www.graduateschool.utsa.edu/, supplies vital information concerning admissions, application procedures, hours required for the degree, use of transfer and extension credits, requirements for continuing in graduate school, and other salient information. Students must be familiar with all Graduate School requirements.

The Student Development Specialist and Graduate School will provide you with the official university forms.

**COMMITMENT TO DIVERSITY**

The Department of Counseling recognizes the importance of addressing the needs of a diverse society. As a result, the doctoral program strives to increase the educational opportunities of diverse student populations and to create an atmosphere where the values of diverse populations receive attention and respect. Because the doctoral program was specifically designed to increase graduates’ professional counseling expertise in diversity and multiculturalism, issues regarding diversity are integrated into courses throughout the curriculum and, within the program, there are courses that specifically address diversity.

**JOB OUTLOOK FOR GRADUATES**

Students interested in learning more about career opportunities in counseling, and counselor education and supervision, may consult the representatives in Career Planning Services, and visit with their doctoral program advisor for specific information about careers in Counselor Education and Supervision.

**CHI SIGMA IOTA**

The international honor society of professional counseling, Chi Sigma Iota http://www.csi-net.org/), has a local chapter, Sigma Alpha Chi, at The University of Texas at San Antonio. Chapter membership is open to students who have completed at least 12 semester hours of coursework in a counseling degree program. Students must also have a 3.5 GPA at the time of application. The chapter sponsors continuing education and social and professional activities throughout the year. Please contact the chapter advisor for more details.
ACADEMIC ADVISEMENT

Advising information will be posted on the departmental website and distributed through your official UTSA email account. Please activate your account and check it regularly. Students are responsible for becoming familiar with University and program requirements, and for meeting degree requirements, following policies and procedures, and meeting all deadlines. We encourage you to examine the Graduate Catalog, the information bulletin, and the counseling program website to learn more about program policies, procedures, and deadlines.

If you have consulted these resources and need further advising, please contact our Student Development Specialist in the department’s administrative office. The Student Development Specialist can clarify matters related to admissions and other academic issues, such as degree requirements, policies and procedures, applications for practica and internships, Qualifying Examinations, and other academic advising issues. It is recommended you make an appointment.

The Doctoral Program Director is the temporary academic advisor for doctoral students upon admission. Students will have an opportunity to meet with their advisor to discuss such issues as course substitutions, petitioning, course transferability, etc. during the scheduled “Advising Days.” Please plan to obtain advising during this period. If an academic issue arises between advising periods that the Student Development Specialist cannot assist you with, please e-mail your advisor with your inquiries.

Please keep in mind that your advisor is a faculty member who teaches courses during day and evening hours. Further, faculty members work on a nine-month contract. Consequently, they may not be always available during regular business hours, after final examinations, during Winter breaks, in between semesters, and during the summer sessions. Doctoral students must develop a program of study in conjunction with their dissertation chair and doctoral committee. Once this program of study has been developed and created, the student’s Program of Study form must be completed and kept on file in the Department Office.

WRITTEN ENDORSEMENT AND RECOMMENDATIONS POLICY

Permission should be sought and secured by students prior to formally identifying a faculty member as a reference. Counselors-in-training and graduates seeking endorsements, letters of recommendation or reference, credentialing, and/or employment letters should provide the respective faculty member(s) a minimum of two weeks written notice. Students should provide faculty members with relevant information and documents about the endorsement including but not limited to job description, addressee, curriculum vitae and relevant enrolled courses.

The counseling faculty believes that it is their professional duty to only endorse or recommend a student or graduate for employment opportunities, licenses, certifications and/or other credentials to which the individual is adequately prepared through knowledge, training and experience. In other words, an individual should not expect any counseling faculty to recommend or verify training, experience or expertise that the individual does not
possess or to which the faculty do not have personal knowledge. However, counseling faculty will advise, teach and supervise and make every appropriate effort to help the student obtain the knowledge, skills and experience that would be most beneficial to the student professionally. The Faculty is also required to follow the procedures and agreements of the various licensing and certifying bodies (e.g., NBCC, Licensing boards). It is also expected that students and graduates become familiar with these procedures before requesting endorsement.

DEPARTMENT, GRADUATE SCHOOL, COLLEGE, AND UNIVERSITY WEBSITES

Important dates, announcements, and current information regarding degree and dissertation requirements are contained on the Department’s, College’s, Graduate School’s, and University’s websites. Doctoral students should be familiar with the information contained therein and use the most current dates, requirements, and procedures noted to insure satisfactory progress. Doctoral students need to register and attend required dissertation writing guideline workshops, orientations, and continuing programs as noted on these web pages.

ASSISTANTSHIPS AND FINANCIAL SUPPORT

The Department of Counseling is committed to providing support whenever possible to motivated and hardworking students. Any graduate assistantships, scholarships, fellowships, tuition and fee waivers, tuition and fee awards, and tuition and fee reimbursements are contingent upon funding, availability, student performance, and Departmental needs. The Department of Counseling does not guarantee either initial or continued financial support. Students should expect to contribute financially to their doctoral education. Students should not plan to receive financial support during their second and subsequent years in the program.

Graduate assistantships, scholarships, tuition, and fee awards are contingent upon evaluation of student performance by the faculty. Financial support may be provided to students after they demonstrate superior academic performance, excellence in their work ethic and work behaviors, and commitment to investing in their professional growth.

The Department of Counseling faculty formally evaluates each student at the end of the academic year. Other formal evaluations and performance appraisals may occur during the year. Typically, a student may be ineligible to receive continued financial support who:

1) Does not meet the Departmental standards for Fitness to Practice and fails to comply with remediation;
2) Earns a grade of C or less in a class;
3) Is placed on academic probation;
4) Formally withdraws from the program;
5) Takes a leave of absence from the program;
6) Does not demonstrate excellence in work behaviors as evaluated by their direct supervisor and Departmental faculty.

In each of these cases, the student will meet with a faculty review committee who will determine the student’s eligibility for continuation in the program and continued financial support.
Graduate and research assistantships are awarded by the Graduate Associate Dean in the College of Education and Human Development. If students are receiving financial aid assistance, a copy of the most recent award letter is required. Assistantships usually require 20 hours of work per week. Graduate research assistants must schedule and work 20 hours per week on-campus.

Once an assistantship has been awarded, students should submit paperwork to human resources. Student employee paperwork can be retrieved online at http://www.utsa.edu/hr/index.cfm. Refer to the Handbook of Operating Procedures for student employee regulations (http://www.utsa.edu/hop). To maintain an assistantship position, students must be enrolled in the fall or spring semester as a full-time student and in the summer at least part-time. Assistantships are limited. Students who qualify for University health care benefits as part of their graduate assistantships should contact the UTSA Human Resources Department to complete all necessary forms and attend all required meetings by the necessary deadlines.

Please note that the assistantships are competitive and students must work the designated hours to receive compensation. Failure to do so may result in the loss of the assistantship. A student’s immediate supervisor is responsible for reporting the hours students work, and students are responsible for submitting timesheets and time logs to their immediate supervisor. The reported hours must be accurate. Please know that students are reviewed on a semester-to-semester basis for potential assistantship continuation. Potential assistantship continuation may be affected by academic performance, work performance, and fitness to practice.

**ETHICAL STANDARDS**

Students are required to abide by the ethical standards developed by the American Counseling Association available online at: http://www.counseling.org

Students are also responsible for adhering to the university’s Student Rights and Responsibilities (http://www.utsa.edu/infoguide/ch1.html) and the Student Code of Conduct (http://www.utsa.edu/infoguide/appendices/b.html) sections of UTSA’s information bulletin.

**FITNESS TO PRACTICE POLICY**

The counseling program has a responsibility to the public and to the appropriate national and state professional associations to evaluate student academic performance, which includes demonstrating interpersonal and professional competence. These standards are set forth in the university Student Code of Conduct, departmental fitness to practice policy, and in the professional literature.

Please refer to the Department of Counseling’s website for the Fitness to Practice (FTP) Policy and forms at: http://education.utsa.edu/counseling/fitness_to_practice/. Students will be formally evaluated at least twice during their program. Standard evaluations occur in COU 7313 Practicum in Counseling and COU 7593 Practicum in Counseling Supervision.

Student adherence to these standards will be continuously monitored by program faculty through course work, advising, or other professionally related interactions. Additionally, the
Department conducts an annual review of all doctoral students, evaluating student’s progress throughout the doctoral program.

RETENTION POLICY

The Department and Doctoral Program Committee recognize the rigor and high demands of the doctoral program. The University offers many resources to assist students with academic, professional, and personal development. Please consult with your advisor, student counseling services, career services, or other university programs to address issues that may be impeding your progress.

STUDENT CODE OF CONDUCT

Students are responsible for reading and adhering to the Student Code of Conduct. The Student Code of Conduct can be found online at: http://www.utsa.edu/infoguide/appendices/b.html.

QUALIFYING EXAMINATION

The qualifying examination is a portfolio-based supportive learning process where students reflect on their research, teaching, clinical, and supervisory experiences. This process also provides opportunities for students to enhance their written and oral communication skills. The format follows the reflective nature of faculty interviews, third year, and tenure review processes. This process invites students to clarify, synthesize, and communicate their learning milestones. The qualifying examination will also serve as a learning experience to help students excel in interviews in higher education and public sector settings. Through successful completion of these requirements, students will a) integrate their doctoral learning experiences, b) clarify their professional vision, c) propose their dissertation research trajectory, d) articulate answers to common questions asked during job interviews, and e) communicate in a professional and engaging manner.

As detailed below, the qualifying examination process will require a) successful completion of a draft written professional portfolio, b) oral presentation of a dissertation pre-proposal and portfolio review during a professional development meeting, and c) inclusion and integration of feedback from the prospective dissertation committee into the final professional portfolio.

1) Students Complete and Submit a Draft Portfolio to their Prospective Dissertation Committee that Includes:

a. Curriculum Vita Adhering to the Official UTSA CV Format

b. Evidence of Doctoral-Level Research Competencies
   i. Research Statement (2-4 single spaced pages). Students describe the important lessons they learned about research and provide a timeline for future research goals. The statement describes how they incorporated feedback from peer reviewers, editors, peers, and faculty members related to their writing and research. Students discuss how quantitative,
qualitative, and mixed method approaches will inform their research agenda.

ii. *Beginning with the cohort entering in fall of 2014*, students include at least one paper reviewed by a peer-reviewed counseling journal. Students must be first author of this paper and the paper must have been reviewed with written feedback from the journal’s editor and/or editorial board. The paper does not need to be accepted for publication. Students include the submitted paper, revisions, and all feedback from the editorial board and peer reviewers. For the transition phase, works in progress, initial submission of a manuscript, or a submitted manuscript or peer-reviewed presentation where the student was 1st, 2nd, or 3rd author are acceptable.

iii. Students include their dissertation pre-proposal presentation handouts.

iv. Students submit other materials supporting research competencies.

c. **Evidence of Doctoral-Level Teaching Competencies**
   
i. *Teaching Statement and Philosophy* (2-4 single spaced pages). Students draft a teaching statement that includes their theory of learning and teaching, the learning process, and approaches to student evaluation in counselor education.

   ii. Students include all feedback related to teaching and professional presentations.

   iii. Students submit other evidence supporting their teaching competencies.

d. **Evidence of Doctoral-Level Clinical Competencies**
   
i. *Statement of Counseling Approach* (2-4 single spaced pages). Students discuss their clinical theoretical orientation, key clinical and theoretical principles learned during their doctoral training, integration of feedback related to clinical skills, areas of strength, and areas for continued growth related to clinical skills.

   ii. Students include all feedback from site supervisors given during the Advanced Practicum and Advanced Practicum in Multicultural Counseling courses.

   iii. Students submit other evidence supporting clinical competencies.

e. **Evidence of Doctoral-Level Supervisory Competencies**
   
i. *Statement of Supervisory Approach* (2-4 single spaced pages). Students prepare a statement that overviews their supervisory theoretical orientation, key supervision principles learned during their doctoral training, integration of feedback from supervisees and supervisors, areas of strength, and areas of growth related to supervision.

   ii. Students include all feedback from supervisors provided during the Supervision Theory and Practicum in Supervision course.

   iii. Students submit other evidence supporting supervisory competencies.
f. **Students Submit the Portfolio to their Doctoral Dissertation Committee at Least 10 Business Days before the Professional Development Meeting.**
   i. The committee reviews the student’s portfolio and prepares their feedback to share during the Professional Development Meeting.

2) **Professional Development Meeting**
   a. During this meeting the student presents their dissertation pre-proposal and portfolio summary. This presentation should last about 45 minutes.
   b. The committee provides feedback related to the student’s professional development and dissertation research.
   c. The student incorporates and integrates the committee’s feedback into the relevant areas of their portfolio.

3) **Students Complete and Submit the Final Professional Portfolio to the Committee**
   a. The student submits their final portfolio to the doctoral committee.
   b. The final portfolio includes a statement describing a) how the committee’s feedback was integrated into the portfolio, b) goals and plans for continued professional development, and c) amended documents that demonstrate feedback integration.

**1.4 Candidacy**
Successful completion of the Qualifying Examination is an indication that the student is ready to proceed to the doctoral program’s dissertation stage. Completion of the Qualifying Examination form and the Application for Candidacy for the Doctoral Degree form must also be completed at this time.

When a student has passed the Qualifying Examination, the student may then make a formal application to the graduate school office for admission to candidacy for the Ph.D. degree.

**1.5 Students with Special Needs**
If students require special considerations due to a disability, please contact the Office of Disability Services one semester prior to taking the Qualifying Examination.

**DISSERTATION**
Please see the Dissertation Manual for guidance and expectations related to preparing the dissertation and selecting the dissertation committee.

**PRACTICA AND INTERNSHIPS**
Students will be expected to demonstrate mastery of basic and advanced counseling, supervision, and teaching skills. Students will demonstrate their abilities to counsel clients in diverse settings. Students are also expected to frame their interventions and counseling approach from a clearly articulated theoretical base.
It is important that students select the best and most appropriate practicum or internship site for their interests and future professional goals. Care should be exercised to ensure the "fit" between student and site. As the prospective practicum student, you should become aware of expected duties and responsibilities of the position, as well as opportunities for education and growth. Each site must be approved by the counseling program and Internship professor. In addition, onsite supervisors must have at least master's degree in counseling or a related field, and a doctorate in counseling is preferred. Supervisors must also have at least two years of clinical experience. No exceptions to this rule will be made. Supervisors must be onsite.

Doctoral students are required to participate in a supervised advanced practicum in counseling. If conducted at the student’s current work site, the practicum experience must include new learning that is qualitatively different from the student’s occupational responsibilities. The purpose of this practicum is to develop and/or refine advanced counseling skills, which should conceptually link counselor practice to teaching and supervision.

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in clinical, teaching, and supervisory settings.

During the required 700 hour practicum and internship sequence, students must receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member. Additional practica experiences vary in supervision requirements (CACREP 2001).

1.6 Overview of Practica and Internship Time Requirements

Doctoral students are required to lead the professional development groups for master’s students during all practicum and internship courses. Because the students are not clients, these groups do not count for direct clinical hours or as hours to fulfill LPC Internship requirements.

Requirements for the doctoral Practicum in Counseling (COU 7313) involve 100 clock hours. Forty hours will be counted as direct client contact and the remaining 60 will be counted as administrative or indirect client contact hours.

Requirements for the Advanced Practicum in Multicultural Counseling (COU 7383) involve 100 clock hours. Examples of activities may include direct clinical service with diverse clients, consultation with community organizations serving diverse clients, advocacy, social justice, and legislative activities. Students will also lead the master’s level professional growth groups during this summer course

Requirements for Practicum in Counseling Supervision (COU 7593) involve a minimum of 100 clock hours of supervised supervision of master’s level counseling students.
Requirements for the doctoral Internships I & II (COU 7413 and 7513) involve 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, supervision, and teaching).

Requirements for COU 7313, 7413, & 7513, include participation in one hour of individual supervision and one and a half hours of group supervision on average per week.

The Department expects that doctoral students demonstrate mastery of counseling skills. Students should be proficient in such essential skills as tracking client’s content; applying the focus on process; deepening the therapeutic experience through appropriate questions, reflections, validations, etc. Practicum and internship experiences should not focus on information gathering or superficial conversations. Failure to meet these requirements may result in the need to repeat the course until these skills are mastered. Tapescripts will be used to assess student’s progress and additional work may be required of students needing remediation.
1.7 Specific Direct Hour Requirements in Clinical Work, Supervision, and Teaching

Doctoral Practicum in Counseling

“Doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student’s practicum, supervision will occur as outlined in entry-level standards III.A and III.C–E. The use of student supervisors is not allowed in a doctoral-level practicum” (CACREP, 2009).

<table>
<thead>
<tr>
<th>Minimum Direct Hours</th>
<th>Minimum Indirect Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Group</td>
<td>Individuals, Couples, or Families</td>
</tr>
<tr>
<td>0-20*</td>
<td>20-40</td>
</tr>
<tr>
<td>Total: 100</td>
<td></td>
</tr>
</tbody>
</table>

*No more than ½ of all direct clinical hours can be in group.

Internships

“Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training” (CACREP, 2009).

<table>
<thead>
<tr>
<th>Minimum Clinical and Supervision Direct Hours</th>
<th>Doctoral Emphases (2009 and 2014 Standards)</th>
<th>Minimum Indirect Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Work with Clients</td>
<td>Supervision</td>
<td>Student Group Leadership</td>
</tr>
<tr>
<td>Group</td>
<td>Individuals, Couples, or Families</td>
<td>Average 3 hours per week of supervision</td>
</tr>
<tr>
<td>0-20*</td>
<td>25-40</td>
<td>45</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total: 300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*No more than ½ of all direct clinical hours can be in group. ** As recommended and approved by advisor
APPLICATION FOR GRADUATION

Please contact the Student Development Specialist for information on graduation deadlines and procedures and consult the Department’s, College’s, Graduate School’s, and University webpages for the most up to date requirements and deadlines for graduation application. Before applying for graduation, selecting a doctoral chair, the doctoral program director, and the Department’s Student Development Specialist must verify in writing a student’s eligibility for graduation application.

COMMUNITY FAMILY LIFE CENTER

The Community Family Life Center is located at the Downtown Campus on the third floor of the Durango building (DB 3.304). The center is available to students enrolled in practicum, internship, and assessment courses. Hours vary by semester.

INFORMATION UPDATE

It is important to keep the Department updated with any relevant changes in contact information. Contact the Student Development Specialist and the department office with updates related to your name, address, email, and telephone number changes. It is also important to inform the Office of the Registrar of such changes.

PROFESSIONAL LEADERSHIP AND INVOLVEMENT

All counseling doctoral students are strongly encouraged to become actively involved in professional counseling organizations. Doctoral students are encouraged to attend conferences related to counselor education and supervision. Presenting at conferences is an important opportunity to gain experience and network with other professionals. Students are required to author scholarly works and encouraged to present their findings at professional conferences. Such publications and presentations may potentially increase student's marketability post-graduation. Often, class assignments involve the initial version of a paper that might be refined for publication. Students are encouraged to follow-up and develop these papers and to discuss opportunities to write and co-author, with their advisor/chairperson and/or other faculty members.

PROFESSIONAL ORGANIZATIONS

1.8 National Organizations

American Counseling Association (ACA). The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, the ACA is the world’s largest association exclusively representing professional counselors in various practice settings.

The ACA helps counseling professionals develop their skills and expand their knowledge base. ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media.
Students are encouraged to join the ACA and network with the many professionals and peers dedicated to the profession of counseling. Memberships are available to both undergraduate and graduate students enrolled at least half-time or more at the college level. Student members must present proof of academic credentials upon request. A professor signature is required. Students interested in obtaining ACA’s competitive insurance rates for their clinical classes may contact ACA staff or download insurance information at http://www.counseling.org. The ACA includes 19 divisions within the association. For Additional Information, please contact:

American Counseling Association  
5999 Stevenson Avenue  
Alexandria, VA 22304-3300  
Web: http://www.counseling.org/  
Telephone: (800) 347-6647  
Fax: (800) 473-2329

The Association for Creativity in Counseling. Although the UTSA Counseling Program supports each of the divisions within ACA, it is closely associated with ACA’s division, The Association for Creativity in Counseling, in significant ways. ACC’S founding president was Dr. Thelma Duffey. ACC provides opportunities for networking, exposure to unique and innovative counseling practices, and publishes a quarterly journal entitled, Journal of Creativity in Mental Health. You can find more information at http://www.creativecounselor.org

1.9 State Organizations

Texas Counseling Association (TCA). Regular membership is open to all persons interested in promoting professional counseling and guidance. Any person who has met the qualifications for regular membership and has paid the prescribed dues shall be eligible to attend meetings of the association, to vote, and to hold office. Student membership is open to graduate and undergraduate students who are currently enrolled in three hours or more in a counseling-related program. Student certification by major subject field instructor is required at the time of joining or renewal in the association. Any person who has met the qualifications for student membership and has paid the prescribed dues shall be eligible to attend the meetings of the association, but student members may neither vote nor hold office.

For Additional Information:

Texas Counseling Association  
316 W. 12th Street #402  
Austin, Texas 78701  
Web: http://www.txca.org  
Telephone: (512) 472-3403 or (800) 580-8144  
Fax: (512) 472-3756
1.10 Local Organizations

South Texas Counseling Association (STCA). The South Texas Counseling Association is a Chapter of the Texas Counseling Association (TCA), which is a state branch of the American Counseling Association (ACA). Student membership is available and includes subscription to the STCA newsletter. Student membership is available and includes subscription to the STCA newsletter as well as other member benefits and networking opportunities. You can find more information at: http://www.stxca.org.

Department Faculty and Staff

We, the counseling faculty at The University of Texas at San Antonio, wish you much success and hope your experience in our program will be enriching. We encourage you to become involved in the student organizations and in your professional associations. We are committed to helping you secure the best possible education and practical experiences in counseling.

Faculty and staff profiles can be accessed at: http://education.utsa.edu/counseling/Faculty/
Appendix A: Important Contact Information

UTSA Counseling Department
Downtown Campus
Durango Building, 4.122
501 W. César E. Chávez Blvd.
(210) 458-2600
San Antonio, TX 78207-4415
http://education.utsa.edu/counseling/

National Board of Certified Counselors, Inc. (NBCC)
(336) 547-0607
http://www.nbcc.org

Office of Disability Services
http://www.utsa.edu/disability

Office of Student Judicial Affairs (OSJA)
(210) 458-4720
http://www.utsa.edu/osja

Office of the Registrar
(210) 458-8000
http://www.utsa.edu/registrar/

Procedure for Withdrawing from University
http://www.utsa.edu/gcat

Process for Paying Fees
http://asap.utsa.edu/

Professional Performance Fitness Evaluation Form
http://education.utsa.edu/counseling/fitness_to_practice/

Student Code of Conduct
http://www.utsa.edu/infoguide/appendices/b.html

Student Rights and Responsibilities
http://www.utsa.edu/infoguide/appendices/a.html

Texas Counseling Association (TCA)
(512) 472-3403
http://www.txca.org

Texas State Board of Examiners of Professional Counselors
(512) 834-6658
http://www.dshs.state.tx.us/counselor/default.shtm

University Calendar
http://www.utsa.edu/calendar/index.cfm?CalendarID=2

Adding/Dropping Courses
http://asap.utsa.edu/

American Counseling Association (ACA)
(800) 347-6647
http://www.counseling.org

Association for Creativity in Counseling (ACC)
www.creativecounselor.org

Automated Student Access Program (ASAP)
http://asap.utsa.edu/

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
www.cacrep.org

Enrollment Services Center
(210) 458-8000

Graduate Catalog
http://www.utsa.edu/gcat

Handbook of Operating Procedures Fitness to Practice Policy
http://www.utsa.edu/hop/chapter5/5-15.cfm

Human Resources - Student Employee Paperwork
http://www.utsa.edu/hr/index.cfm

Late Registration
http://asap.utsa.edu/
## Appendix B: Sample Proposed Program of Study

### Proposed Program of Study

**Doctor of Philosophy in Counselor Education and Supervision**

### Student Information

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Advisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID:</td>
<td>Term of Admission:</td>
</tr>
</tbody>
</table>

### Degree Requirements

**I. Background Requirements: 48-hour master's degree**

**II. Required Core Courses (40 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Semester completed</th>
<th>Grade Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU 6323 Advanced Psychological Assessment</td>
<td>COU 5223</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 6003 Consultation and Program Evaluation</td>
<td>COU 5103, COU 5203, COU5213</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7121 College and University Teaching Seminar</td>
<td>N/A</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7133 Seminar in Professional Development</td>
<td>Doctoral Status or consent</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7213 Advanced Theories of Counseling</td>
<td>Doctoral Status</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7283 Advanced Multicultural Counseling</td>
<td>COU 7213 or consent</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7313 Practicum in Counseling (A)</td>
<td>Doctoral Status</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7313 Practicum in Counseling (B)</td>
<td>Doctoral Status</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7413 Internship I</td>
<td>Doctoral Status</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7513 Internship II</td>
<td>Doctoral Status and COU 6003, COU 7113, COU 7213, COU 7693</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7583 Supervision of Counseling</td>
<td>N/A</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7593 Practicum in Counseling Supervision</td>
<td>COU 7583</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7893 Advanced Research in Counseling and Development</td>
<td>COU 7213, EDU 5003</td>
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<td>A B C D F</td>
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</table>

**III. Research Courses (12 hours)**

<table>
<thead>
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<th>Course</th>
<th>Prerequisites</th>
<th>Semester completed</th>
<th>Grade Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU 6893 Foundations of Research in Counseling and Development</td>
<td>N/A</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 7103 Qualitative Research Methods in Counseling and Development</td>
<td>Consent of Instructor</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>EDU 7043 Educational Research Statistics: Descriptive and Comparative</td>
<td>EDU7043</td>
<td></td>
<td>A B C D F</td>
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</table>

**IV. Dissertation Courses (9 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Semester completed</th>
<th>Grade Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU 7993 Dissertation (3-hours)</td>
<td>admission to candidacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COU 7996 Dissertation (6-hours)</td>
<td>admission to candidacy</td>
<td></td>
<td></td>
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</tbody>
</table>

**V. Approved Emphasis Curriculum (12 Hours)** *please refer to the catalog for approved courses*

Total = 67 semester hours

### Signatures / Approval

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Doctoral Advisor of Record</th>
<th>Date</th>
</tr>
</thead>
</table>
# Appendix C: Full Time Typical Course Sequence*

## Full Time Ph.D. Program
### Sequence of Courses
#### Year One

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COU 7213</strong> Advanced Theories of Counseling</td>
<td><strong>COU 7313</strong> Practicum in Counseling</td>
<td><strong>COU 7383</strong> Advanced Practicum in Multicultural Counseling</td>
</tr>
<tr>
<td><strong>COU 7133</strong> Seminar in Professional Development</td>
<td><strong>COU 7283</strong> Advanced Multicultural Counseling</td>
<td><strong>COU 7103</strong> Qualitative Research Methods in Counseling and Development</td>
</tr>
<tr>
<td><strong>COU 7121</strong> College and University Teaching Seminar</td>
<td><strong>EDU 7043</strong> Educational Research Statistics: Descriptive and Comparative</td>
<td></td>
</tr>
<tr>
<td><strong>COU 6893</strong> Foundations of Research in Counseling and Development</td>
<td></td>
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</table>

#### Year Two

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COU 6323</strong> Advanced Psychological Assessment</td>
<td><strong>COU 7593</strong> Practicum in Counseling Supervision</td>
<td><strong>COU 6003</strong> Consultation and Program Evaluation</td>
</tr>
<tr>
<td><strong>COU 7893</strong> Advanced Research in Counseling and Development</td>
<td><strong>Elective</strong></td>
<td><strong>Elective</strong></td>
</tr>
<tr>
<td><strong>COU 7583</strong> Supervision of Counseling</td>
<td><strong>EDU 7063</strong> Inferential Statistics</td>
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</table>

#### Year Three

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<tbody>
<tr>
<td><strong>COU 7413</strong> Internship I</td>
<td><strong>COU 7513</strong> Internship II</td>
<td><strong>COU 7993,6</strong> Dissertation *</td>
</tr>
<tr>
<td><strong>COU 7993,6</strong> Dissertation *</td>
<td><strong>COU 7993,6</strong> Dissertation *</td>
<td></td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td><strong>Elective</strong></td>
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</tr>
</tbody>
</table>

Take the Qualifying Examination

* You may enroll in Dissertation Credit ONLY after passing the Qualifying Examination. These schedules are subject to change depending on enrollment and course availability. Your dissertation project may exceed the proposed program duration, based on the quality of your work, research interests, and data collection.
## Part Time Ph.D. Program

### Sequence of Courses

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>10 Week Summer Semester</th>
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<tr>
<td></td>
<td>COU 7213</td>
<td>COU 7313</td>
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<td>Advanced Practicum in Multicultural Counseling</td>
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<tr>
<td></td>
<td>COU 7133</td>
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</tr>
<tr>
<td></td>
<td>Seminar in Professional Development</td>
<td>Advanced Multicultural Counseling</td>
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</tr>
<tr>
<td></td>
<td>COU 7313</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COU 7383</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>10 Week Summer Semester</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>COU 6893</td>
<td>COU 7593</td>
<td>COU 7103</td>
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<tr>
<td></td>
<td>Foundations of Research in Counseling and Development</td>
<td>Practicum in Counseling Supervision</td>
<td>Qualitative Research Methods in Counseling and Development</td>
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<tr>
<td></td>
<td>COU 7583</td>
<td>EDU 7043</td>
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</tr>
<tr>
<td></td>
<td>Supervision of Counseling</td>
<td>Educational Research Statistics: Descriptive and Comparative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COU 7121</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College and University Teaching Seminar</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year Three</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>10 Week Summer Semester</th>
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<tbody>
<tr>
<td></td>
<td>COU 7893</td>
<td>EDU 7063</td>
<td>COU 6003</td>
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<td>Advanced Research in Counseling and Development</td>
<td>Inferential Statistics</td>
<td>Consultation and Program Evaluation</td>
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<td>COU 6323</td>
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<td>Internship I</td>
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<table>
<thead>
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<td></td>
<td>COU 7993,6</td>
<td>COU 7513</td>
<td>COU 7993,6</td>
</tr>
<tr>
<td></td>
<td>Dissertation *</td>
<td>Internship II</td>
<td>Dissertation *</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COU 7413</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internship I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Part Time Typical Course Sequence*

Appendix E: Recommended Sequence of Events for Completion of Doctoral Degree

1. Program of Study  *(FORM:  Proposed Program of Study for the Doctor of Philosophy in Counselor Education and Supervision)
2. Identify Doctoral Chair and Committee
3. Qualifying Examination  *(FORM:  Completion of the Qualifying Examination)
4. Apply for Candidacy  *(FORM:  Application for Candidacy for the Doctoral Degree)
5. Form Dissertation Committee  *(FORM:  Appointment of Doctoral Dissertation Committee)
6. Submit preliminary Title of Dissertation project to Doctoral Studies Committee *(FORM:  Memorandum to Doctoral Program Committee [no title])
7. Submit Dissertation Proposal to Advisor, Committee and GS for approval *(FORM:  Dissertation Proposal Approval Form)
8. Complete research, prepare dissertation, and get Dissertation Committee approval.
9. Publish the time, date and title of your defense.
10. Submit draft Dissertation to Graduate School for approval *
11. Defend Dissertation
12. Submit required and personal copies of dissertation, UMI form (including information/forms requested) to the Graduate School *(FORM:  Transmittal of Doctoral Dissertation [Graduate School has form])
13. Division submits form—Certification of Completion of Dissertation Requirements for Doctor of _______________________ Degree with completed program of study. *(FORM:  Certification of Completion of Dissertation Requirements for Doctoral Degree)

* Indicates forms need GS approval
Appendix F: Milestones Agreement Form

Milestones Agreement Form
DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION

This form is provided for the purpose of informing students about the academic milestones that they will be expected to reach in order to earn their Ph.D. degree as well as when they are expected to complete these milestones. Students are expected to reach each milestone within the specified time period in order to make satisfactory progress through the program. Students who are not making satisfactory progress may lose funding, be placed on academic probation, or be dismissed from the program.

Academic Advising

Upon entering the Doctor of Philosophy in Counselor Education and Supervision program, all students will be assigned an advisor. The advisor will be a member of the Counseling Department.

Faculty advisors may be changed upon the approval of the student, new faculty advisor, and Graduate Program Chair. See the Student Development Specialist for additional information.

The Doctor of Philosophy in Counselor Education and Supervision has a Student Development Specialist. The Student Development Specialist (SDS) assists students in understanding Departmental, College, and University resources available. Additionally, the SDS will assist students with registration questions, understanding doctoral paperwork, and informing students of University timelines.

Academic advising includes the following elements that are designed to ensure that students remain in good academic standing and make satisfactory progress through the program. Advisors are responsible for the following:

- Ensuring that annual reviews between student and advisor and/or supervising committee occur. The results of this review will be included in the program’s annual Doctoral Progress Report that is submitted to the Graduate School.
- Providing suggestions on course selection
- Reviewing the student’s Degree Plan to determine if the student is making progress consistent with the expectations of the program and reaching milestones according to the timeline provided on this form; working with the Doctoral Studies Committee and student to determine if modifications are necessary
- Clarifying the timetable for completing any remaining course requirements, examinations, and other requirements
- Providing the student with assistance in understanding the requirements for the successful completion of the dissertation
• Providing the student with assistance in assembling a dissertation committee
• Providing the student with experiences and information that will optimize the student’s career opportunities and success

Requirements for all Students in the Doctor of Philosophy in Counselor Education and Supervision Program

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Expected Time of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of student’s progress with advisor. Advisor discusses with Doctoral Studies Program committee as needed. Successful completion of oral and/or written qualifying exam</td>
<td>Annually</td>
</tr>
<tr>
<td>Coursework successfully completed</td>
<td>Third to fourth year, depending on full-time or part-time status</td>
</tr>
<tr>
<td>Dissertation Committee appointed and approved by Graduate School</td>
<td>Second to fourth year, depending on full-time or part-time status</td>
</tr>
<tr>
<td>Research protocols and/or IRB approval <em>(as applicable)</em></td>
<td>By the fourth year</td>
</tr>
<tr>
<td>Dissertation proposal completed and approved</td>
<td>By the fourth year</td>
</tr>
<tr>
<td>Student admitted to doctoral candidacy</td>
<td>By the fourth year</td>
</tr>
<tr>
<td>Dissertation completed, successfully defended, and approved by Committee</td>
<td>By the fifth to sixth year, depending on full-time or part-time status</td>
</tr>
<tr>
<td>Student completes and files all paperwork required for graduation</td>
<td>By the sixth year</td>
</tr>
<tr>
<td>Dissertation accepted by Graduate School</td>
<td>By the sixth year</td>
</tr>
<tr>
<td>Exit interview completed and submitted to SED</td>
<td>Within a semester of graduation</td>
</tr>
</tbody>
</table>

Degree Completion Checklist for Students
• Maintain active student status by registering for courses every fall and spring semester
• Complete Milestones Agreement Form with your advisor no later than the last class day of the Spring semester
• Complete all required organized coursework
• Schedule and successfully complete required qualifying exams
• Form your dissertation committee in consultation with your advisor and dissertation Chair
• Have your committee approved by program GSC and Graduate School
• Prepare and successfully present your dissertation proposal
• Apply for Advancement to Candidacy
• Enroll in required dissertation hours and complete your dissertation
• Successfully complete your defense of your dissertation
• Submit required documentation to the Graduate School for completion and graduation

I have read this form and have had the opportunity to discuss the information contained in it with my advisor. I understand the academic milestones that I am expected to reach in order to successfully complete the Ph.D. in Counselor Education and Supervision program, as well as the expected timeline for completing these milestones.

______________________________________                  ___________________
Student’s Signature                                      Date

______________________________________                  ________________
Advisor’s Signature                                     Date