



Doctor of Philosophy in Counselor Education and Supervision

Program Handbook

2025-2026

Department of Counseling

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INTRODUCTION AND PROGRAM OVERVIEW

Welcome to the CACREP-accredited Doctor of Philosophy in Counselor Education and Supervision program at The University of Texas at San Antonio! We are excited to have you join our community of scholar-practitioners and emerging leaders in the counseling profession. We hope your journey with us will be both fulfilling and transformative.

The doctoral program is grounded in values of innovation and relational development. Our mission is to prepare ethically grounded, community-informed, and professionally competent leaders who are equipped to serve in a global society. Throughout your time in the program, you will engage in advanced training that fosters a strong professional counselor identity and cultivates your ability to conceptualize individual and systemic needs from a strength-based, culturally responsive, and empirically supported perspective.

PURPOSE

The purpose of this handbook is to provide essential information about the doctoral program. It outlines the curriculum structure, degree requirements, advising procedures, and related professional expectations to support your academic and professional development throughout the program.

This handbook is intended to facilitate smooth and orderly progress toward degree completion by serving as a central reference for policies, procedures, and resources. It also highlights the program's emphasis on developing advanced competencies in counseling, supervision, teaching, leadership and advocacy, and research and scholarship, all grounded in relational, multicultural, and community-informed principles.

Please note that the information in this handbook is subject to periodic revision. Students are encouraged to regularly consult the program website, the UT San Antonio Graduate School, and their official UT San Antonio email accounts, and to stay in close communication with their academic advisor for updates on program and university policies.

DOCTOR OF PHILOSOPHY DEGREE IN COUNSELOR EDUCATION AND SUPERVISION

The CACREP-accredited Doctor of Philosophy degree in Counselor Education and Supervision is designed to prepare students for roles in academic, research, and clinical settings. The program provides a structured yet flexible curriculum that allows students to deepen their expertise in counselor education while pursuing individual areas of interest. Students engage in advanced coursework, supervised experiences, and original research that collectively foster the development of a professional identity grounded in ethical practice, critical thinking, and academic rigor.

Graduates of the program are prepared to assume faculty positions in counselor education programs, provide clinical and administrative supervision, conduct and disseminate research, and contribute to the advancement of the counseling profession. Emphasis is placed on the integration of theory and practice, the development of a personal philosophy of counselor education, and the application of knowledge in diverse educational and professional contexts.

Doctoral Core Areas

According to the 2024 CACREP Standards, Counselor Education and Supervision doctoral

programs address the professional roles of counselor education. Competencies in advanced counseling practice, supervision, teaching, leadership and advocacy, and research and scholarship are expected of doctoral graduates.

Doctoral programs extend the knowledge base of the profession by immersing students into a climate of scholarly inquiry, as demonstrated by (a) preparing students to generate new knowledge that can inform professional counseling practice; (b) ensuring students are engaging in scholarly activities under counselor education program faculty mentorship; (c) supporting students to publish and/or present the results of scholarly inquiry; (d) mentoring students in planning and engaging in advocacy; (e) supporting students to pursue credentialing appropriate to their career goals; (f) equipping students to assume positions of leadership in the counseling profession; and (g) preparing students to become familiar with and knowledgeable about current trends and technology use in the delivery of counseling services, counselor education, and counselor supervision (CACREP, 2023, Section 6.A.2).

DEPARTMENT OF COUNSELING MISSION, VALUES, AND OBJECTIVES

The Department of Counseling at UT San Antonio prepares ethically grounded, community-informed, and professionally competent clinical mental health counselors, school counselors, counselor educators, supervisors, and researchers with a strong professional counselor identity to serve in a global society. We are a proud Minority-Serving and Hispanic-Serving Institution, and as a Tier One Research University, we cultivate leaders and agents of change who embody our core values and are equipped with empirically supported practices. We are committed to innovation in training and practice, empowering our graduates to meet evolving professional demands and enriching the quality of people's lives.

Core Values

- **Professional Ethics & Innovation.** We uphold the highest ethical standards and are committed to the responsible integration of emerging technologies, such as telehealth and Artificial Intelligence (AI), to advance access and care.
- **Strength-Based, Wellness-Focused Approach.** We emphasize wellness, prevention, and resilience, integrating strength-based strategies alongside responsive intervention.
- **Community-Informed Advocacy.** We prepare counselors to be civically engaged, legislatively aware advocates who promote affirming communities and access to quality care as part of a global society.
- **Trauma-Informed Practice.** We embrace trauma-informed principles, research, and practices that create environments and approaches that prioritize safety, trust, empowerment, and collaboration.
- **Relational Learning & Creativity.** We value relational competence, creativity, critical thinking, and personal growth for faculty, students, and the communities we serve.
- **Collaboration & Mentorship.** We foster a student-centered culture of collaboration, mentorship, and mutual support that enhances professional development and leadership for our students and faculty.
- **Holistic, Systemic Perspective.** We recognize the complex, interconnected systems that impact individuals and families. We attend to cultural, social, and structural influences to provide holistic, context-sensitive care.

Department of Counseling Program Objectives

The Department of Counseling has developed specific competencies and objectives for

students to master in their studies. The following Department of Counseling Program Objectives are specific behaviors and competencies we expect students to demonstrate during their doctoral studies:

1. Articulate a professional identity as clinical mental health counselors, school counselors, counselor educators, and supervisors.
2. Articulate a conceptualization of individuals served from a strength-based perspective founded on contextual factors (e.g., cultural, developmental, systemic, relational) and empirically supported practices.
3. Demonstrate responsiveness to evolving community needs while promoting advocacy in alignment with current professional standards and best practices.
4. Demonstrate knowledge, attitudes, and skills in ethical, relational, and professional competencies.
5. Critically analyze, conduct, and apply research to advance empirically supported, community-informed practices in counseling, counselor education, and supervision.

SALIENT ELEMENTS OF THE DOCTORAL DEGREE

In order to receive a doctoral degree from the Counselor Education and Supervision program at UT San Antonio, the following minimum requirements must be met:

1. Be admitted as a doctoral degree-seeking student for the Counselor Education and Supervision program.
2. Remove all conditions of admission, if any were assigned at the time of admission.
3. Maintain continuous enrollment in doctoral-level courses until the time of graduation. Exceptions are made for students on an approved leave of absence.
4. Upon satisfying the admission to candidacy requirements (satisfactorily completing the Qualifying Examination/Portfolio), notify the Graduate School in writing of the results using the appropriate form.
5. Satisfactorily complete the dissertation pre-proposal meeting.
6. Satisfactorily present the dissertation proposal and notify the Graduate School in writing of the results using the appropriate form.
7. Satisfactorily defend the dissertation in the final oral examination and notify the Graduate School in writing of the results using the appropriate form.
8. File a copy of the dissertation with the Graduate School and pay all associated fees by the date specified by the Graduate School.
9. All completed coursework included in the final program of study must have been taken within the preceding eight years to include successful completion of the defense of the dissertation.
10. File the applicant for the degree in the Office of the Registrar no later than the deadline for the semester in which you intend to graduate (for deadlines, see the online registration calendar).
11. Satisfactorily complete all course requirements in the program of study with grades of "pass" or "B" (3.0) or higher (on a 4.0 scale) in all work counted as part of the degree program.
12. No courses in which grades of less than "C" (below 2.0 on a 4.0 scale) were earned may be applied to a doctoral degree.
13. To graduate, all doctoral students must have an overall grade point average of at least a 3.0 (on a 4.0 scale).
14. The majority of graduate coursework must be completed at UT San Antonio.

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

The Student Development Specialist (jessica.gonzalez5@utsa.edu) and Graduate School will provide you with the official university forms.

Full-Time Enrollment

The Counselor Education and Supervision Ph.D. program at UT San Antonio admits only full-time students. This requirement ensures adherence to accreditation standards and supports the intentional sequencing of coursework, clinical experiences, and research milestones. Due to the program's rigorous structure, including comprehensive coursework and dissertation requirements, part-time enrollment is not permitted.

Time Limit for Completing Doctoral Degree

Doctoral students have a time-to-degree completion of eight years comprised of six years from admission to candidacy and two years for dissertation. If the student takes an approved leave of absence, the time limit for reaching candidacy or completing the degree will be extended by the number of terms the student is on an approved leave of absence. All completed work that is included in a doctoral student's degree program must have been taken within the previous eight years (exclusive of a maximum of three years of military service). The Doctoral Program Committee will review the progress of students who have not completed the degree at the end of two years from admission to candidacy; the committee will review the status of the student's program yearly thereafter. At those times, the committee may recommend additional coursework, further examinations, or termination of candidacy. In addition, the program is subject to review by the Dean of the Graduate School.

Other Doctoral Degree Regulations

The Graduate School and its website, <https://graduateschool.utsa.edu/>, supply 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.

Additionally, students are responsible for familiarizing themselves with the Doctoral Degree Regulations outlined in the Graduate Catalog, <https://catalog.utsa.edu/graduate/>.

COMMITMENT TO EXCELLENCE

The Department of Counseling at UT San Antonio is committed to preparing professionals who are responsive to the needs of individuals and communities from a wide range of backgrounds and experiences. Our doctoral program emphasizes the development of relational, cultural, and contextual awareness as essential components of counselor education and supervision.

Through coursework, mentorship, and applied experiences, students are encouraged to engage in critical thinking, self-reflection, and professional growth. The program supports a learning environment that values respect, collaboration, and the ability to serve effectively in a variety of educational and professional settings.

JOB OUTLOOK FOR GRADUATES

Students interested in learning more about career opportunities in counseling, and counselor education and supervision, may consult the representatives in the UT San Antonio University

Career Center: <https://careercenter.utsa.edu/>, and visit with their doctoral program advisor for specific information about careers in Counselor Education and Supervision.

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 student organizations and in 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/>

TECHNOLOGY AND SUPPORT SERVICES

DIGITAL DELIVERY TECHNOLOGY REQUIREMENTS

Some courses in the program curriculum may utilize digital delivery (online) methods and tools. The courses may incorporate technology platforms (e.g., Zoom, Canvas, Microsoft Office, Office 365). Students do not incur additional costs for using technology within the courses. Technical support services are offered to students through the University's Division of Academic Innovation, Office of Digital Learning (<https://odl.utsa.edu/support/technical-support/>). During new student orientation, expectations relating to navigating digital delivery course components are discussed, including learning management system (Canvas), ASAP, MyUTSA, setting up UT San Antonio email, authentication process, and program website.

DEPARTMENT, GRADUATE SCHOOL, COLLEGE, AND UNIVERSITY WEBSITES

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

STUDENTS WITH SPECIAL NEEDS

If students require special considerations due to a disability, please contact the Office of Disability Services at www.utsa.edu/disability or by calling Student Disability Services at (210) 458-4157.

PERSONAL COUNSELING SERVICES

UT San Antonio Counseling Services provides confidential, professional services by staff psychologists, social workers, counselors, and psychiatrists to help meet the personal and professional developmental needs of currently enrolled students. Services include in-person and virtual individual brief therapy for personal and educational concerns, couples/relationship counseling, and group therapy on topics such as college adaptation, relationship concerns, sexual orientation, depression, and anxiety. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit Counseling Services at <http://utsa.edu/counsel/> or call (210) 458-4140 (Main Campus) or (210) 458-2930 (Downtown Campus).

ACADEMIC POLICIES AND ADVISEMENT

ACADEMIC ADVISEMENT

Advising information will be posted on the departmental website and distributed through your official UT San Antonio 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](#), [Graduate School Newsletter](#), and the [Department of Counseling 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, Jessica Gonzalez (jessica.gonzalez5@utsa.edu) 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, Qualifying Examinations, and other academic advising issues. It is recommended you make an appointment. Students are encouraged to meet with the Student Development Specialist to discuss such issues as course substitutions, petitioning, and course transferability. If an academic issue arises that the Student Development Specialist cannot assist you with, please contact your advisor with your inquiries.

The Doctoral Program Director, Dr. Devon Romero, is the temporary academic advisor for all doctoral students upon admission. She will serve as the student's temporary advisor until a formal graduate/dissertation committee is established. This ensures that each student receives the attention necessary to begin and progress through their program of study. Students are encouraged to contact Dr. Romero via email (devon.romero@utsa.edu) to schedule appointments or request information. If an in-office visit cannot be conveniently scheduled, meetings may take place via Zoom or a similar platform.

Please keep in mind that your advisor and other faculty members teach courses during the 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.

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.

WRITTEN ENDORSEMENT AND RECOMMENDATIONS POLICY

Permission should be sought and secured by students before formally identifying a faculty member as a reference. Current students 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 endorse or recommend only

those students or graduates for employment opportunities, licenses, certifications, and/or other credentials for which the individuals are 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 of which the faculty does not have personal knowledge. However, counseling faculty will advise, teach, 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, state licensing boards). It is also expected that students and graduates become familiar with these procedures before requesting endorsement.

ASSISTANTSHIPS AND FINANCIAL SUPPORT

The Department of Counseling is committed to providing support to motivated and hard-working students whenever possible. Funding support, including graduate assistantships, scholarships, fellowships, tuition and fee waivers, awards, and reimbursements, is contingent upon funding availability, student performance, and Departmental needs. Students should expect to contribute financially to their doctoral education, as the number of assistantships is limited. Financial assistance packages offered at the time of admission are valid for four years. Continued eligibility for assistantships and awards depends on faculty evaluation of student performance (see below). Additional financial support may be available to students who demonstrate superior academic performance, excellence in their work ethic and work behaviors, and a commitment to professional growth.

Graduate research assistantships are awarded by the Associate Dean for Graduate Studies in the College of Education and Human Development. These positions typically require 19 hours of work per week. Graduate research assistants must schedule, work, and document 19 hours per week on campus. Students may be assigned to work with one faculty supervisor or split their hours between two faculty supervisors. Although assistantships are assigned at the beginning of the academic year, faculty may reallocate assistantship time to other faculty or to the Sarabia Family Counseling Center as needed.

Once awarded an assistantship, students must complete the required paperwork through human resources. Forms are available online at <https://www.utsa.edu/people-excellence/new-employees/new-employee-required-paperwork.html>. Refer to the Handbook of Operating Procedures for student employee regulations (<http://www.utsa.edu/hop>). To maintain a fully funded full-time assistantship position (i.e., 19 hours per week), students must be enrolled full-time in at least 9 credit hours in the fall or spring semester and 3 credit hours in the summer. For part-time assistantships (e.g., 10 hours per week), students must be enrolled in at least 6 credit hours in the fall or spring semester and 1 hour in the summer. Exceptions may be requested for students nearing program completion who do not require 9 credit hours (typically during dissertation coursework).

Assistantships are competitive. Students must work the designated hours to receive compensation and are expected to follow the employee holiday schedule rather than the academic calendar. Failure to do so may result in the loss of the assistantship. Supervisors are responsible for reporting the hours students work, and students are responsible for submitting accurate timesheets and time logs.

Faculty supervisors formally evaluate students each semester to determine eligibility for assistantship continuation. Additional evaluations and performance appraisals may occur during

the year. Continuation of financial support may be affected by academic performance, work performance, and Fitness to Practice. A student may become ineligible for continued support if they:

1. Fail to maintain full-time status;
2. Do not meet the Departmental standards for Fitness to Practice or fail to comply with remediation;
3. Earn a grade of B- or less in a class;
4. Are placed on academic probation;
5. Formally withdraw from the program;
6. Take a leave of absence from the program;
7. Do not demonstrate excellence in work behaviors, as evaluated by their direct supervisor and Departmental faculty.

PROFESSIONAL STANDARDS AND EXPECTATIONS

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://catalog.utsa.edu/policies/>).

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://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/>

USE OF ARTIFICIAL INTELLIGENCE

Faculty instructors of courses within the Ph.D. in Counselor Education and Supervision program may establish their own specific policies regarding the use of Artificial Intelligence (AI) tools in their courses. Students are responsible for reviewing and adhering to any AI-related guidelines provided by individual instructors.

For the Comprehensive Examination/Doctoral Portfolio and the Dissertation, students are expected to submit their own original work. AI tools must not be used to complete or substantially contribute to the development of submitted materials. Students may, however, use AI tools in a limited and ethical capacity for the following purposes:

- Correcting grammar and spelling
- Improving sentence clarity and basic writing mechanics
- Polishing language for consistency in tone and style
- Brainstorming ideas or developing basic outlines to support the writing process

The final work must reflect the student's original thought, critical analysis, and scholarly effort. Any use of AI beyond these purposes should be approached with caution and transparency. If a research design or methodological approach requires more extensive use of AI tools, students are expected to engage in ongoing dialogue with their dissertation chairperson and the Doctoral Program Director to ensure alignment with program standards and academic integrity policies.

Misuse of AI tools that compromises the integrity of academic work will be considered a violation. When in doubt, consult your dissertation chairperson and the Doctoral Program Director before submission.

ADDRESSING CONCERNS AS A DEPARTMENT OF COUNSELING STUDENT UTILIZING THE AMERICAN COUNSELING ASSOCIATION ETHICAL DECISION-MAKING MODEL

As counseling students, you will inevitably face dilemmas and challenges that require careful analysis and decision-making. These challenges are not only part of the counseling process; they can arise in any setting, including within educational environments. As such, we want to normalize these instances and offer tools you can use to handle them professionally when they arise.

The American Counseling Association (ACA; 2014) has developed a structured Ethical Decision-Making Model to help professionals make ethical choices that align with the ACA *Code of Ethics* (Forester-Miller & Davis, 2016). Below, we outline the steps of the model and provide guidance on how to apply it effectively. When dealing with issues involving another professional (e.g., classmate, professor, supervisor), the *Code of Ethics* recommends addressing the concern directly with the individual as the first step before involving others. We acknowledge that this course of action may not be feasible in situations of power imbalance, threats, harassment, discrimination, retaliation, or other *legal concerns. Please consult your advisor or faculty if talking directly with another person may not seem like the best course of action. At the student's discretion and if needed, with faculty guidance, students are encouraged to utilize the *American Counseling Association Ethical Decision-Making Model*.

Step 1: Identify the Problem

Clearly define the problem or dilemma by gathering all relevant facts. Consider the nature of the conflict, the people involved, and any legal or institutional policies that may apply.

Step 2: Apply the ACA Code of Ethics

Consult the ACA Code of Ethics to determine relevant ethical principles and standards. Identify any sections that specifically address the situation you are evaluating.

Step 3: Determine the Nature and Dimensions of the Dilemma

Examine the situation from multiple perspectives. Consider cultural, social, and contextual factors that may influence the problem and potential decisions. Seek guidance from ethical principles such as autonomy, beneficence, nonmaleficence, veracity, justice, and fidelity.

Step 4: Generate Potential Courses of Action

Brainstorm possible actions you could take to resolve the dilemma. Consider the potential outcomes, benefits, and risks associated with each option.

Step 5: Consider the Potential Consequences

Evaluate the implications of each course of action on all parties involved. Predict both short-term and long-term consequences and weigh them against ethical principles.

Step 6: Choose an Action

Make a decision based on ethical guidelines, professional judgment, and any relevant

consultation. Ensure that the chosen action upholds the values and principles outlined in the *ACA Code of Ethics*.

Step 7: Evaluate the Outcome

Reflect on the effectiveness of the decision and assess whether it aligns with ethical standards. Make adjustments to ensure the best possible outcome for all involved.

Step 8: Implement and Document the Decision

Carry out the chosen course of action while maintaining professionalism and integrity. Keep detailed records of the decision-making process and the rationale behind your choice for future reference and accountability.

Applying the ACA Ethical Decision-Making Model ensures that dilemmas and challenges are approached systematically and thoughtfully. As counseling students, practicing this model will strengthen your ability to navigate complex situations while upholding the highest standards of professional conduct.

*Please refer to policies on Equal Opportunity Services (EOS; <https://www.utsa.edu/eos/>), Wellbeing Services (<https://www.utsa.edu/students/wellbeing/>) and Ombuds services (<https://www.utsa.edu/ombuds/>).

References

- American Counseling Association. (2014). *2014 ACA code of ethics*.
<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>
- Forester-Miller, H., & Davis, T. E. (2016). *Practitioner's guide to ethical decision making* (Rev. ed.). <https://www.counseling.org/docs/default-source/ethics/practitioner-39-s-guide-to-ethical-decision-making.pdf?sfvrsn=10/1000>

FITNESS TO PRACTICE POLICY

Fitness to practice is defined as a cluster of awareness, knowledge, skills, and attitudes that are necessary for program students to achieve to be successful professionals. Department of Counseling students are evaluated on their fitness to practice throughout the program in order to evaluate their readiness for practicum and internships, as well as to prepare them for their professional roles post-graduation. Fitness to practice is evaluated continuously by multiple evaluators throughout each student's program of study. Students must demonstrate success in all categories and, when applicable, meet minimum benchmarks. Where indicated (i.e., key performance indicators, and professional dispositions), students are assessed developmentally.

Developmental Assessment and Expectations

The Department of Counseling is deeply committed to each student's development and providing the strongest learning environment possible. When students are evaluated, evaluators do so *developmentally* so students have opportunities to continue to grow and mature throughout their program of study. Additionally, aggregate student evaluation data are used to make program improvements.

Definition of Developmental Expectations

Developmental expectations denote the progress students are projected to make, within the spectrum of normal limits, on specific criteria based on how far they have progressed within

their plan of study. For example, the developmental expectations for students who have completed 9 credits are different than for students who have completed 36 credits because students who have completed 36 credits will have more awareness, knowledge, and skills than students who have completed 9 credits. As such, developmental expectations change as students progress through their program and acquire more awareness, knowledge, and skills.

Faculty and supervisors understand developmental expectations through the frameworks of their ongoing experiences with students and trainees, clinical and educational expertise and judgment, professional literature, and ethical codes. Faculty and supervisors consult when they suspect developmental expectations may be shifting and assess students accordingly. Students are assessed using the following rubric.

Table 1

Rubric Summary Table with Descriptions

Points	Category	Sub-Category
N	Not Observed/Unable to Assess	
	<i>The student did not have the opportunity to demonstrate the behaviors related to this assessment area or the assessor does not believe they have adequate information to assess this area.</i>	
0	Does Not Meet Developmental Expectations	
	<i>Despite having the opportunity to demonstrate the behaviors for this area, the student did not demonstrate them in ways that meet developmental expectations relative to their developmental level in the program. This rating is appropriate to use if the student has received prior corrective feedback and has not taken steps toward improvement or change and/or has exhibited attitudes that do not show openness to improvement/change.</i>	
1-2	Below Developmental Expectations	1 = Struggling to make progress to meet developmental expectations
		<i>The student shows minimal progress toward meeting expectations relative to their developmental level in the program. They may not be integrating feedback, taking initiative to improve or to obtain support, or committing the necessary time needed to improve. They require additional opportunities, substantial support, and/or a stronger commitment to improvement in order to progress.</i>
		2 = Making progress to meet developmental expectations
		<i>Based on their developmental level in the program, the student is progressing toward meeting the developmental expectations for this area. The student has been developing in this area and may exhibit some elements appropriately yet still needs support and continued effort to meet expectations. The student has taken initiative and has an attitude that is likely to result in meeting expectations with continued effort.</i>
3-4	Meets Developmental Expectations	3 = Recently met developmental expectations
		<i>The student meets the expectations for this area relative to their</i>

		<i>developmental level in the program, though they have only recently met expectations and have not had the opportunity to consistently demonstrate mastery. It is appropriate for students to still be developing and receive this rating if their behaviors and attitudes related to the listed area are within normal limits and show promise for continued success.</i>
		4 = Consistently meets developmental expectations <i>The student has met the developmental expectations for this area based on their developmental level in the program by regularly and predictably exhibiting the behaviors and attitudes associated with this area. They have demonstrated consistency over time and have demonstrated mastery congruent with their developmental level.</i>

When Students are Assessed

Students are assessed at key points throughout their program of study on a regular schedule. In the next section, we describe the fitness to practice components and the regular assessment schedule for key performance indicators and professional dispositions. However, these fitness to practice components may be assessed outside of the regular assessment schedule when concerns about a student arises. This is referred to as off-time assessment

Off-time assessments occur because a student has demonstrated behaviors and/or attitudes that are maligned with the minimum expectations for students enrolled in a professional counseling program. Instances in which these behaviors and/or attitudes occur include, but are not limited to, class, extracurricular activities, social events, practicum, internship, and research activities. Faculty, staff, and university affiliates (e.g., site supervisors) complete off-time assessments. If you are concerned about the behavior of a classmate that you are unable to address yourself (see Student Decision Making Model), please discuss your concerns with your instructor or faculty advisor.

For all off-time assessments, the evaluator must complete a Fitness to Practice Evaluation (FTPE) Form (please see Appendix H). The off-time assessment must accompany the FTPE Form and will be submitted to the Graduate Advisor of Record (GAR) of the program in which the student is enrolled. Following the procedures outlined in the remediation and retention policy, the GAR will review the FTPE Form and off-time assessment (i.e., professional dispositions); they may consult with appropriate individuals (e.g., program faculty, student's advisor, legal counsel) to determine whether to refer the student to remediation and retention.

Fitness to Practice Components

In this section, we name and define the fitness to practice components for the doctoral program. For all fitness to practice components, we indicate the ramifications when a student is not successful. The Counseling Program faculty work to identify concerns about students' fitness to practice as early as possible so concerns can be addressed and ideally, corrected. Faculty address concerns related to students' fitness to practice using the guidelines listed in the remediation and retention policy.

Academic Success

Academic success is defined as meeting the minimum educational requirements for the UT San Antonio Graduate School and Department of Counseling.

In accordance with the [UT San Antonio Graduate School policies](#), students in doctoral programs must meet the grade-point average requirement of 3.0 or higher (on a 4.0 scale) in all work counted as part of the degree program and no courses in which grades of less than “C” (below 2.0 on a 4.0 scale) were earned may be applied to the doctoral degree. To graduate, all doctoral students must have an overall grade point average of at least a 3.0 (on a 4.0 scale).

Per UT San Antonio [Graduate School policies](#), students will be placed on academic probation if they fall into one of the following categories:

- A student who fails to achieve a grade point average in any term at UT San Antonio of 3.0 or higher, irrespective of level of courses taken.
- A student who received a grade of “D+,” “D,” or “D-” in any course in a term and a grade point average of 3.0 or higher.
- A student who does not meet all requirements for unconditional or regular admission and who, by special action, is admitted on academic probation.
- A student who has been reinstated following academic dismissal.

Academic probation is cleared only when none of the above criteria apply and when the student achieves an overall grade point average of 3.0 as a graduate student at UT San Antonio. Students on academic probation are encouraged to discuss their status with their graduate advisor.

Students may receive academic dismissal:

- When a student at the graduate level earns a grade point average of less than 2.0 in any term.
- When a student at the graduate level earns a grade of “F” in any course.
- When a student at the graduate level is admitted on probation with conditions and fails to meet a condition.
- When a student at the graduate level who is on academic probation during a term would again be placed on academic probation under the provisions of academic probation set forth above. If, however, the student’s UT San Antonio grade point average for the term is at least 3.0, they will continue on academic probation.
- When a student at the graduate level is unable to pass an oral or written exam (such as the Comprehensive Examination or Qualifying Examination) required for the degree after the maximum of two attempts. Some programs may have more stringent requirements.
- When a student at the graduate level fails to make satisfactory progress toward the degree, as defined by UT San Antonio regulations and the regulations of the graduate program in which the student is enrolled.

Please see the Graduate School website linked above for information regarding graduate student reinstatement if academic dismissal occurs.

Please note, academic success indicators are regulated under the policies noted in this section and are not subject to remediation and retention plans like other fitness to practice components.

Key Performance Indicators (KPIs)

KPIs are essential, core practice areas named by our accreditor (i.e., CACREP) and defined by the faculty. There are five KPI domains for the doctoral program. KPIs consist of knowledge and skill indicators, are evaluated on a regular schedule at least twice during students’ program of study, and have minimum benchmarks assigned.

Students are expected to meet minimum benchmarks set for KPIs throughout their programs. KPIs serve the purpose of individual student evaluation and program evaluation. KPIs are assessed regularly throughout the program in specified courses and specific assignments.

Table 2

Doctoral Program KPI Assessment

KPI	Courses in which KPI is Assessed	Benchmark
Counseling: Demonstrate advanced knowledge of counseling theories and skills to conceptualize cases, deliver interventions, and address diverse client needs, consistently integrating multicultural competence and ethical standards into professional practice.	<ul style="list-style-type: none">• COU 7213• COU 7313	<ul style="list-style-type: none">• 3• 3
Supervision: Apply contemporary models and best practices of clinical supervision, to foster supervisee growth, professional identity, and competency through collaborative, innovative, and trauma-informed supervisory relationships.	<ul style="list-style-type: none">• COU 7583• COU 7593	<ul style="list-style-type: none">• 3• 3
Teaching: Exhibit counselor education teaching skills through the design, delivery, and assessment of inclusive, empirically supported, and technology-enhanced learning experiences that promote student development, critical thinking, and responsiveness to diverse learning needs and contexts.	<ul style="list-style-type: none">• COU 7123• COU 7513	<ul style="list-style-type: none">• 3• 3
Research and Scholarship: Demonstrate the ability to develop, conduct, evaluate, and disseminate research using quantitative, qualitative, or mixed methods to advance the counseling profession and address the evolving needs of diverse populations.	<ul style="list-style-type: none">• COU 6893• COU 7823	<ul style="list-style-type: none">• 3• 3
Leadership and Advocacy: Exhibit leadership and advocacy skills by applying theories, models, and strategies within counseling, educational, and community settings to influence policy, training, and ethical practices.	<ul style="list-style-type: none">• COU 7133• COU 7143	<ul style="list-style-type: none">• 3• 3

All students' performance on KPIs are reviewed by faculty each semester. If a student earns ratings below the set benchmarks for KPIs in more than one course in a semester or in two courses across two consecutive semesters, the student's performance will be discussed by faculty and may be referred for remediation and retention. If a student earns a rating of 1 or 2, indicating "below developmental expectations" for any KPI, the student's performance will be discussed by faculty and the student may be referred for remediation and retention.

Program faculty monitor trends in students' KPI scores by program annually. The expected aggregate score for both individual and group skills is a minimum of a 3 for 80% of the student body in each program. In the event the faculty identify that a significant percentage of student are struggling with specific KPIs, faculty make program improvements to ensure students are receiving necessary knowledge and skills to meet KPI minimums.

Professional Dispositions

Professional dispositions are attitudes, behaviors, and mindsets that contribute to a positive and productive professional environment and are essential for professional practice. Dispositions are assessed on an established schedule four times during each student's plan of study. Each evaluation point has minimum benchmarks assigned. Dispositions may be assessed outside of the established schedule if a concern arises.

As essential components of academic and professional growth, professional dispositions encompass attitudes, behaviors, and mindsets that contribute to a positive and productive professional environment for all and are essential for professional practice. By fostering a culture of respect, responsibility, collaboration, and perseverance, the UT San Antonio Counseling Program aims to prepare students not only for academic success but also for meaningful contributions to society. These expectations are designed to support students in developing professional counseling qualities and skills that align with shared values within the counseling profession, ensuring students can thrive as ethical, competent counselors and counselor educators while contributing to a respectful and inclusive community.

Students are assessed developmentally on the following specific professional dispositions connected to four practice areas: (a) Professional Responsibilities and Ethics, (b) Interpersonal Communication and Self-Awareness, (c) Cultural and Advocacy Orientation, and (d) Work Habits.

Professional Responsibility and Ethics.

The ability to consistently demonstrate competence in adhering to ethical and legal standards required in the field of counseling, including accountability, integrity, and professional conduct.

- Knows and applies ethical and legal requirements relevant to practice.
- Dependable and consistent in meeting professional obligations and professional norms and guidelines.
- Follows professionally recognized conflict resolution processes, seeking to address concerns first with the individual(s) with whom the conflict arises, while actively examining and acknowledging one's own role in the conflict when appropriate.
- Understands and demonstrates appropriate professional boundaries.
- Prioritizes self-care and monitors for signs of physical, mental, and/or emotional impairment and seeks assistance so impairment does not negatively impact professional responsibilities and/or academic progress.

Interpersonal Communication and Self-Awareness.

The ability to exhibit behaviors and attitudes that promote effective, respectful, and professional interactions and communication in diverse settings.

- Expresses feelings effectively and appropriately and demonstrates self-regulation, self-control, and maturity.
- Recognizes how one's own words and actions impact others and demonstrates fairness, honesty, and respect.
- Responsive, open, and receptive to feedback, and incorporates feedback to enhance professional and personal development.
- Open to new ideas, manages ambiguity well, and demonstrates a tolerance to change.
- Is responsive, adaptable, and cooperative, and shows reasonable efforts to adjust behaviors in response to changes in professional and interpersonal contexts.
- Openly discusses, respects, and considers perspectives other than one's own.

Cultural and Advocacy Orientation.

The ability to demonstrate awareness, openness, and active engagement in personal and professional development and activities aligned with counseling standards and ethical codes related to culture and advocacy.

- Respects the fundamental rights, dignity, and worth of all people.
- Displays respect for cultural, individual, and role differences related to identities (e.g., age, gender, sex, race, ethnicity, national origin, religion, social class, sexual/affectual orientation, disability, language).
- Demonstrates sensitivity to differences in power between themselves and others and does not exploit or mislead people.
- Demonstrates cultural and advocacy competencies, and the commitment aligned with professional counseling and documented in the professional counseling literature.
- Applies objective reasoning, ensuring personal perspectives do not interfere with professional responsibilities.
- Engages in cultural discussions with humility, genuineness, congruence, and respect.

Work Habits.

The ability to demonstrate attitudes, and skills for success in academic environments (e.g., classroom, labs, placement sites).

- Meets attendance requirements and notifies others in advance regarding tardiness and absences.
- Meets deadlines and satisfactorily completes obligations.
- Participates appropriately and compromises in cooperative activities.
- Demonstrates honesty and academic integrity.
- Participates fully in learning experiences.
- Demonstrates professionalism in written, oral, and electronic communication.

Table 3*Professional Disposition Assessment Schedule*

Assessment Point	Benchmark
COU 7133	3
COU 7593	3
COU 7413	3
COU 7993/7996	3

Students' professional dispositions are regularly evaluated and students are expected to meet minimum benchmarks. At each assessment point, students are expected to have an aggregate score of 3 on 80% of the assessed areas. If a student earns a 1 or 2 rating of "below developmental expectations" in one or more disposition area, the student will be reviewed by faculty for possible remediation and retention. If a student earns a 0 rating of "does not meet developmental expectations" in any disposition area, the student will be reviewed by faculty and be referred for remediation and retention.

Faculty review aggregate professional disposition ratings and monitor trends in students' professional disposition scores by program annually. For each disposition, the aggregate score should be a minimum of a 3 for 80% of the student body in each program. In the event the faculty identify that a significant percentage of student are struggling with specific professional dispositions, faculty make program improvements to ensure students are receiving necessary training to meet professional disposition minimums.

Rules, Regulations, Policies, and Laws

Students follow the rules, regulations, and policies of the [Department of Counseling](#) (including the handbook specific to the student's degree), [College of Education and Human Development](#), and UT San Antonio, including the [Handbook of Operating Procedures](#) and [Student Conduct Policies](#), as well as those of clinical and other placement sites; adheres to local, state, and federal laws. Additionally, students comply with Texas rules, statutes, and requirements for professional counseling licensure and/or school counselor certification.

Students must be able to comply with the laws set forth by the State of Texas for licensure as a professional counselor and/or certification as a school counselor. If an applicant or student plans to become licensed in another state, it is their responsibility to know the laws of that state and ensure they can meet them, including specific course requirements that may not be part of students' typical plan of study in the UT San Antonio Counseling Programs.

The Department of Counseling does not exclude applicants who have a legal history from applying to the program or accepted students from engaging in general course work. However, while a student's prior, current, or future legal interactions may have no bearing on their ability to practice, they are advised that there are background checks they must pass to participate in Practicum and Internship as well to obtain licensure/certification post-graduation. The Program recommends students to obtain a preliminary evaluation from the State of Texas. Doctoral students who are not already licensed as an LPC or certified as a school counselor should consult the sections in the Master's student handbook (see Rules, Regulations, Policies, and Laws section for CMHC and School Counseling) for legal requirements and links.

If a student encounters interactions with the legal system during their time in the program, the program recommends that the student consult with their legal counsel and request a preliminary background check as indicated in the information below. If a student is enrolled in practicum or internship and encounters interactions with the legal system that could impact their ability to perform counseling, legally or otherwise, students must inform their course instructor and site supervisor immediately so proper steps can be taken to ensure client care.

REMEDICATION AND RETENTION POLICY

The Counseling Program makes every effort to remediate and retain students, including students who are struggling to meet one or more fitness to practice components. Concurrently, the Counseling Program has a responsibility to the public and serves in a gatekeeping role, pursuant to local, state, and federal laws, and professional counseling ethical codes. The Program takes their roles as gatekeepers seriously and uses a variety of tools and methods to ensure students are acting in accordance with professional and developmental expectations, as well as practicing within their scope of competence throughout their program.

As outlined in the *fitness to practice components* section, students are evaluated regularly throughout the Program, known as *regular assessment*. Additionally, students may be evaluated at any time, outside of regular assessment; this is referred to as *off-time assessment*. Off-time assessment is used when concerns arise about a student's academic performance, skills, professional dispositions, behavior(s), and/or attitude(s) that do not comport with professional expectations, ethics, legal mandates, developmental expectations, and/or their behavior(s) and/or attitudes pose a risk to others. Department faculty, staff, and affiliates (e.g., site supervisors) use the Fitness to Practice Evaluation (FTPE) form to indicate the area(s) of concern that arise from either regular assessment or off-time assessment.

Student Support During Remediation and Retention Procedures

At all times, the Program encourages students to seek support for their wellbeing, both preventatively and as intervention when concerns arise. During any remediation and retention interventions, the program strongly encourages students to seek external support as appropriate, including but not limited to professional counseling, medical care, religious/spiritual supports, and social outlets (e.g., clubs, teams, relationships).

During intervention procedures, students may choose to have a support person present during committee intervention meetings or other interventions by request. The role of a support person is to be an encouraging presence for the student, not be an active participant in the meeting. The support person will not participate by speaking during any meeting. If a student chooses to have a support person present, they are advised to select that person carefully and ensure they are comfortable with them being privy to their private educational information.

To have a support person present in a meeting, the student must inform the committee in writing no less than three (3) business days prior to a scheduled meeting. To protect student privacy, the student must complete an agreement indicating they permit the support person to be present, and the support person must sign an agreement that is submitted to the committee chair no less than three (3) business days prior to the scheduled meeting (See Appendix I). If the support person the student selects is a lawyer/attorney, the committee reserves the right to have University legal counsel present as well.

Documentation

Student concerns and all remediation and retention efforts are documented and placed in the student's secure file.

Completing an FTPE Form

Any evaluator who completes an FTPE form must notify the student by email that they are completing an FTPE. The FTPE is completed in a timely fashion relative to when the concern(s) arose or an incident occurred; this time may vary based on what documentation needs to be gathered to complete the FTPE accurately but will not exceed fifteen (15) business days. The completed FTPE form is submitted to the Graduate Advisor of Record (GAR) of the program in which the student is enrolled (i.e., clinical mental health counseling, school counseling, or counselor education and supervision)

Once the evaluator emails the FTPE to the student, the student must sign the FTPE to acknowledge receipt and return it to the evaluator via email within three (3) business days. If the student does not return the signed FTPE within three (3) business days, the evaluator notifies the student via email that they will forward the FTPE without a signature to the GAR and documents that they did not sign the FTPE. If the GAR is the person initiating the FTPE, they will notify the department chair and follow the steps as outlined in the next section, *FTPE Next Steps*.

FTPE Next Steps

Once the *Completing an FTPE Form* process is finished, the evaluator sends the FTPE via email within three (3) business days to the GAR for the program in which the student is enrolled. If the GAR for the program in which the student is enrolled is the person initiating the FTPE, they will send the FTPE to another program GAR to complete the next steps for the FTPE. The purpose of this differential process is to ensure each FTPE is evaluated objectively.

Once the GAR receives the FTPE, they decide the appropriate next step(s) within ten (10) business days. The GAR may consult with other necessary parties (e.g., other GARs, advisor, pertinent faculty, legal counsel, individuals outside of UT San Antonio with expertise) to make decisions about next steps. Potential outcomes of an FTPE are:

- No action;
- Faculty and/or advisor intervention;
- Committee intervention;
- Full faculty review; and/or
- Recommendation to dismiss the student from the program.

Each outcome is described in the next sections. Once the GAR makes a decision about the FTPE, they will contact the student via email regarding the decision. The student must confirm receipt of the decision within three (3) business days. If a student wishes to appeal the decision, the first step is to email their concerns to the GAR within five (5) business days of receiving the decision. If the student does not feel their concerns have been resolved, the next step is to email their concerns to the Department of Counseling Chair within five (5) business days of their concern not being resolved by the GAR. The Department of Counseling Chair or their designee will review the GAR's decision and process, consult with any necessary individuals, and email an outcome to the student within ten (10) business days.

Implications When an FTPE Form is Completed

When an evaluator completes an FTPE form, the student may continue to engage in all program activities until the GAR decides next steps, unless the student is notified differently by the GAR or Department of Counseling Chair. If the GAR notifies the student that the outcome of the FTPE is a (a) faculty and/or advisor intervention; (b) committee intervention; (c) fully faculty review; or (d) recommendation to dismiss the student from the Program, the student may not engage in any extracurricular Program activities (e.g., CSI, research labs, program events) until the FTPE is resolved or the student is notified via email that they may resume extracurricular Program activities.

Additionally, students who have been notified that the FTPE outcome is a (a) committee intervention; (b) fully faculty review; or (c) recommendation to dismiss the student from the program, may not apply for Practicum or Internship or contact any potential Practicum or Internship sites until they are expressly given permission to do so by the GAR and/or Department of Counseling Chair. With FTPEs that are related to Practicum or Internship, the student will be notified via email whether they are permitted to continue going to the site and/or working with clients.

Students who violate any the terms outlined in this section may be recommended for immediate dismissal from the Counseling Program.

Remediation and Retention Interventions

Early Intervention

An early intervention (EI) is defined as actions an instructor, site supervisor, advisor, or other Program affiliate (henceforth referred to as *evaluator*) takes to correct a student's behavior(s) and/or attitude(s) without completing an FTPE form. With EI, the evaluator provides the student with formative feedback by clearly stating what needs to be corrected, and, when appropriate, provides resources for making corrections. To be considered an EI, the evaluator must meet

with the student to discuss the formative feedback. EI may be supported by additional written or verbal feedback including but not limited to course assignments, through email, additional meetings, supervision, etc. Evaluators document all EI efforts as they occur and once the evaluator meets with the student, they provide their documentation to the GAR to be placed in the student's file. The evaluator updates the GAR with additional documentation as needed.

Students are encouraged to engage fully with EI and to take it seriously because it is an early corrective step intended to prevent future concerns. Students may ask their faculty advisor or other University resources to support their success during EI efforts.

EI is used whenever possible when minor concerns arise that the evaluator perceives can be corrected with minimal intervention. EI is not appropriate in all situations and is not required to be completed prior to other interventions. In some cases, EI interventions that are unsuccessful can serve as the basis for an FTPE.

Faculty and/or Advisor Intervention

A Faculty and/or Advisor Intervention (FAI) occurs when a plan has been devised for a student to work with one or more instructor and/or their advisor to improve their performance in one or more areas. The faculty and/or advisor works with the student one on one, gives ongoing feedback, highlights how the student is improving, and advises the student how they can improve. The faculty and/or advisor will set the meeting frequency and any specific tasks the student must complete to be successful. The student is expected to engage fully with the FAI and to make necessary modifications to their schedules and responsibilities when needed in order to do so.

An FAI may only be used once an FTPE has been completed. An FAI may be (a) assigned directly by the GAR who evaluates the FTPE or, (b) in instances in which a Committee Intervention is initiated, the committee may use an FAI as part of the student's remediation and retention action plan. FAI may be used after an early intervention has proved insufficient, though completing an early intervention is not necessary for an FAI to be initiated.

If the student does not comply with the FAI or complete it in its entirety, another FTPE form may be filed. If another FTPE form is filed, the GAR reviews it following the procedure stated in the *FTPE Next Steps* section; they may make new determinations regarding the student's interventions and will notify the student via email within ten (10) business days.

If the FAI is successful, the individuals involved in the FAI document this outcome and share it with the GAR, making any recommendations to support the student's ongoing development. The GAR notifies the student they have successfully completed the FAI, includes any pertinent information, and whether the FTPE is considered resolved or if it will continue to be monitored.

Committee Intervention

A Committee Intervention (CI) is a remediation action in which a committee of three (3) faculty members is formed to address concerns about a student's performance as documented on the FTPE. The CI is used in instances in which a student is struggling in multiple areas, the documented concerns warrant additional evaluation, and/or ongoing work with the student and/or monitoring is deemed to be necessary. While a CI is used most commonly when an EI and/or FAI have been completed and not been sufficient or successful, completing an EI and/or an FAI are not required for a CI to be assigned by the GAR.

The committee is comprised of three (3) Program faculty members assigned by the GAR, one of

whom is designated as the committee chair. The evaluator who completes the FTPE form will not serve on the committee. Given the size of the Counseling Program faculty, the student may or may not know the faculty members who are assigned to their committee. All committee members are trained counselors who hold doctoral degrees in counselor education or a related field, and therefore are knowledgeable about professional counseling expectations, laws, ethics, student development, and how to engage in student success efforts. If the student has concerns about a faculty member(s) assigned to their committee (e.g., a conflict of interest), they may discuss these concerns with the GAR. The GAR may make changes to the committee membership if there is compelling reason to do so.

The committee works on the following timeline to ensure that the student receives a fair and timely process.

- The GAR sends an email to notify that faculty have been assigned to serve on a CI for a specific student and specifies who the committee chair will be. The GAR informs the student via email that a CI has been formed within ten (10) business days in compliance with the timeline stated in the FTPE Next Steps section.
- Within five (5) business days of the committee being formed, the committee contacts the student to schedule the initial meeting. The meeting will be scheduled within ten (10) business days of the committee contacting the student during the regular year (i.e., Fall and Spring semester). During summer, the committee will make every effort to schedule the initial meeting within ten (10) business days, yet they may have to apply reasonable flexibility to account for committee members' summer schedule. The student must respond to committee email within three (3) business days and reasonably work with the dates and times the committee has provided to schedule a meeting.

If the student does not respond to the email, the committee chair will notify the GAR. The GAR will notify the student via email that they are not permitted to register for classes, apply for Practicum or Internship, contact any potential Practicum or Internship sites, or engage in any program activities until their FTPE is resolved. Unless otherwise indicated by the GAR or department chair, the student is permitted to complete the courses in which they are actively enrolled and participating in during the semester in which the FTPE occurs. When the FTPE is connected to a practicum or internship dismissal, the student is not permitted to contact any sites until they receive expressed written permission from the committee chair.

If the student fails to communicate with the committee chair or GAR by the end of the semester, the FTPE will go to full faculty for review and final decision.

- Prior to the initial meeting, committee members review all documentation they have received.
- In the initial meeting, the committee seeks to understand the student's perspective of the documented concerns, incidents that occurred, and the student's level of understanding and insight regarding the documented concerns in terms of professional practice.
- After the initial meeting, the committee discerns an outcome using a decision-making model. The committee reviews all information they have received and may seek additional information from pertinent individuals (e.g., instructors, site supervisors). When appropriate, the committee reviews professional literature, laws, ethics, handbooks (e.g., Program Handbook, Handbook of Operating Procedures), etc. to inform their decision-making process. The committee may seek consultation with other necessary professionals, keeping the student's identity confidential unless required by law to disclose (see Mandated and Selected Reporting section). The committee may contact the student for more information if additional questions arise during this process.

- Within ten (10) business days, the committee contacts the student via email to inform them of the outcome. If there are extenuating circumstances in which the committee needs more time, they will email the student by the 10th business day and inform them of the reason for the delay and the anticipated date when they will receive the committee's decision.

Committee Decision.

The committee has four decision options: no action, remediation and retention action plan, recommendation for full faculty review, and recommendation for dismissal. Each is outlined below. With all decision options, the student will receive an email from the committee chair documenting the decision, pertinent information, and any next steps.

- **No action.** The committee documents their decision-making process and the reason(s) no action will be taken at this time.
- **Remediation and retention action plan.** The committee creates an individualized remediation and retention action plan the student must complete with the intent of correcting the concerns outlined in the FTPE. The plan will include:
 - The purpose of the plan;
 - The areas of concern the student is working to address and the expected outcomes;
 - Specific requirements the student must complete to reach expected outcomes;
 - How the plan will be monitored until it is completed;
 - The deadlines by which plan components must be completed.

The student must complete the action plan in its entirety by the stated deadlines and make sufficient, developmental progress; failure to do so may result in recommendation for additional interventions and/or dismissal. Additionally, an action plan may be extended if the student, in good faith, has made developmental progress and needs more time to make sufficient progress. The committee makes all recommendations regarding when the plan is completed, whether the student requires additional monitoring after the plan is completed, and when to deem that the plan is completed or closed.

Students have the right to ask the committee questions about their plan. If a student has concerns about their remediation and retention plan, they must first address their concerns with the committee directly. If their concerns are not resolved, they may contact their program GAR to discuss it. The GAR may review the plan or ask faculty outside the committee to review the plan.

If a student takes a leave of absence from the Program before their remediation and retention action plan is completed, they must complete their action plan before they will be permitted to resume any participation in the Program (e.g., courses work, site placement processes, extracurricular activities, research labs). If a student withdraws or is academically dismissed from the Program before their remediation and retention action plan is completed, they must address their action plan in their application materials if they reapply to the Counseling Program. If the individual is accepted back into the Program, they will have to complete their action plan within the first semester they are enrolled and may only take two courses during that semester, none of which can be a Practicum or Internship course. If the student only has Practicum and/or Internship Courses remaining, the student may not enroll in these courses until the

action plan is completed.

- **Recommendation for full faculty review.** If the committee or GAR discerns that the concerns and breadth of information they received regarding the FTPE requires input from the full faculty before making a decision, they will bring the concern to the Program faculty. This option may be used when the FTPE is received from the evaluator, if the student does not respond to contacts for meetings, after the initial committee meeting with the student, during the time in which the student is completing a remediation and retention action plan, or if an additional FTPE is filed.
- **Recommendation for dismissal.** The recommendation to dismiss a student from the Program is not a decision that is made lightly. Program Faculty use a decision-making model to assess each case and work earnestly to make the best decision for the student, Program, UT San Antonio community, clients, and the public.

While the Program makes reasonable attempts to remediate and retain students, there are instances in which remediation and retention are not possible because remediation and retention efforts have failed, a student's actions do not align with the Program's ability to remediate, or the student's behaviors pose a significant risk to others (e.g., clients, other students, the community, etc.). Instances that can lead to the recommendation to dismiss a student from the program include, but are not limited to:

- violation(s) of the University *Handbook of Operating Procedures*;
- ethical and/or legal violation(s) that pose a threat to clients, the UT San Antonio community, and/or the general public;
- behavior(s) and/or attitude(s) that threaten the safety of other students, clients, the UT San Antonio community, and/or the reputation of the Program or UT San Antonio;
- ongoing attempts to remediate behaviors have not been successful, that is, the student has not made sufficient improvements to continue in the Program.

Recommendation for dismissal may occur with or without intervention, depending on the severity of the student's behaviors. Any recommendation to dismiss without intervention will be reviewed, discussed, and voted on by program faculty.

Student Appeals of Committee Decision

If a student wishes to appeal the committee's decision, the first step is to email their concerns with the committee within five (5) business days of receiving the decision. If the student does not feel their concerns have been resolved, the next step is to email their concerns to the Department of Counseling Chair within five (5) business days of their concerns not being resolved with the committee. The Department of Counseling Chair or their designee will review the committee's decision and process, consult with any necessary individuals, and email an outcome to the student within ten (10) business days.

Practicum and Internship Review Procedures

The information below documents the policy and procedures for when a student is dismissed from a Practicum and/or Internship site to ensure accountability, support, and public wellbeing.

- If a student is dismissed from a clinical practicum or internship site, the student's practicum or internship course instructor will complete an FTPE and submit it following the procedures in the Completing an FTPE section. Because being dismissed from a practicum or internship site is a serious concern, the GAR will initiate a committee intervention or, in cases of dismissals for ethical or legal offenses, recommend the FTPE

for full faculty review. The full faculty review may result in a recommendation for committee intervention or for dismissal from the program. Students who are dismissed from a site will not receive a passing grade for the practicum or internship course in which they are enrolled.

With either intervention, the outcomes may include the student completing an action plan, being required to delay practicum or internship for one or more semesters before being approved for another placement, or the recommendation for dismissal. If a student is permitted to return to a new placement, they will not be permitted to apply any of the hours they accrued during the semester in which they were dismissed.

- If a student is dismissed from a second clinical site, the student's practicum or internship course instructor will complete an FTPE and submit it following the procedures in the Completing an FTPE section. Given the seriousness of a dismissal from a second site, at minimum, the student will not be permitted to restart practicum or internship for at least one semester. The GAR may recommend a committee intervention or a full faculty review. If a committee intervention is recommended, the same committee members who worked with the student for the prior site dismissal will evaluate the pattern of concerns and determine the student's suitability for continued clinical training. Being dismissed from a site a second time may be grounds for immediate dismissal from the Counseling Program.

Recording Intervention Meetings

While Texas is currently a one-way recording state, any parties involved in any remediation and retention interventions demonstrate respect by disclosing if they plan to record the meeting. All parties must give consent and be given access to the recordings. This policy is congruent with the recording policy stated in all Program course syllabi.

Student Appeal Process for Dismissal Recommendations

When the recommendation to dismiss a student has been made, the recommending party (i.e., committee chair, GAR) sends their decision to the department chair. The department chair reviews the decision prior to submitting the recommendation to the Dean of the College of Education and Human Development. The student may submit an appeal to the Dean within ten (10) business days of receiving the notice of the recommendation for dismissal. The College Dean or their designee will review all pertinent documentation. The Dean will make the final decision.

Mandated and Selected Reporting

If a student discloses suspected abuse or neglect of a minor or vulnerable adult, suicidal ideation, or homicidal ideation, UT San Antonio employees are required by law to make a report to appropriate services to ensure the safety and wellbeing of those involved.

Additionally, if a student discloses an incident of sexual misconduct to any UT San Antonio employee (other than to a designated confidential employee such as mental health counselor or PEACE advocate, a UT San Antonio police officer using a pseudonym form or at a public awareness event), that information is not confidential; the UT San Antonio employee must report all known information to the UT San Antonio Office of Equal Opportunity Services. Employees may also report any concerns about the health and safety of students or others to other school officials and/or law enforcement. For a complete list of exceptions to FERPA, please see Student Catalog Annual FERPA Letter and HOP 5.01.

If a UT San Antonio employee has significant concerns about a student's wellness, they may select to contact the [UT San Antonio Behavioral Intervention Team \(BIT\)](#). The BIT is designed as a non-punitive intervention that can help the student identify resources and access support when they are experiencing struggles.

PROGRAM MILESTONES AND REQUIREMENTS

COURSEWORK

The program is designed for continuous full-time enrollment, defined as 9 credit hours during fall and spring semesters and 3 credit hours during summer semesters. Beginning with students admitted Fall 2025, the program requires 69 credit hours, including 54 credit hours of core coursework, 6 credit hours of electives, and 9 credit dedicated to the dissertation. A complete list of required courses for the Counselor Education and Supervision Ph.D. program is provided below, and Appendix B outlines the course sequence. Students admitted prior to Fall 2025 will follow the 48-credit hour program sequence detailed in Appendix C.

Table 4.

Course List

Course Code and Title	Credit Hours
A. General Core Courses	54
COU 6893. Foundations of Research in Counseling	3
COU 7003. Program Evaluation and Grant Writing	3
COU 7103. Qualitative Research Methods in Counseling	3
COU 7123. College and University Teaching	3
COU 7133. Seminar in Professional Development	3
COU 7143. Leadership and Advocacy in Counseling and Counselor Education	3
COU 7213. Advanced Theories in Counseling	3
COU 7283. Advanced Multicultural Counseling	3
COU 7313. Internship in Counseling	3
COU 7393. Advanced Counseling Skills	3
COU 7413. Internship I	3
COU 7513. Internship II	3
COU 7583. Supervision of Counseling	3
COU 7593. Practicum in Counseling Supervision	3
COU 7803. Research and Publication in Counseling	3
COU 7823. Developing a Research Identity in Counselor Education	3
COU 7893. Advanced Research in Counseling and Counselor Education	3
EDU 7043. Educational Research Statistics	3
B. Elective Courses	6
C. Dissertation	9
Total Credit Hours	69

For descriptions of all courses offered by the UT San Antonio Graduate School, see the Graduate School Catalog at <https://catalog.utsa.edu/graduate/>.

For descriptions of courses offered specifically by the Department of Counseling, see <https://catalog.utsa.edu/graduate/educationhumandevelopment/counseling/#courseinventory>.

Elective Coursework

Elective coursework provides students with an opportunity to personalize their degree plans by selecting courses that support their professional development as emerging counselor educators. A total of 6 credit hours (two courses) of electives is required. Currently, elective options are readily available in areas such as neurofeedback, bilingual counseling, play therapy, and research and evaluation, both within the Department of Counseling and in other departments within the college. Students may consult the graduate catalog to identify potential elective courses.

Students may also select electives from other graduate offerings across the university, provided that: (a) the coursework is at the graduate level; (b) students meet all prerequisites and obtain instructor permission when required; and (c) the courses are approved by the student's advisor, confirming alignment with program training goals and/or the student's professional interests.

Experiential Aspects of Coursework

Experiential learning is a cornerstone of the doctoral program and is intentionally embedded within key courses to prepare students for advanced roles in teaching, supervision, and clinical practice. These requirements are distinct from formal internship experiences that occur during Spring of Year 2 and across Year 3. Importantly, these experiential components occur outside scheduled class time, so students should plan ahead and allocate sufficient time to meet these requirements as part of their doctoral training.

In Year 1, students begin developing their educator identity through COU 7123 College and University Teaching, which includes serving as a teaching assistant in a master's-level counseling course. At the same time, COU 7583 Supervision of Counseling introduces students to the supervisory role by providing guidance to master's students enrolled in clinical skills courses.

Building on this foundation, Year 2 deepens supervisory and leadership competencies. In COU 7593 Practicum in Counseling Supervision, students supervise master's-level practicum students through the SFCC, gaining hands-on experience in clinical oversight. Additionally, COU 7393 Advanced Counseling Skills offers the opportunity to facilitate growth groups, strengthening group leadership and advanced counseling techniques.

These embedded experiences are designed to complement internship requirements and foster professional development across teaching, supervision, and clinical domains, which are key competencies for counselor educators and supervisors. While these experiences are required, students are strongly encouraged to also pursue other professional development experiences such as research collaborations, leadership opportunities, etc. these activities though not mandated by coursework, enrich doctoral training, strengthen the doctoral portfolio, and support career readiness.

Course of Program of Study (CPOS) Requirements

UT San Antonio is required to follow U.S. Department of Education Title IV regulations related to the payout of federal financial aid. Course Program of Study (CPOS) is a federal requirement that mandates that only courses counting toward a student's declared program of study will be used to determine that student's eligibility for federal financial aid (i.e., federal grants, federal loans, federal work-study). If students enroll in courses that are not required for their program of study, their financial aid may be prorated and/or canceled as required by federal regulations. Students are responsible for ensuring that they enroll only in courses and credit hours that are eligible for federal financial aid.

Thus, if students enroll in courses that are not listed in the PhD in Counselor Education and Supervision program of study, enroll in more than 6 credits of elective hours, and/or enroll in more than 9.0 dissertation credit hours, students will not be eligible for financial aid for those courses/credits. Financial aid will be prorated based on qualifying hours. For more information, see <https://onestop.utsa.edu/financialaid/paying/enrollment/>.

Transfer of Credits

Previous doctoral level coursework may be applied to the PhD in Counselor Education and Supervision program of study on a case-by-case basis through consultation with the Graduate Advisor of Record and Doctoral Program Director. Courses submitted for consideration for transfer of credits must be equivalent and/or closely related to courses in the PhD in Counselor Education and Supervision program. The purpose of allowing a transfer of credits is to avoid situation in which students are having to repeat courses that they have already successfully completed.

The program may approve up to 15 credit hours of coursework for transfer, not including dissertation or internship course credit. Courses must have been completed at a regionally accredited institution with a grade of B (3.0) or higher. Previous coursework submitted for transfer must have been completed within the five years prior to the student's start in the Ph.D. program. Transfer credit will only be considered if the credit has not been used toward the completion of another degree. All approvals are pending review by the Doctoral Program Committee, the college. And the Dean of the Graduate School.

For transfer of credits requests, after consultation with the Graduate Advisor of Record and Doctoral Program Director, students must complete the 'Transfer of Graduate Credit (Doctoral)' form (available at <https://education.utsa.edu/student/resources/>). Students are required to provide the following information for each course to be considered for a transfer of credits:

- Course number and name
- Name of institution
- Semester taken
- Credit hours
- Equivalent grade received
- UT San Antonio PhD in Counselor Education and Supervision equivalent course
- Course syllabus

Note: Even if courses seem to be eligible for transfer of credits, there is no guarantee that courses will be accepted for transfer of credits. All transfer of credit requests are reviewed by the Graduate Program Committee, which may decide to support or reject each request based on a review of the course information provided and evaluation of whether the course meets program aims.

Admission Deficiencies from Master's Degree

Students entering the Ph.D. program are expected to hold a 60-credit master's degree in counseling from a CACREP-accredited program. Applicants from non-CACREP programs may be admitted but must complete any missing entry-level coursework before or concurrently with doctoral courses. It is the student's responsibility to work closely with their academic advisor and the Doctoral Program Director to identify and complete all deficiencies. Timely completion is essential for progression and eligibility for graduation.

INTERNSHIP SEQUENCE

During their program, particularly in COU 7313 (Internship in Counseling), COU 7413 (Internship I), and COU 7513 (Internship II), students are expected to demonstrate mastery of basic and advanced counseling, supervision, teaching, research and scholarship, and leadership and advocacy skills.

An exciting and innovative component of the UT San Antonio doctoral program is the unique opportunity for students to receive extensive training and experience in clinical and supervisory roles within an academic environment. Throughout the internship sequence, doctoral students are required to provide supervision and/or lead the professional development growth groups for master's students. Supervision entails supervising master's students as they develop counseling competencies across multiple stages of training, including skills development, practicum, and internship experiences. Group facilitation entails working with master's students who are enrolled in their Group Counseling course. The Director of the Sarabia Family Counseling Center collaborates with the Doctoral Program Director to determine supervision and growth group assignments.

Students who are LPC Associates must confer with their LPC supervisor about using these hours to fulfill LPC Associate requirements. Additionally, doctoral students must have individual professional counseling liability insurance policies while enrolled in their internship courses.

Overview of Internship in Counseling Requirements

Doctoral students participate in a supervised, doctoral-level counseling internship. Students are expected to demonstrate advanced counseling competencies in diverse settings and frame their interventions and counseling approach from a clearly articulated theoretical base.

The Internship in Counseling (COU 7313) requires a minimum of 100 clock hours, with at least 40 hours of direct client contact. The remaining hours may include administrative or indirect client contact. The specific nature of the doctoral-level internship in counseling experience is determined in consultation with counselor education program faculty and/or the doctoral program committee (CACREP, 2023).

During internship in counseling, students participate in one hour of individual (or triadic) supervision and one and a half hours of group supervision on average per week. Individual supervision is conducted by a qualified site supervisor who holds a doctorate in counselor education or at least a master's degree, preferably in counseling or a related field, possesses active certifications and/or licenses required for practice, and has specialized expertise to advance the student's knowledge and skills. Supervisors must have a minimum of two years of independent professional experience, be trained in both in-person and distance counseling supervision, and be proficient in the technology used for supervision. Group supervision is provided on a regular schedule with other students throughout the internship experience and is

usually performed by a program faculty member during the scheduled class period. Additional experiences (e.g., growth group assignments) vary in supervision requirements.

In accordance with current accreditation standards (CACREP, 2023), supervision must include secure audio or video recordings and/or live supervision of students' client interactions, in compliance with institutional, state, federal, and international privacy regulations.

All Internship in Counseling sites must be approved by the counseling program and course professor. Students are expected to select sites that align with their professional goals and provide opportunities for growth. Supervisors must be onsite and meet the qualifications outlined above. No exceptions will be made.

Students may use their current place of employment as a clinical site if:

- The experience includes new learning that is qualitatively different from their job duties;
- The clinical site supervisor is not the student's work supervisor;
- A letter of documentation is submitted at the start of the course, outlining how these conditions will be met.

The internship is intended to help students refine advanced counseling skills and conceptually link counseling practice to teaching and supervision. Students are expected to demonstrate proficiency in essential counseling skills such as tracking client content, focusing on process, and deepening therapeutic engagement. Superficial or information-gathering interactions are not sufficient. Students who do not meet these expectations may be required to repeat the course.

Doctoral students must have individual professional counseling liability insurance policies while enrolled in practicum.

Doctoral Internships

Doctoral students are required to complete doctoral-level internships that total a minimum of 600 clock hours. Requirements for doctoral Internship I (COU 7413) and Internship II (COU 7513) include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, and leadership and advocacy).

Each Doctoral Internship semester is comprised of 300 clock hours. Students will work with their Doctoral Internship Instructor and their Dissertation Chair (or Doctoral Program Director) to develop an individualized internship plan. Once a plan is approved, students will develop an internship agreement for each doctoral core area. These agreements should be developed with cognate (counseling, supervision, teaching, research and scholarship, leadership and advocacy) supervisors. At minimum, this internship agreement should include approximate goals for hours and responsibilities of the intern. Agreement templates are provided to students by their internship instructor and are found on the Department website. Signed agreement forms are due to the internship instructor within the first two weeks of the semester. Accrual of hours do not begin until the internship instructor has the signed agreement forms.

During the internship sequence, students must receive an average of one hour per week of individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. Additionally, group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member during the scheduled class period.

When planning one's internship experience, please note:

- Hours spent to fulfill the expectations of any course (e.g., assignments, readings) cannot be considered again toward internship hours.
- Paid Graduate Research Assistant (GRA) or Graduate Assistant (GA) hours cannot be counted toward internship.
- Time spent constructing doctoral portfolio materials (e.g., statements, first-author manuscript) cannot be considered for internship hours.
- Students pursuing the research domain will be expected to pursue research activities that will broaden their experiences in their doctoral program. Program requirements such as the dissertation cannot be considered for internship hours.
- The minimum number of hours required by the department will inform group facilitation and supervision needs. Thus, group facilitation and supervision direct hours could be predetermined before the semester begins. Group facilitation hours may count towards a Counseling or Supervision internship.

Doctoral students must have individual professional counseling liability insurance policies while enrolled in internship.

QUALIFYING EXAMINATION (PORTFOLIO)

The qualifying examination, also referred to as the doctoral portfolio, requires students to critically reflect on their clinical, supervisory, teaching, research and scholarship, and leadership and advocacy experiences. The qualifying exam is guided by the CACREP standards, which outline the professional roles and competencies expected of doctoral graduates in counselor education. This process invites students to clarify, synthesize, and communicate their learning milestones while providing opportunities to enhance their written and oral communication skills.

As detailed below, the qualifying examination process will require (a) successful completion of a written professional portfolio, (b) oral presentation of the portfolio to the dissertation committee, and (c) inclusion and integration of feedback from the dissertation committee into the final professional portfolio. The steps in the process are detailed below.

1. Complete and submit a written professional portfolio to your Dissertation Committee that includes:
 - a. Curriculum Vita adhering to the official UT San Antonio CV format
 - b. Evidence of Doctoral-Level Clinical Competencies
 - Statement of Counseling Approach (2-4 single-spaced pages). Discuss your clinical theoretical orientation, key clinical and theoretical principles learned during your doctoral training, integration of feedback related to clinical skills, areas of strength, and areas for continued growth related to clinical skills.
 - Include all feedback from site supervisors.
 - Submit other evidence supporting your clinical competencies.
 - c. Evidence of Doctoral-Level Supervisory Competencies
 - Statement of Supervisory Approach (2-4 single-spaced pages). Prepare a statement that overviews your supervisory theoretical orientation, key supervision principles learned during your doctoral training, integration of feedback from supervisees and supervisors, areas of strength, and areas

- of growth related to supervision.
- Include all feedback from supervision supervisors.
- Submit other evidence supporting your supervisory competencies.
 - Note: You are encouraged to seek opportunities to provide supervision across developmental levels (skills, practicum, and internship). Consult with your advisor to identify what might be best to meet your professional needs.
- d. Evidence of Doctoral-Level Teaching Competencies
 - Teaching Statement and Philosophy (2-4 single-spaced pages). Provide a teaching statement that articulates your philosophy of teaching and learning, including your theoretical approach to education, your understanding of the learning process, and your methods for evaluating students within counselor education. The statement should also address how you incorporated feedback from faculty and students as well as your identified areas of strength and areas for continued growth as an educator.
 - Include all feedback from faculty supervisors and students related to teaching.
 - Submit other evidence supporting your teaching competencies.
- e. Evidence of Doctoral-Level Research and Scholarship Competencies
 - Research Statement (2-4 single-spaced pages). Discuss your research philosophy and articulate your current and future research agenda. Describe how plan to utilize quantitative, qualitative, and/or mixed-method approaches to inform and advance your scholarly work. The statement should highlight key lessons learned through your research experiences and explain how you have incorporated feedback from peer reviewers, editors, peers, and faculty mentors. Additionally, identify your strengths and areas for growth as a researcher.
 - Include at least one paper reviewed by a peer-reviewed counseling journal. You must be the 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.
 - Note: You are required to include a revised manuscript that incorporates all feedback from the editorial board and peer reviewers, along with a detailed, substantive response to each comment. While you are encouraged to resubmit the revised manuscript for publication, resubmission is not required for inclusion in the portfolio.
 - Provide a timeline for future research goals.
 - Submit other materials supporting your research competencies and active engagement in scholarship.
 - Note: You are encouraged to maintain active involvement in scholarly activities throughout the program, such as presenting at conferences, submitting manuscripts, and publishing research. These efforts not only strengthen your research and scholarship competencies but also enhance the overall quality of your portfolio. At minimum, you must include evidence of conference presentations.

- f. Evidence of Doctoral-Level Leadership and Advocacy Competencies
- Statement of Leadership and Advocacy Approach (2-4 single-spaced pages). Discuss your philosophy of leadership and describe your leadership style. Include the leadership and advocacy principles and practices you have developed during your doctoral training, highlighting how you have integrated feedback from mentors in these areas. Reflect on your areas of strength, and areas of growth related to leadership and advocacy.
 - Include all feedback from supervisors, sponsors of leadership and advocacy initiatives, and others who can provide evidence of your abilities.
 - Submit other evidence supporting your leadership and advocacy competencies.
 - Note: You are encouraged to maintain active membership in at least one professional counseling association. Additionally, you should participate in a minimum of two state, regional, and/or national conferences by attending workshops and sessions. Active involvement may also include volunteering, serving on committees, or holding leadership roles at the university, local, state, or national level. You are encouraged to engage in advocacy by writing an advocacy letter to a governing representative, agency, or entity advocating for a professional issue of your choice.

Additional guidance for preparing the written professional portfolio:

- Reflect on Intersecting Domains: You should demonstrate how the various doctoral domains intersect and interact to shape your professional identity. Integration should be evident throughout your statements and reflected in the oral presentation.
- Include a Clear Orientation Statement: You should provide a concise, 1-2 sentence summary that encapsulates your professional orientation within the identified domain. It is recommended to place this statement at the beginning of the document, before delving into a more detailed discussion of your philosophy or orientation. For research, this statement should clearly define your research agenda.
- Connect Artifacts to Statements: Each artifact provided as supporting evidence should be clearly aligned with the relevant domain statement. While hyperlinks are not required, there must be a clear and direct connection between the artifact and the content of the statement.
- Optional Use of Original Figures: If helpful, you may include original figures to illustrate your approach to any given domain (e.g., research agenda, personal integrative theory).

Submit the Portfolio, including the materials described in items 1.a through 1.f above and your PowerPoint presentation, to your Dissertation Committee at least 10 days before the Qualifying Examination/Portfolio Oral Presentation. Students are eligible to schedule their Portfolio Presentation in Spring of their third year. The earliest date allowed is April 15th or the first business day after.

2. Qualifying Examination/Portfolio Oral Presentation

- a. During this meeting you will present your portfolio summary, using PowerPoint or a similar format, as a visual guide to the oral presentation. This presentation should last about 20-25 minutes. The development of presentation skills is essential for your doctoral growth. Therefore, you should avoid reading directly from written notes during the oral presentation.
- b. The committee may ask questions and will provide feedback related to your portfolio, your oral presentation of the portfolio, and your professional development.
- c. After you have completed your presentation, the committee will deliberate. Possible outcomes of the deliberation are: (a) Passed, (b) Passed pending revisions, and (c) Did not pass.

Each component of your portfolio will be independently evaluated by your committee members using a standardized rubric. In order to pass the Qualifying Examination/Portfolio, students will need to meet developmental expectations. Table 5 outlines the rating scale faculty will use. Additionally, faculty will provide detailed, constructive feedback, which will be shared with you during your oral presentation. The results of the Comprehensive Examination/Portfolio results may be communicated during the oral presentation or within five business days following the presentation.

Table 5.

Portfolio Rating Scale Summary Table

Points	Category	Sub-Category
N	Not Observed/Unable to Assess <i>The student did not have the opportunity to demonstrate the behaviors related to this assessment area or the assessor does not believe they have adequate information to assess this area.</i>	
0	Does Not Meet Developmental Expectations <i>Despite having the opportunity to demonstrate the behaviors for this area, the student did not demonstrate them in ways that meet developmental expectations relative to their developmental level in the program. This rating is appropriate to use if the student has received prior corrective feedback and has not taken steps toward improvement or change and/or has exhibited attitudes that do not show openness to improvement/change.</i>	
1-2	Below Developmental Expectations	1 = Struggling to make progress to meet developmental expectations <i>The student shows minimal progress toward meeting expectations relative to their developmental level in the program. They may not be integrating feedback, taking initiative to improve or to obtain support, or committing the necessary time needed to improve. They require additional opportunities, substantial support, and/or a stronger commitment to improvement in order to progress.</i>
		2 = Making progress to meet developmental expectations

		<i>Based on their developmental level in the program, the student is progressing toward meeting the developmental expectations for this area. The student has been developing in this area and may exhibit some elements appropriately yet still needs support and continued effort to meet expectations. The student has taken initiative and has an attitude that is likely to result in meeting expectations with continued effort.</i>
3-4	Meets Developmental Expectations	3 = Recently met developmental expectations <i>The student meets the expectations for this area relative to their developmental level in the program, though they have only recently met expectations and have not had the opportunity to consistently demonstrate mastery. It is appropriate for students to still be developing and receive this rating if their behaviors and attitudes related to the listed area are within normal limits and show promise for continued success.</i>
		4 = Consistently meets developmental expectations <i>The student has met the developmental expectations for this area based on their developmental level in the program by regularly and predictably exhibiting the behaviors and attitudes associated with this area. They have demonstrated consistency over time and have demonstrated mastery congruent with their developmental level.</i>

If the Qualifying Examination/Portfolio is Passed, you will be eligible to apply for candidacy and register for dissertation credits.

If the Qualifying Examination/Portfolio is Passed pending revisions, you will submit a revised portfolio to your committee or to your committee chair that integrates the feedback you received during the meeting. You will not be able to register for dissertation credits until you are admitted to candidacy. You will be eligible to apply for candidacy once feedback has been reviewed and found acceptable. Please be mindful of registration deadlines each semester.

If the Qualifying Examination/Portfolio is Not Passed, you will prepare and submit a revised portfolio that 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. Please be mindful of registration deadlines each semester.

CANDIDACY

Successful completion of the Qualifying Examination/Portfolio is an indication that you are ready to proceed to the doctoral program's dissertation stage and enroll in dissertation credits. The Qualifying Examination form and the Application for Candidacy for the Doctoral Degree form must also be completed at this time.

DISSERTATION

Please see the Dissertation Handbook for guidance and expectations related to preparing the dissertation and selecting the dissertation committee. The Dissertation Handbook also includes pertinent information regarding the Pre-Proposal Meeting, Proposal Defense, and Dissertation Defense.

APPLICATION FOR GRADUATION

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

PROFESSIONAL DEVELOPMENT

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 students' 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.

CHI SIGMA IOTA

The counseling academic and professional honor society international, 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 9 semester hours of coursework in a counseling degree program at UT San Antonio. Students must also have a 3.5 GPA at the time of application. Doctoral students who joined Chi Sigma Iota while they were master's students and are current members may transfer their membership to the Sigma Alpha Chi chapter. The chapter sponsors continuing education and social and professional activities throughout the year. Please contact the Chapter Faculty Advisor, Dr. Devon Romero, for more details.

PROFESSIONAL ORGANIZATIONS

Selected 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 and several affiliate organizations within the association. You can find more information at: <http://www.counseling.org/>

Association for Counselor Education and Supervision (ACES). The Association for Counselor Education and Supervision is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES and the regional associations host conferences to highlight research and best practices in supervision and in the training of counselors. In addition ACES publishes a quarterly journal, *Counselor Education and Supervision*, which presents current issues, relevant research, proven practices, ethical standards and conversations in counselor training and supervision. ACES members have been and continue to be trailblazers in terms of the competencies for supervision, counselor training, research, multicultural competence, and advocacy. Many of the leaders of the counseling profession are members of ACES and there are always opportunities to become involved in leadership through task forces, committees, interest networks, and elected positions.

Graduate students play an especially important role in ACES. Students enrolled in their doctoral studies in counselor education and supervision programs will find opportunities to work with and learn from current faculty members and leaders in the counseling profession. In addition, the conferences provide opportunities to network with other counseling professionals, and to present their research and experiences to professional colleagues. The primary purpose of the Association, in accordance with the purpose of ACA, is to advance counselor education and supervision in order to improve the provision of counseling services in all settings. You can find more information at: <https://acesonline.net/>

The Association for Creativity in Counseling (ACC). Although the UT San Antonio 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>

Selected Regional Associations

Southern Association for Counselor Education and Development (SACES). The Southern Association for Counselor Education and Development (SACES) is a division of ACES, with membership encompassing the southern region. SACES and ACES hold professional conferences on alternating years. You can find more information at: <https://saces.wildapricot.org/>

Selected 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: <http://www.txca.org>

Texas Association for Counselor Education and Supervision (TACES). The Texas Association for Counselor Education and Supervision is the state-level professional organization where counselor educators, directors of guidance, counseling supervisors and graduate students come together to support, collaborate and enrich their respective specialties, each other, and the counseling profession. You can find more information at: <https://txca.org/taces/>

Local Organizations

South Central Regional Counseling Association (SCRCA). The South Central Regional Counseling Association is an organization of professional counselors serving children and adults in a variety of settings who have joined together to provide leadership and direction that encourages the personal and professional development of counselors; to influence decisions that affect the counseling profession; and to promote progress, understanding, and improvement of counseling. The South Central Regional Counseling Association is a Chapter of the Texas Counseling Association (TCA), which is a state branch of the American Counseling Association (ACA). You can find more information at: <https://scrca-chapter.txca.org/>

PROFESSIONAL COUNSELING CERTIFICATION AND LICENSURE

Licensed Professional Counselor (LPC)

Please note that the following information is subject to change. The clinical mental health counseling degree meets academic requirements for licensure as a Professional Counselor in the State of Texas. The Texas State Board of Examiners of Professional Counselors is charged with the creation and implementation of rules and regulations to establish the practice and licensing of professional counseling in Texas. Education and experience required for licensure include:

- A master's or doctoral degree in counseling or a counseling-related field from an accredited college or university.
- A planned graduate program in counseling or a counseling-related field of at least 60 graduate semester hours. Board rules specifically define "counseling-related field": §681.2. Definitions (9) Counseling-related field - A mental health discipline utilizing human development, psychotherapeutic, and mental health principles including, but not limited to, psychology, psychiatry, social work, marriage and family therapy, and guidance and counseling. Non-counseling related fields include, but are not limited to, sociology, education, administration, and theology.
- Applicants are responsible for obtaining coursework in and demonstrating competency in the following specific areas: normal human growth and development; abnormal human behavior; appraisal or assessment techniques; counseling theories; counseling methods or techniques; research; lifestyle and career development; social, cultural and family issues; and professional orientation.
- As part of the graduate program, a supervised practicum experience that is primarily

counseling in nature. The practicum should be at least 300 clock hours with at least 100 direct client contact hours. Academic credit for the practicum must appear on the applicant's transcript.

- After completion of the graduate degree and after an applicant has received a temporary LPC Associate license from the Board, the applicant begins the supervised post-graduate counseling experience (internship); 3000 clock hours of internship with 1500 direct client hours under the supervision of a Board-approved supervisor is required. The 3000 clock hours may not be completed in a time period of less than 18 months.

For Additional and Most Up-To-Date Information:

Website: [Texas State Board of Examiners of Professional Counselors – Texas Behavioral Health Executive Council](#)

School Counseling Certification Program

An additional requirement for students who wish to be employed as professional school counselors in Texas public schools is a separate application to the UT San Antonio School Counselor Certification Program (SCCP). Admission to the Master of education in school Counseling program does not guarantee acceptance into the SCCP. Please note that only those students who successfully complete the requirements for the UT San Antonio SCCP will receive endorsement to sit for the state school counselor certification exam.

Visit the Department of Counseling website:

(http://education.utsa.edu/counseling/m.a._in_school_counseling/) or contact the Department of Counseling Student Development Specialist's office for SCCP application process and timeline, necessary forms and materials, and other information.

The Texas Education Agency (TEA) requires that students entering internship I who want to also enter the certification program must participate in an interview process as part of the entry requirements.

TEA requires three 45-minute observations of students during their internship experiences (Classroom Guidance [first semester], Small Group Counseling [second semester], and Consultation [third semester]).

TEA law TAC 19 227.17 (f) states “prior to formal admission, [an EPP] shall not provide coursework, training, and/or examination approval to an applicant that leads to initial certification in any class of certificate.”

National Certified Counselor (NCC)

The National Board for Certified Counselors, Inc. (NBCC), an independent not-for-profit credentialing body, was incorporated in 1982 to establish and monitor a national certification system, to identify for professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. For information regarding education and experience required for NBCC credentialing, refer to <http://www.nbcc.org/>.

For Additional Information:

National Board for Certified Counselors, Inc. 3 Terrace Way
Greensboro, NC 27403-3660 USA Web: <http://www.nbcc.org> Email: nbcc@nbcc.org Telephone:
(336) 547-0607
Fax: (336) 547-0017

APPENDIX A: IMPORTANT CONTACT INFORMATION

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/>

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>

APPENDIX B: SEQUENCE OF COURSES AND PROGRAM OF STUDY (69 CREDIT HOUR PROGRAM)

[Effective Fall 2025]

TENTATIVE SEQUENCE OF COURSES

Year One		
Fall	Spring	Summer
<u>COU 7123</u> College and University Teaching <u>COU 7133</u> Seminar in Professional Development <u>COU 6893</u> Foundations of Research	<u>COU 7213</u> Advanced Theories of Counseling <u>COU 7583</u> Supervision of Counseling <u>EDU 7043</u> Ed. Research Statistics	<u>COU 7283</u> Advanced Multicultural Counseling
Year Two		
Fall	Spring	Summer
<u>COU 7103</u> Qualitative Research Methods in Counseling <u>COU 7593</u> Practicum in Counseling Supervision <u>COU 7393</u> Advanced Counseling Skills	<u>COU 7143</u> Leadership and Advocacy in Counseling and Counselor Education <u>COU 7313</u> Internship in Counseling <u>COU 7823</u> Developing a Research Identity in Counselor Education	<u>COU 7003</u> Program Evaluation and Grant Writing
Year Three		
Fall	Spring	Summer
<u>COU 7413</u> Internship I <u>COU 7803</u> Research and Publication in Counseling Elective (3 cr.)	<u>COU 7893</u> Advanced Research in Counseling <u>COU 7513</u> Internship II Elective (3 cr.) <i>**Comprehensive Exam/Portfolio</i> <i>*Admission to Candidacy</i>	<u>COU 7993</u> Dissertation (3 cr.)
Year Four		
Fall	Spring	Summer
<u>COU 7993</u> Dissertation (3 cr., 6 cr., 9 cr.)	<u>COU 7993</u> Dissertation (3 cr., 6 cr., 9 cr.)	

- Students take the qualifying exam during spring, year 3. The earliest date allowed is April 15th or the first business day after.
- Students who do not complete their dissertation within the listed 9 credits will continue to register for 1 credit of dissertation in ensuing semesters until the dissertation is completed.

PH.D. IN COUNSELOR EDUCATION AND SUPERVISION
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
PROGRAM OF STUDY AND COURSE OUTLINE

Student Name: _____ Banner ID Number: _____
Address: _____ Phone: _____
Program Advisor: _____ Catalog of Admission: _____ Email: _____

	Course Substitution	Semester & Grade
General Core Courses (33 Credit Hours)		
COU 7123. College and University Teaching	_____	_____
COU 7133. Seminar in Professional Development	_____	_____
COU 7143. Leadership and Advocacy in Counseling and Counselor Education	_____	_____
COU 7213. Advanced Theories in Counseling	_____	_____
COU 7283. Advanced Multicultural Counseling	_____	_____
COU 7313. Internship in Counseling	_____	_____
COU 7393. Advanced Counseling Skills	_____	_____
COU 7413. Internship I	_____	_____
COU 7513. Internship II	_____	_____
COU 7583. Supervision of Counseling	_____	_____
COU 7593. Practicum in Counseling Supervision	_____	_____
Research Courses (21 Credit Hours)		
COU 6893. Foundations of Research in Counseling	_____	_____
COU 7003. Program Evaluation and Grant Writing	_____	_____
COU 7103. Qualitative Research Methods in Counseling	_____	_____
COU 7803. Research and Publication in Counseling	_____	_____
COU 7823. Developing a Research Identity in Counselor Education	_____	_____
COU 7893. Advanced Research in Counseling and Counselor Education	_____	_____
EDU 7043. Educational Research Statistics	_____	_____
Elective Courses (6 Credit Hours)		
_____	_____	_____
_____	_____	_____
Dissertation (9 Credit Hours)		
_____	_____	_____
_____	_____	_____
_____	_____	_____

Approvals

Program Advisor _____	Date _____
Graduate Advisor of Record _____	Date _____
Associate Dean of Graduate Studies & Research _____	Date _____
Dean of Graduate Studies _____	Date _____

APPENDIX C: SEQUENCE OF COURSES AND PROGRAM OF STUDY (48 CREDIT HOUR PROGRAM)

[Effective for Cohorts admitted Fall 2022-Fall 2024]

TENTATIVE SEQUENCE OF COURSES

Year One		
Fall	Spring	Summer
<u>COU 7123</u> College and University Teaching <u>COU 7133</u> Seminar in Professional Development <u>COU 6893</u> Foundations of Research	<u>COU 7313</u> Internship in Counseling <u>COU 7583</u> Supervision of Counseling <u>EDU 7043</u> Ed. Research Statistics	<u>COU 7283</u> Advanced Multicultural Counseling
Year Two		
Fall	Spring	Summer
<u>COU 7213</u> Advanced Theories of Counseling <u>COU 7103</u> Qualitative Research Methods in Counseling <u>COU 7413</u> Internship I	<u>COU 7143</u> Leadership and Advocacy in Counseling and Counselor Education <u>COU 7893</u> Advanced Research in Counseling <u>COU 7513</u> Internship II <i>**Comprehensive Exam/Portfolio</i> <i>*Admission to Candidacy</i>	<u>COU 7993</u> Dissertation (1 cr., 3 cr.)
Year Three		
Fall	Spring	Summer
<u>COU 7993</u> Dissertation (3 cr., 6 cr., 9 cr.)	<u>COU 7993</u> Dissertation (3 cr., 6 cr., 9 cr.)	

- Students take the qualifying exam during spring, year 2. The earliest date allowed is April 15th or the first business day after.
- To qualify for funding for GRA, students must be enrolled in 9 credits fall and spring semesters and at least 1 credit in the summer.
- Students who do not complete their dissertation within the listed 9 credits will continue to register for 1 credit of dissertation in ensuing semesters until the dissertation is completed.

PH.D. IN COUNSELOR EDUCATION AND SUPERVISION
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
PROGRAM OF STUDY AND COURSE OUTLINE

Student Name: _____ Banner ID Number: _____
Address: _____ Phone: _____
Program Advisor: _____ Catalog of Admission: _____ Email: _____

	Course Substitution	Semester & Grade
General Core Courses (27 Credit Hours)		
COU 7123. College and University Teaching	_____	_____
COU 7133. Seminar in Professional Development	_____	_____
COU 7143. Leadership and Advocacy in Counseling and Counselor Education	_____	_____
COU 7213. Advanced Theories in Counseling	_____	_____
COU 7283. Advanced Multicultural Counseling	_____	_____
COU 7313. Internship in Counseling	_____	_____
COU 7413. Internship I	_____	_____
COU 7513. Internship II	_____	_____
COU 7583. Supervision of Counseling	_____	_____
Research Courses (12 Credit Hours)		
COU 6893. Foundations of Research in Counseling	_____	_____
COU 7103. Qualitative Research Methods in Counseling	_____	_____
COU 7893. Advanced Research in Counseling and Counselor Education	_____	_____
EDU 7043. Educational Research Statistics	_____	_____
Dissertation (9 Credit Hours)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
Approvals		
Program Advisor _____	Date	_____
Graduate Advisor of Record _____	Date	_____
Associate Dean of Graduate Studies & Research _____	Date	_____
Dean of Graduate Studies _____	Date	_____

APPENDIX D: RECOMMENDED SEQUENCE OF EVENTS FOR COMPLETION OF DOCTORAL DEGREE

*Doctoral forms, with the exception of the Milestones Agreement Form, are now available for electronic routing through DocuSign. If the links do not work, please seek assistance from the Student Development Specialist.

1. Complete the Milestones Agreement Form.
 - a. See Appendix F and G, or obtain from Doctoral Program Director or the SDS
2. Select a Doctoral Advisor/Dissertation Chair.
3. Establish your Dissertation Committee.
 - a. Complete the [Appointment of Doctoral Dissertation Committee Form](#)
4. Complete all core and required coursework with a grade of B or better.
5. Successfully pass the Qualifying Examination.
 - a. Complete the [Completion of Qualifying Examination Form](#)
6. Apply for candidacy for the Ph.D. in Counselor Education and Supervision.
 - a. Complete the [Application for Candidacy Form](#)
7. Organize and complete the Dissertation Pre-Proposal meeting
8. Prepare your Dissertation Proposal.
 - a. [Formatting Templates and Requirements](#)
 - b. [Dissertation Preparation Guidelines](#)
9. Present and pass the Dissertation Proposal Defense.
 - a. Complete the [Dissertation Proposal Approval Form](#)
10. Obtain IRB approval.
 - a. [IRB Website](#)
11. Collect your Dissertation data.
12. Prepare your Dissertation document.
 - a. [Formatting Templates and Requirements](#)
 - b. [Dissertation Preparation Guidelines](#)
13. Successfully defend your Dissertation and file the Final Program of Study Form.
 - a. Final Program of Study Form [obtained from SDS]
 - b. Complete the [Certification of Completion of Dissertation Requirements Form](#)
14. Submit final copies of the Dissertation to the Graduate School.
 - a. [Final Submission Requirements](#)

APPENDIX E: QUALIFYING EXAMINATION (PORTFOLIO) CHECKLIST

Qualifying Examination (Portfolio) Checklist	
Students are to use this checklist when preparing their written professional portfolio. Completion of this checklist is a requirement to move forward with the oral presentation of the portfolio to the dissertation committee. Students should submit the completed checklist to their Chair when ready.	
	Curriculum vita Adhering to the Official UT San Antonio CV Format
Evidence of Doctoral-Level Clinical Competencies	
	Statement of Counseling Approach (2-4 single-spaced pages) <ul style="list-style-type: none"> <input type="checkbox"/> Clinical theoretical orientation <input type="checkbox"/> Key clinical and theoretical principles learned during your doctoral training <input type="checkbox"/> Integration of feedback related to clinical skills <input type="checkbox"/> Areas of strength <input type="checkbox"/> Areas for continued growth
	Include all feedback from site supervisors.
	Submit other evidence supporting your clinical competencies.
Evidence of Doctoral-Level Supervisory Competencies	
	Statement of Supervisory Approach (2-4 single-spaced pages) <ul style="list-style-type: none"> <input type="checkbox"/> Supervisory theoretical orientation <input type="checkbox"/> Key supervision principles learned during your doctoral training <input type="checkbox"/> Integration of feedback from supervisees and supervisors <input type="checkbox"/> Areas of strength <input type="checkbox"/> Areas of growth
	Include all feedback from supervisors provided during the Supervision course and from other supervisors.
	Submit other evidence supporting your supervisory competencies.
Evidence of Doctoral-Level Teaching Competencies	
	Teaching Statement and Philosophy (2-4 single-spaced pages) <ul style="list-style-type: none"> <input type="checkbox"/> Theory of teaching and learning including your theoretical approach to education <input type="checkbox"/> Understanding of the learning process and your methods for evaluating students within counselor education <input type="checkbox"/> Integration of feedback <input type="checkbox"/> Areas of strength <input type="checkbox"/> Areas for growth
	Include all feedback related to teaching and professional presentations.
	Submit other evidence supporting your teaching competencies.

	<p>Research Statement (2-4 single-spaced pages)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research Philosophy and Research Agenda <input type="checkbox"/> Describe how plan to utilize quantitative, qualitative, and/or mixed-method approaches to inform and advance your scholarly work <input type="checkbox"/> Key lessons you have learned about research <input type="checkbox"/> Integration of feedback from peer reviewers, editors, peers, and faculty members <input type="checkbox"/> Areas of strengths <input type="checkbox"/> Areas for growth
	<p>Submit one first-author manuscript reviewed by a peer-reviewed counseling journal, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written feedback from the journal's editor or editorial board <input type="checkbox"/> A revised version of the manuscript addressing all feedback <input type="checkbox"/> A detailed response to each reviewer comment
	Provide a timeline for future research goals
	Submit other materials that support your research competencies.
Evidence of Doctoral-Level Leadership and Advocacy Competencies	
	<p>Statement of Leadership and Advocacy Approach (2-4 single-spaced pages)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Philosophy of leadership and leadership style <input type="checkbox"/> Describe leadership and advocacy principles and practices developed during your doctoral training <input type="checkbox"/> Integration of feedback from leadership and advocacy mentors <input type="checkbox"/> Areas of strength <input type="checkbox"/> Areas of growth
	Include all feedback from supervisors, sponsors of leadership and advocacy initiatives, and others who can provide evidence of your abilities.
	Submit other evidence supporting your leadership and advocacy competencies.
	PowerPoint Presentation

Before you submit, did you:	
	Reflect on Intersection Domains
	<p>Include a Clear Orientation Statement in your:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counseling Statement <input type="checkbox"/> Supervision Statement <input type="checkbox"/> Teaching Statement <input type="checkbox"/> Leadership and Advocacy Statement <input type="checkbox"/> Research and Scholarship Statement
	Connect Selected Artifacts to Statements
	Consider the Optional Use of Original Figures

APPENDIX F: MILESTONES AGREEMENT FORM (69 CREDIT HOUR PROGRAM)

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 Department of Counseling.

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

Milestone	Expected Time of Achievement
Review of student's progress with advisor. Advisor discusses with Doctoral Studies Program committee as needed.	Annually
Successful completion of oral and/or written qualifying exam	(Suggested end of Year 3) By 20__
Coursework successfully completed	(End of Year 3) By 20__
Student admitted to doctoral candidacy	(Suggested end of Year 3) By 20__
Dissertation pre-proposal completed and approved	(Suggested end of Year 3) By 20__
Dissertation proposal completed and approved	(Year 4) By 20__
Research protocols and/or IRB approval (<i>as applicable</i>)	(Year 4) By 20__
Dissertation completed, successfully defended, and approved by Committee	(Final Semester; Suggested end of Year 4) By 20__
Student completes and files all paperwork required for graduation	(Final Semester; Suggested end of Year 4) By 20__
Dissertation accepted by Graduate School	(Final Semester; Suggested end of Year 4) By 20__
Exit interview completed and submitted to SED	Within a semester of graduation

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
- Form your dissertation committee in consultation with your advisor and dissertation Chair
- Have your committee approved by program GSC and Graduate School
- Schedule and successfully complete required qualifying exams
- Prepare and successfully present your dissertation pre-proposal
- Apply for Advancement to Candidacy
- Enroll in required dissertation hours and complete your dissertation
- Prepare and successfully present your dissertation proposal
- 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 Printed Name

Banner ID

Student's Signature

Date

Advisor's Signature

Date

APPENDIX G: MILESTONES AGREEMENT FORM (48 CREDIT HOUR PROGRAM)

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 Department of Counseling.

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

Milestone	Expected Time of Achievement
Review of student's progress with advisor. Advisor discusses with Doctoral Studies Program committee as needed.	Annually
Successful completion of oral and/or written qualifying exam	(Suggested end of Year 2) By 20__
Coursework successfully completed	(End of Year 2) By 20__
Student admitted to doctoral candidacy	(Suggested end of Year 2) By 20__
Dissertation pre-proposal completed and approved	(Suggested end of Year 2) By 20__
Dissertation proposal completed and approved	(Year 3) By 20__
Research protocols and/or IRB approval (<i>as applicable</i>)	(Year 3) By 20__
Dissertation completed, successfully defended, and approved by Committee	(Final Semester; Suggested end of Year 3) By 20__
Student completes and files all paperwork required for graduation	(Final Semester; Suggested end of Year 3) By 20__
Dissertation accepted by Graduate School	(Final Semester; Suggested end of Year 3) By 20__
Exit interview completed and submitted to SED	Within a semester of graduation

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
- Form your dissertation committee in consultation with your advisor and dissertation Chair
- Have your committee approved by program GSC and Graduate School
- Schedule and successfully complete required qualifying exams
- Prepare and successfully present your dissertation pre-proposal
- Apply for Advancement to Candidacy
- Enroll in required dissertation hours and complete your dissertation
- Prepare and successfully present your dissertation proposal
- 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 Printed Name

Banner ID

Student's Signature

Date

Advisor's Signature

Date

APPENDIX H: FITNESS TO PRACTICE EVALUATION (FTPE) FORM

ESSENTIAL INFORMATION

Student Name	
Student Email Address	
Student's Program	
Number of Credits the Student Has Completed	
Name of Person Completing the FTPE	
Date FTPE is Being Completed	
Date or Date Range of Incident(s) Leading to FTPE	
Fitness to Practice Areas Specific to this FTPE	<p>Please select one or more of the following as they apply to this FTPE and remove the rest:</p> <ul style="list-style-type: none"> • Academic Success • Key Performance Indicators • Professional Dispositions • Skills Acquisition (specify individual or group skills) • Rules, Regulations, or Policy Violation(s) • Dismissal from a Practicum or Internship Site
<p>Are you completing this form based on an incident(s) you (a) directly observed; (b) student self-report, (c) gained knowledge about an incident(s) through a third party (e.g., site supervisor) or (d) both: you observed an incident(s) directly <i>and</i> gained knowledge about an incident(s) through a third party.</p> <p>Please indicate your response and provide a brief explanation.</p>	

DESCRIPTION OF CONCERNS

1. What incident(s) has led to completing this FTPE? Please explain fully what has occurred for each specific Fitness to Practice Area listed in the above section.

2. Are there other individuals who have been impacted by the incident(s) described in question one? Please explain and if possible, please name the individuals.

3. Are there any other entities involved in the incident(s) described in question one (e.g., UT San Antonio BIT, Title IX Office, UT San Antonio Police, etc.)? If yes, please describe.
4. Do you have an immediate safety concern for anyone involved in this situation? If yes, please contact the Department of Counseling Chair and the Graduate Advisor of Record (GAR) for the appropriate program (i.e., Clinical Mental Health Counseling, School Counseling, or Doctoral Program) immediately. If the safety concern is harm to self or others, immediately contact the UT San Antonio Police Department or UT San Antonio Behavioral Intervention Team (BIT) prior to contacting department leadership.
5. To date, what actions have faculty or other Program constituents taken to work with the student regarding the concern(s) documented in question one?
6. To date, what actions has the student taken to correct the concern(s) documented in question one?
7. Please attach all pertinent documentation related to the concern(s). If the specific Fitness to Practice Area is a key performance indicator, professional dispositions, or skills acquisition, please indicate whether the assessments were part of regular assessment and attach assessments. If the concern is connected to a practicum or internship placement site, please include site supervisor evaluations. Other forms of documentation may include but are not limited to, emails, assignments, assignment rubrics and/or feedback.
8. As per the remediation and retention policy, the GAR will decide how to proceed with this FTPE. However, do you have any recommendations for the GAR to consider?

NAMES AND SIGNATURES

Name of Evaluator:

Evaluator Signature and Date:

Name of Student:

*Student Signature and Date:

**Student signature indicates receipt of the FTPE Form not agreement with the contents of the FTPE Form. The FTPE Form is intended to be a documented record of the evaluator's concern(s) about a student's performance in accordance with the policies stated in the student's program handbook.*

APPENDIX I: SUPPORT PERSON AGREEMENT FORM

The Counseling Program at UT San Antonio is committed to student success and preparing students for the demands of the counseling profession. At times, students need additional support to develop the knowledge, awareness, skills and behaviors that align with the counseling profession. In those instances, the Counseling Program works with students using a variety of remediation and retention interventions to increase their success.

As part of our program policy, students who are engaging in remediation and retention interventions are permitted to have a support person present for meetings. The support person must be approved by the committee chair at least three (3) days prior to the meeting. The role of the support person is to provide the student, as named below, support with their presence only. The support person is not an active participant in the meeting. To be a support person for a student, the support person, as named below, must:

- Keep all information discussed in the meeting confidential. They may not speak with anyone other than the student about what occurred during the meeting.
- Not speak, intervene, disrupt, or otherwise interfere with the meeting.
- Not record the meeting in any form (e.g., audio, video) as per UT San Antonio Counseling Program policy.
- Not contact any committee member or UT San Antonio Counseling Program faculty member regarding this student.
- Not have an actual or perceived conflict of interest with any committee member.

If the support person the student chooses is a lawyer/attorney, this information must be disclosed in the "relationship to student" question in the signature portion of this document. The committee reserves the right to have University Legal Counsel present in the event the student chooses to have a lawyer/attorney present.

These stipulations are in place to ensure a safe and productive working environment for the student and faculty members engaged in this process within an academic environment. If a support person violates these policies, they may be asked to leave the meeting and/or legal actions may be taken if the student's privacy is violated.

By signing below, all parties agree to the policies and procedures outlined in this document. The student may choose to remove this support person at any time by emailing the committee chair.

Student Name:

Student Signature/Date:

Support Person Name:

Support Person Email:

Support Person Phone Number:

Support Person Relationship to Student:

CES Program Handbook

Support Person Signature/Date:

Committee Chair Name:

Committee Chair Signature/Date: