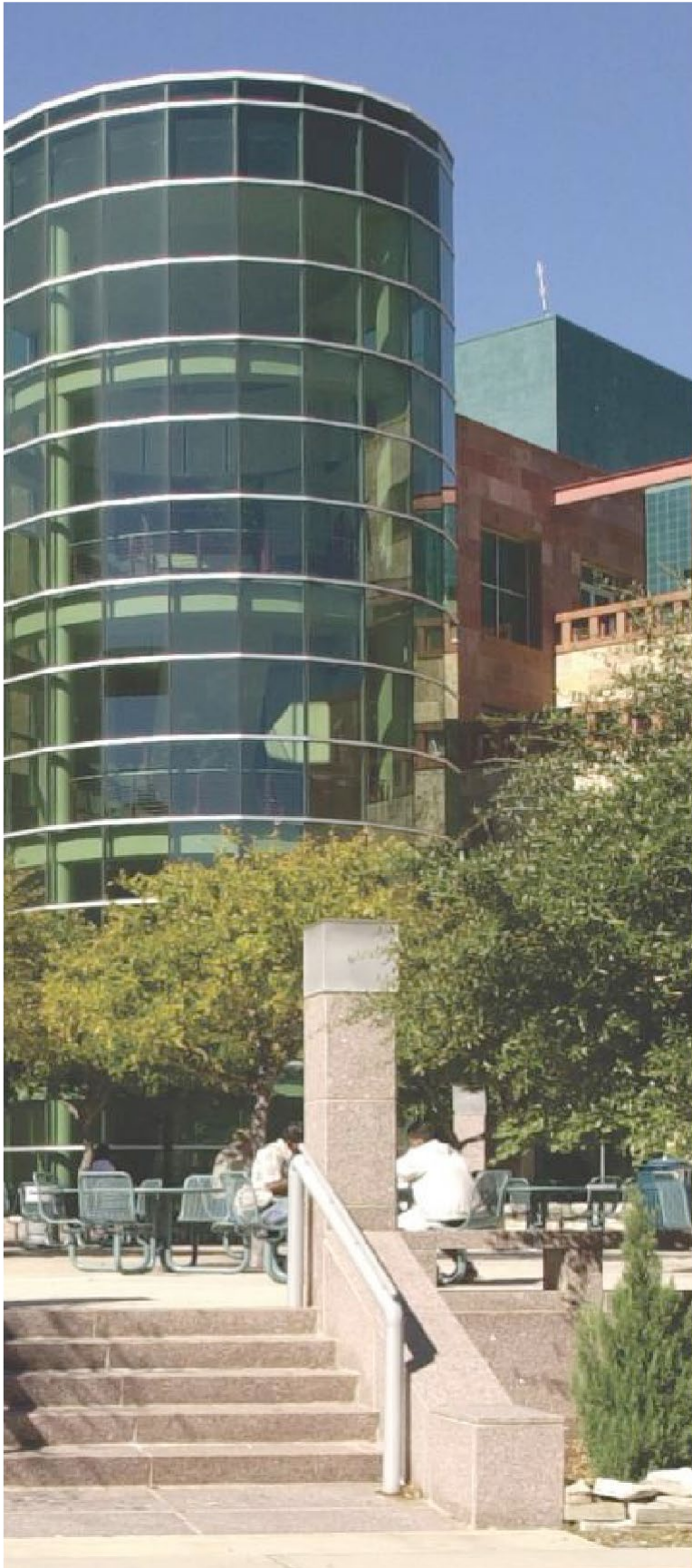


# The University of Texas at San Antonio



## Doctor of Philosophy in Counselor Education and Supervision

Program Handbook

2025-2026

Department of Counseling

501 W. César E. Chávez Blvd San  
Antonio, Texas, 78207  
210. 458. 2600

Revised 08/01/2025

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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 diversity, innovation, and relational development. Our mission is to prepare ethically grounded, community-informed, and professional 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 UTSA Graduate School, and their official UTSA 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).

## **COUNSELING DEPARTMENT MISSION, VALUES, AND OBJECTIVES**

The Department of Counseling at UTSA 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 UTSA, 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 UTSA.

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](mailto:jessica.gonzalez5@utsa.edu)) and Graduate School will provide you with the official university forms.

### **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 INCLUSIVE EXCELLENCE**

The Department of Counseling at UTSA 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 UTSA 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 UTSA 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](http://www.utsa.edu/disability) or by calling Student Disability Services at (210) 458-4157.

### **PERSONAL COUNSELING SERVICES**

UTSA 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 UTSA email account. Please activate your account and check it regularly. Students are



responsible for becoming familiar with University and program requirements, and for meeting degree requirements, following policies and procedures, and meeting all deadlines. We encourage you to examine the [Graduate Catalog](#), [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](mailto: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](mailto: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.

## KEY PERFORMANCE INDICATORS

Student learning and performance on program area standards in relation to a combination of knowledge and skills are assessed using multiple measure points and time periods. These Key Performance Indicators (KPIs) of achievement of CACREP (2023) doctoral standards in Counselor Education and Supervision align in each of the five doctoral core areas. Table 1 lists the KPIs identified for the program.

**Table 1.**

### *Key Performance Indicators*

<b>Doctoral Professional Identity</b>	<b>Key Performance Indicator</b>
1. 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.	COU 7213 Advanced Theories of Counseling  COU 7313 Practicum in Counseling  Portfolio
2. 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.	COU 7583 Supervision of Counseling  COU 7593 Practicum in Counseling Supervision  Portfolio
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.	COU 7123 College & University Teaching  Portfolio
4. RESEARCH AND SCHOLARSHIP – Demonstrate the ability to develop, conduct, evaluate, and disseminate research using quantitative, qualitative,	COU 6893 Foundations of Research in Counseling  COU 7823 Developing a Research Identity

or mixed methods to advance the counseling profession and address the evolving needs of diverse populations.	in Counselor Education Portfolio
5. 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.	COU 7143 Leadership and Advocacy in Counseling and Counselor Education  COU 7133 Seminar in Professional Development  Portfolio

## 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/>

### FITNESS TO PRACTICE POLICY

Admission to the program does not guarantee fitness to remain in the program; only students who meet program standards will be allowed to continue in the program. Please refer to the Department of Counseling's website for the Fitness to Practice (FTP) Policy and forms at: <https://education.utsa.edu/counseling/resources.html>. Students will be formally evaluated at least four times during their program. Standard evaluations occur in COU 7133 Seminar in Professional Development, COU 7593 Practicum in Counseling Supervision, COU 7413 Internship I, and COU 7991/3/6 Dissertation (first semester enrolled).

Please refer to the Handbook of Operating Procedures for a detailed outline of the due process procedures related to this policy <https://www.utsa.edu/hop/chapter5/5.17.html>

You may also refer to the department website to view the Fitness to Practice Evaluation form at <https://education.utsa.edu/counseling/resources.html>

### RETENTION POLICY

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

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

Student adherence to these standards will be continuously monitored by program faculty through coursework, advising, and other professional interactions. Additionally, the Department of Counseling conducts an annual review of all doctoral students, evaluating their progress throughout the program.

Should faculty become concerned about a student's conduct in the course of professional interactions, they will request time to discuss their concerns at the next faculty or program committee meeting.

Following discussion of a student's conduct, the faculty member may fill out a Fitness to Practice form and a committee will be formed to meet with the student. Committee recommendations may include, but are not limited to, taking no action, educational remediation within the department, or dismissal. Educational remediation within the department may include assisting the student in identifying a more appropriate alternative career choice. University sanctions may include, but are not limited to, written warnings, reprimands, behavior contracts, probation, or suspension and/or dismissal from the university.

Students may appeal the decision of the committee to the Graduate Advisor of Record. If the student wishes further appeal, they may contact the Department Chair.

### **Reinstatement**

A student who was dismissed from the program may not be considered for reinstatement or readmission until one long semester (fall or spring) has elapsed following dismissal from the program. For instructions on petitioning for reinstatement, go to the Graduate School's website: <https://graduateschool.utsa.edu/current-students/petition-for-reinstatement/>

## **PROGRAM MILESTONES AND REQUIREMENTS**

### **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 UTSA 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 UTSA 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. Table 2 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 2.**

*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</i>

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

### **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 UTSA 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 UTSA 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/](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](mailto: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](http://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](http://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/](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.)  <b>**Comprehensive Exam/Portfolio</b> <b>*Admission to Candidacy</b>	<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
<b>General Core Courses (33 Credit Hours)</b>		
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	_____	_____
<b>Research Courses (21 Credit Hours)</b>		
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	_____	_____
<b>Elective Courses (6 Credit Hours)</b>		
_____	_____	_____
_____	_____	_____
<b>Dissertation (9 Credit Hours)</b>		
_____	_____	_____
_____	_____	_____
_____	_____	_____
<b>Approvals</b>		
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
<b>General Core Courses (27 Credit Hours)</b>		
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	_____	_____
<b>Research Courses (12 Credit Hours)</b>		
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	_____	_____
<b>Dissertation (9 Credit Hours)</b>		
_____	_____	_____
_____	_____	_____
_____	_____	_____
<b>Approvals</b>		
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 UTSA CV Format
Evidence of Doctoral-Level Clinical Competencies	
	Statement of Counseling Approach (2-4 single-spaced pages) <ul style="list-style-type: none"> <li><input type="checkbox"/> Clinical theoretical orientation</li> <li><input type="checkbox"/> Key clinical and theoretical principles learned during your doctoral training</li> <li><input type="checkbox"/> Integration of feedback related to clinical skills</li> <li><input type="checkbox"/> Areas of strength</li> <li><input type="checkbox"/> Areas for continued growth</li> </ul>
	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"> <li><input type="checkbox"/> Supervisory theoretical orientation</li> <li><input type="checkbox"/> Key supervision principles learned during your doctoral training</li> <li><input type="checkbox"/> Integration of feedback from supervisees and supervisors</li> <li><input type="checkbox"/> Areas of strength</li> <li><input type="checkbox"/> Areas of growth</li> </ul>
	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"> <li><input type="checkbox"/> Theory of teaching and learning including your theoretical approach to education</li> <li><input type="checkbox"/> Understanding of the learning process and your methods for evaluating students within counselor education</li> <li><input type="checkbox"/> Integration of feedback</li> <li><input type="checkbox"/> Areas of strength</li> <li><input type="checkbox"/> Areas for growth</li> </ul>
	Include all feedback related to teaching and professional presentations.
	Submit other evidence supporting your teaching competencies.

Evidence of Doctoral-Level Research and Scholarship Competencies	
	<p>Research Statement (2-4 single-spaced pages)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research Philosophy and Research Agenda</li> <li><input type="checkbox"/> Describe how plan to utilize quantitative, qualitative, and/or mixed-method approaches to inform and advance your scholarly work</li> <li><input type="checkbox"/> Key lessons you have learned about research</li> <li><input type="checkbox"/> Integration of feedback from peer reviewers, editors, peers, and faculty members</li> <li><input type="checkbox"/> Areas of strengths</li> <li><input type="checkbox"/> Areas for growth</li> </ul>
	<p>Submit one first-author manuscript reviewed by a peer-reviewed counseling journal, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written feedback from the journal's editor or editorial board</li> <li><input type="checkbox"/> A revised version of the manuscript addressing all feedback</li> <li><input type="checkbox"/> A detailed response to each reviewer comment</li> </ul>
	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"> <li><input type="checkbox"/> Philosophy of leadership and leadership style</li> <li><input type="checkbox"/> Describe leadership and advocacy principles and practices developed during your doctoral training</li> <li><input type="checkbox"/> Integration of feedback from leadership and advocacy mentors</li> <li><input type="checkbox"/> Areas of strength</li> <li><input type="checkbox"/> Areas of growth</li> </ul>
	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"> <li><input type="checkbox"/> Counseling Statement</li> <li><input type="checkbox"/> Supervision Statement</li> <li><input type="checkbox"/> Teaching Statement</li> <li><input type="checkbox"/> Leadership and Advocacy Statement</li> <li><input type="checkbox"/> Research and Scholarship Statement</li> </ul>
	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 Counseling Department.

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

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

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

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

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

<b>Milestone</b>	<b>Expected Time of Achievement</b>
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 Counseling Department.

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

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

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

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



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

<b>Milestone</b>	<b>Expected Time of Achievement</b>
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