

Doctor of Philosophy in

Counselor

Education and Supervision

Program Handbook

*2019 - 20 20*

Department of Counseling

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*diversity. creativity. development.* 1

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### WELCOME

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

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

### PURPOSE

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

### DOCTOR OF PHILOSOPHY DEGREE IN COUNSELOR EDUCATION AND SUPERVISION

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

### COUNSELING PROGRAM MISSION, GOALS, AND OBJECTIVES

The mission of The University of Texas at San Antonio's Counseling Program is to prepare multiculturally competent professional counselors and counselor educators who demonstrate the necessary counseling knowledge, skills, identity and scholarship, and for those seeking advanced studies, supervision and teaching competencies to enrich the quality of all peoples' lives. The program emphasizes creativity and diversity, as well as developmental and relational processes.

### Program Goals

The program emphasizes and models creativity and diversity while fostering developmental and relational processes through its relationship with the community, other university programs, and its students. Further, the Department strives to prepare students with knowledge and commitment to the ethics of the profession and demonstration of application with multicultural and diverse populations. In accordance with the Program’s stated mission, our goals include:

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

### Mission Based Learning Objectives

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

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

### Doctoral Program Objectives

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

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

According to the 2016 CACREP Standards, the doctoral program consists of a minimum of 48 semester hours of doctoral-level credits beyond the entry-level degree.

Doctoral programs (a) extend the knowledge base of the counseling profession in a climate of scholarly inquiry, (b) prepare students to inform professional practice by generating new knowledge for the profession, (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry, and (d) equip students to assume positions of leadership in the profession and/or their area(s) of specialization (2016 CACREP Standards, p. 38).

### SALIENT ELEMENTS OF THE DOCTORAL DEGREE

1. File an approved program of study in the Graduate School and request your doctoral advisor’s assistance in the preparation of a plan of study for approval by your doctoral committee.
2. Document the residence requirement during the period of full-time study.
3. Satisfactorily complete all course requirements in the program of study with grades of “pass” or “B” or better.
4. Satisfactorily complete the Qualifying Examination and any additional work specified by your graduate committee.
5. File an approved dissertation topic in the Graduate School.
6. File the application for admission to candidacy in the Graduate School.
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 copies of the dissertation in the Graduate School and pay all associated fees by the date specified by the Graduate School.
9. File the application for graduation and pay the graduation fee in accordance with policies outlined by UTSA’s Graduate School. Please be aware that the associated deadlines are enforced for the May and December commencements.
10. Pay all accounts owed the university and turn in all keys. Diplomas of students owing money to the UTSA will be held until the account is cleared.

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

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

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

### COMMITMENT TO DIVERSITY

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

### JOB OUTLOOK FOR GRADUATES

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

### CHI SIGMA IOTA

The international honor society of professional counseling, Chi Sigma Iota http://www.csi- net.org/), has a local chapter, Sigma Alpha Chi, at The University of Texas at San Antonio. Chapter membership is open to students who have completed at least 12 semester hours of coursework in a counseling degree program. Students must also have a 3.5 GPA at the time of application. Doctoral students who joined CSI 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 advisor for more details. The chapter advisor for 2019-2020 is Dr. Devon Romero, and the back-up advisor is Dr. Barbara Herlihy.

### ACADEMIC ADVISEMENT

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

If you have consulted these resources and need further advising, please contact our Student Development Specialist, Kristina Talamantez, in the department’s administrative office. The Student Development Specialist can clarify matters related to admissions and other academic issues, such as degree requirements, policies and procedures, applications for practicum and internships, 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. Barbara Herlihy, is the temporary academic advisor for all doctoral students upon admission. She will serve as the student’s temporary advisor until a formal doctoral 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. Herlihy via email [barbara.herlihy@utsa.edu] or text 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 day and evening hours. Further, faculty members work on a nine-month contract. Consequently, they may not be always available during regular business hours, after final examinations, during Winter breaks, in between semesters, and during the summer sessions.

Doctoral students must develop a program of study in conjunction with their dissertation chair and doctoral committee. Once this program of study has been developed and created, the student’s Program of Study form must be completed and kept on file in the Department Office.

### WRITTEN ENDORSEMENT AND RECOMMENDATIONS POLICY

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

The counseling faculty believes that it is their professional duty to 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 do 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.

### 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.

### ASSISTANTSHIPS AND FINANCIAL SUPPORT

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

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

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

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

In each of these cases, the student will meet with a faculty review committee who will determine the student’s eligibility for continuation in the program and continued financial support.

Graduate research assistantships are awarded by the Graduate Associate Dean in the College of Education and Human Development. If students are receiving financial aid assistance, a copy of the most recent award letter is required. Assistantships usually require 20 hours of work per week. Graduate research assistants must schedule and work 20 hours per week on-campus. Generally, they will be assigned to work with one faculty supervisor for 20 hours per week, or to divide their hours (10/10) between two faculty supervisors.

Once an assistantship has been awarded, students should submit paperwork to human resources. Student employee paperwork can be retrieved online at [http://www.utsa.edu/hr/index.cfm.](http://www.utsa.edu/hr/index.cfm) Refer to the Handbook of Operating Procedures for student employee regulations ([http://www.utsa.edu/hop).](http://www.utsa.edu/hop)) To maintain an assistantship position, students must be enrolled full-time (9 credits) in the fall or spring semester and at least part-time in the summer. The number of assistantships is limited. Students who qualify for University health care benefits as part of their graduate assistantships should contact the UTSA Human Resources Department to complete all necessary forms and attend all required meetings by the necessary deadlines.

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

### ETHICAL STANDARDS

Students are required to abide by the ethical standards developed by the American Counseling Association available online at: [http://www.counseling.org](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 found online at: <http://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/>

### FITNESS TO PRACTICE POLICY

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

Please refer to the Department of Counseling’s website for the Fitness to Practice (FTP) Policy and forms at: [http://education.utsa.edu/counseling/fitness\_to\_practice/.](http://education.utsa.edu/counseling/fitness_to_practice/) Students will be formally evaluated at least twice during their program. Standard evaluations occur in COU 7313 Practicum in Counseling and COU 7583 Supervision of Counseling.

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

### RETENTION POLICY

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

**QUALIFYING EXAMINATION**

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

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

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

* 1. **Curriculum Vita Adhering to the Official UTSA CV Format**
  2. **Evidence of Doctoral-Level Research Competencies**
     1. *Research Statement (2-4 single spaced pages).* Students describe the important lessons they learned about research and provide a timeline for future research goals. The statement describes how they incorporated feedback from peer reviewers, editors, peers, and faculty members related to their writing and research. Students discuss how quantitative,

qualitative, and mixed method approaches will inform their research agenda.

* + 1. Students include at least one paper reviewed by a peer-reviewed counseling journal. Students must be first author of this paper and the paper must have been reviewed with written feedback from the journal’s editor and/or editorial board. The paper does not need to be accepted for publication. Students include the submitted paper, revisions, and all feedback from the editorial board and peer reviewers. For the transition phase, works in progress, initial submission of a manuscript, or a submitted manuscript or peer- reviewed presentation where the student was 1st, 2nd, or 3rd author are acceptable.
    2. Students include their dissertation pre-proposal presentation handouts.
    3. Students submit other materials supporting research competencies.

### Evidence of Doctoral-Level Teaching Competencies

* + 1. *Teaching Statement and Philosophy (2-4 single spaced pages).* Students draft a teaching statement that includes their theory of learning and teaching, the learning process, and approaches to student evaluation in counselor education.
    2. Students include all feedback related to teaching and professional presentations.
    3. Students submit other evidence supporting their teaching competencies.

### Evidence of Doctoral-Level Clinical Competencies

* + 1. *Statement of Counseling Approach (2-4 single spaced pages).* Students discuss their clinical theoretical orientation, key clinical and theoretical principles learned during their doctoral training, integration of feedback related to clinical skills, areas of strength, and areas for continued growth related to clinical skills.
    2. Students include all feedback from site supervisors given during the Advanced Practicum course.
    3. Students submit other evidence supporting clinical competencies.

### Evidence of Doctoral-Level Supervisory Competencies

* + 1. *Statement of Supervisory Approach (2-4 single spaced pages).* Students prepare a statement that overviews their supervisory theoretical orientation, key supervision principles learned during their doctoral training, integration of feedback from supervisees and supervisors, areas of strength, and areas of growth related to supervision.
    2. Students include all feedback from supervisors provided during the Supervision Theory course.
    3. Students submit other evidence supporting supervisory competencies.

### Students Submit the Portfolio to their Doctoral Dissertation Committee at Least 10 Business Days before the Professional Development Meeting.

* + 1. The committee reviews the student’s portfolio and prepares their feedback to share during the Professional Development Meeting.

### Pre-Proposal Meeting

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

### Students Complete and Submit the Final Professional Portfolio to the Committee

* 1. The student submits their final portfolio to the doctoral committee.
  2. The final portfolio includes a statement describing a) how the committee’s feedback was integrated into the portfolio, b) goals and plans for continued professional development, and c) amended documents that demonstrate feedback integration.

### Candidacy

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

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

### Students with Special Needs

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

### DISSERTATION

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

### PRACTICA AND INTERNSHIPS

Students will be expected to demonstrate mastery of basic and advanced counseling, supervision, and teaching skills. Students will demonstrate their abilities to counsel clients in diverse settings. Students are also expected to frame their interventions and counseling approach from a clearly articulated theoretical base.

It is important that students select the best and most appropriate practicum or internship site for their interests and future professional goals. Care should be exercised to ensure the "fit" between student and site. As the prospective practicum student, you should become aware of expected duties and responsibilities of the position, as well as opportunities for education and growth. Each site must be approved by the counseling program and Internship professor. In addition, onsite supervisors must have at least a master’s degree in counseling or a related field, and a doctorate in counseling is preferred. Supervisors must also have at least two years of clinical experience. No exceptions to this rule will be made. Supervisors must be onsite.

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

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

During the required 600-hour practicum and internship sequence, students must receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member. Additional practica experiences vary in supervision requirements

### Overview of Practicum and Internship Time Requirements

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

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

Requirements for the doctoral Internships I & II (COU 7413 and 7513) involve 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research and scholarly activity, supervision, teaching, group facilitation, and professional leadership and advocacy).

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

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

### Specific Direct Hour Requirements in Clinical Work, Supervision, and Teaching

|  |  |  |
| --- | --- | --- |
| **Doctoral Practicum in Counseling** | | |
| “Doctoral students are required to participate in a supervised doctoral-level practicum of a **minimum** of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student’s practicum, supervision will occur as outlined in entry-level standards III.A and III.C–E. The use of student  supervisors is not allowed in a doctoral-level practicum” (CACREP, 2009). | | |
| **Minimum Direct Hours** | | **Minimum Indirect Hours** |
|  | |  |
| Group | Individuals, Couples, or Families |
|  |  |
| **Total: 100** | | |
| \*No more than ½ of all direct clinical hours can be in group. | | |

|  |
| --- |
| **Internships** |

Doctoral Internship includes supervised work in clinical practice, research and scholarship, supervision, group facilitation, teaching, and/or professional leadership. Supervision entails supervising master’s students who are counseling clients in the on-campus clinic. Group facilitation entails working with master’s students who are enrolled in their Group Counseling course.

Each Doctoral Internship semester is comprised of 300 clock hours. Students will work with the Doctoral Internship Instructor and chair to develop an individualized internship plan. Plans should be completed and approved by the Doctoral Internship Instructor and chair within the first two weeks of the semester.

*Plan for accrual of 300 hours:*

|  |  |  |
| --- | --- | --- |
| **Cognate area** | **Goal for hours to accrue** | **Hours accrued** |
| clinical practice |  |  |
| research/scholarship |  |  |
| supervision |  |  |
| group facilitation |  |  |
| teaching |  |  |
| professional leadership |  |  |

Minimum number of hours required by the department will inform supervision and group needs. Thus, supervision direct hours could be predetermined before the semester begins.

### APPLICATION FOR GRADUATION

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

### SARABIA FAMILY COUNSELING CENTER

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

### INFORMATION UPDATE

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

### PROFESSIONAL LEADERSHIP AND INVOLVEMENT

All counseling doctoral students are strongly encouraged to become actively involved in professional counseling organizations. Doctoral students are encouraged to attend conferences related to counselor education and supervision. Presenting at conferences is an important opportunity to gain experience and network with other professionals. Students are required to author scholarly works and encouraged to present their findings at professional conferences. Such publications and presentations may potentially increase 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.

### PROFESSIONAL ORGANIZATIONS

### 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.](http://www.counseling.org/) The ACA includes 19 divisions within the association. For Additional Information, please contact:

American Counseling Association 5999 Stevenson Avenue

Alexandria, VA 22304-3300

Web: <http://www.counseling.org/> Telephone: (800) 347-6647

Fax: (800) 473-2329

**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.

**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](http://www.creativecounselor.org/)

* 1. **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.

### 1.10 State Organizations

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

For Additional Information:

Texas Counseling Association 316 W. 12th Street #402

Austin, Texas 78701

Web: [http://www.txca.org](http://www.txca.org/)

Telephone: (512) 472-3403 or (800) 580-8144

Fax: (512) 472-3756

**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.

### Local Organizations

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

### Department Faculty and Staff

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

Faculty and staff profiles can be accessed at: <http://education.utsa.edu/counseling/Faculty/>

### Appendix A: Important Contact Information

UTSA Counseling Department Downtown Campus

Durango Building, 4.122

501 W. César E. Chávez Blvd. (210) 458-2600

San Antonio, TX 78207-4415 <http://education.utsa.edu/counseling/>

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

American Counseling Association (ACA) (800) 347-6647

[http://www.counseling.org](http://www.counseling.org/)

Association for Creativity in Counseling (ACC) [www.creativecounselor.org](http://www.creativecounselor.org/)

National Board of Certified Counselors, Inc. (NBCC) (336) 547-0607

[http://www.nbcc.org](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>

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 EmployeePaperwork <http://www.utsa.edu/hr/index.cfm>

Late Registration <http://asap.utsa.edu/>

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

Professional Performance Fitness Evaluation Form <http://education.utsa.edu/counseling/fitness_t> o\_practice/

Student Code of Conduct <http://www.utsa.edu/infoguide/appendices/b.h> tml

Student Rights and Responsibilities <http://www.utsa.edu/infoguide/appendices/a.h> tml ml

Texas Counseling Association (TCA) (512) 472-3403

[http://www.txca.org](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?CalendarI> D=2

### Appendix B: Sample Proposed Program of Study

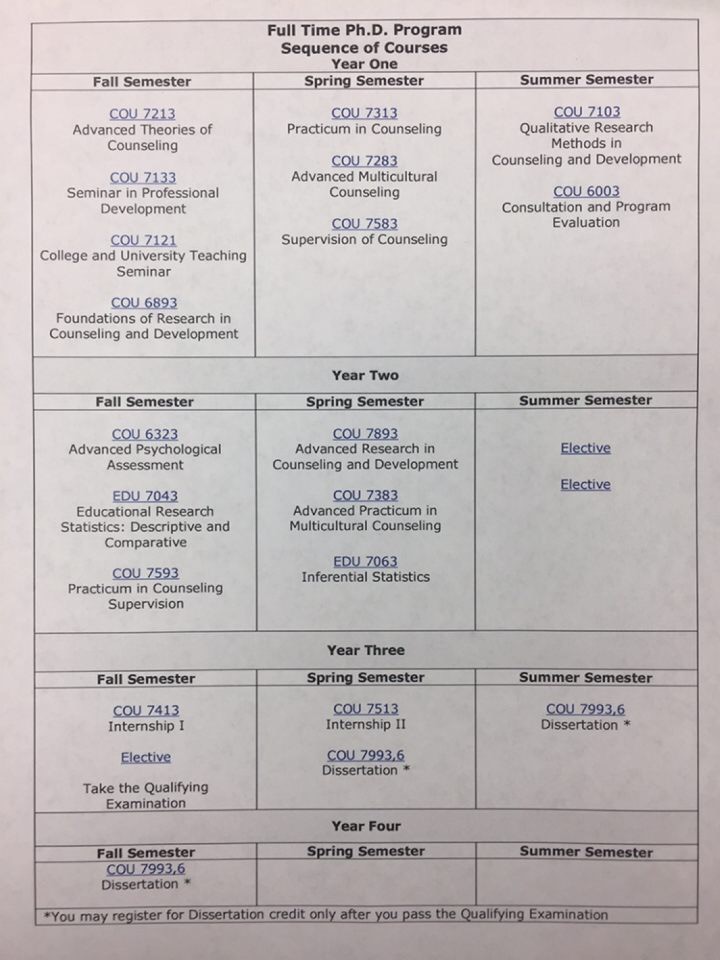
### [effective January 2020]

\* Students who do not complete their dissertation within the 9 credits will register for 1 credit of dissertation each ensuing semester until the dissertation is completed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed Program of Study**  **Doctor of Philosophy in Counselor Education and Supervision** | | | | |
| **STUDENT INFORMATION** | | | | |
| Student Name: | | Advisor: | | |
| ID: | | Term of Admission: | | |
| **DEGREE REQUIREMENTS** | | | | |
| 1. **Background Requirements: 60-hour master's degree** 2. **Required Core Courses (27 hours)** | | | | |
| **Course** | | **Prerequisites** | **Semester completed** | **Grade Received** |
|  |  |  |  |  |
| COU 7213 | Advanced Theories of Counseling |  |  | A B C D F |
| COU 7133 | Seminar in Professional Development |  |  | A B C D F |
| COU 7123 | College and University Teaching |  |  | A B C D F |
| COU 6003 | Consultation & Program Development |  |  | A B C D F |
|  |  |  |  | A B C D F |
| COU 7283 | Advanced Multicultural Counseling | COU 7213 or consent |  | A B C D F |
| COU 7313 | Practicum in Counseling | Doctoral Status |  | A B C D F |
|  |  |  |  |  |
| COU 7413 | Internship I | Doctoral Status |  | A B C D F |
| COU 7513 | Internship II | Doctoral Status and COU 7413 |  | A B C D F |
| COU 7583 | Supervision of Counseling |  |  | A B C D F |
| **III. RESEARCH COURSES (12 HOURS)** | | | | |
| **Course** | | **Prerequisites** | **Semester completed** | **Grade Received** |
| COU6893 | Foundations of Research in Counseling and Development | N/A |  | A B C D F |
| COU 7103 | Qualitative Research Methods in  Counseling |  |  | A B C D F |
| EDU7043 | Educational Research Statistics:  Descriptive and Comparative | Consent of Instructor |  | A B C D F |
| COU 7893 | Advanced Research in Counseling  and Development |  |  | A B C D F |
| **IV. DISSERTATION COURSES (9 HOURS)** | | | | |
| COU 7993 | Dissertation (3-hours) | admission to candidacy |  |  |
| COU 7996 | Dissertation (6-hours) | admission to candidacy |  |  |
| Total = 48 semester hours | | | | |
| **SIGNATURES / APPROVAL** | | | | |
|  | | |  | |
| Student Signature | | | Date | |
|  | | |  | |
| Doctoral Advisor of Record | | | Date | |

### Appendix C: Full Time Typical Course Sequence\*

### [for students entering prior to January 2020]



### EFFECTIVE JANUARY 2020\*

Full Time Ph.D. Program\*

Sequence of Courses: Option 1

[most students will select this option]

**Year One**

|  |  |  |
| --- | --- | --- |
| **Fall** | **Spring** | **Summer** |
| COU 7213  Advanced Theories of Counseling  COU 7133  Seminar in Professional Development  COU 6893  Foundations of Research in Counseling & Development | COU 7313  Practicum in Counseling  COU 7103  Qualitative Research Methods in Counseling  COU 7583  Supervision of Counseling | COU 7283  Advanced Multicultural Counseling |

**Year Two**

|  |  |  |
| --- | --- | --- |
| **Fall** | **Spring** | **Summer** |
| COU 7123  College & University Teaching  EDU 7043  Ed. Research Statistics  COU 7413  Internship I | COU 7893  Advanced Research in Counseling  COU 7513  Internship II  COU 6003  Consultation & Program Evaluation | COU 7993  Dissertation (3 cr.) |

**Year Three**

|  |  |  |
| --- | --- | --- |
| COU 7993 (3 cr.) | COU 7993 (3 cr.) |  |

* There is no part-time option under the new program.
* Students take qualifying exam during spring, year 2.
* To qualify for funding for GRA, students must be enrolled in 9 credits fall and spring semesters and at least 1 credit in 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 dissertation is completed.

Full Time Ph.D. Program\*

Sequence of Courses: Option 2

**Year One**

|  |  |  |
| --- | --- | --- |
| **Fall** | **Spring** | **Summer** |
| COU 7213  Advanced Theories of Counseling  COU 7133  Seminar in Professional Development  COU 6893  Foundations of Research in Counseling & Development | COU 7313  Practicum in Counseling  COU 7103  Qualitative Research Methods in Counseling  COU 7583  Supervision of Counseling | COU 7283  Advanced Multicultural Counseling |

**Year Two**

|  |  |  |
| --- | --- | --- |
| **Fall** | **Spring** | **Summer** |
| COU 7123  College & University Teaching  EDU 7043  Ed. Research Statistics  COU 7413  Internship I | COU 7893  Advanced Research in Counseling  COU 7513  Internship II  COU 6003  Consultation & Program Evaluation | COU 7993  Dissertation (3 cr.) |

**Year Three**

|  |  |  |
| --- | --- | --- |
| COU 7993 (6 cr.) |  |  |

### Appendix D: Recommended Sequence of Events for Completion of Doctoral Degree

1. Program of Study \* (FORM: **Proposed Program of Study for the Doctor of Philosophy in Counselor Education and Supervision**)
2. Identify Doctoral Chair and Committee
3. Qualifying Examination \* (FORM: **Completion of the Qualifying Examination**)
4. Apply for Candidacy \* (FORM: **Application for Candidacy for the Doctoral Degree**)
5. Form Dissertation Committee \* (FORM: **Appointment of Doctoral Dissertation Committee**)
6. Submit preliminary Title of Dissertation project to Doctoral Studies Committee

\*(FORM: **Memorandum to Doctoral Program Committee** [no title])

1. Submit Dissertation Proposal to Advisor, Committee and GS for approval
   * (FORM: **Dissertation Proposal Approval Form**)
2. Complete research, prepare dissertation, and get Dissertation Committee approval.
3. Publish the time, date and title of your defense.
4. Submit draft Dissertation to Graduate School for approval \*
5. Defend Dissertation
6. Submit required and personal copies of dissertation, UMI form (including information/forms requested) to the Graduate School \* (FORM: **Transmittal of Doctoral Dissertation** [Graduate School has form])
7. Division submits form—*Certification of Completion of Dissertation Requirements for Doctor of*

*Degree* with completed program of study.

* + (FORM: **Certification of Completion of Dissertation Requirements for Doctoral Degree**)

□ Indicates forms need GS approval

### Appendix E: Milestones Agreement Form

**Milestones Agreement Form**

**DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION**

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

Academic Advising

Upon entering the Doctor of Philosophy in Counselor Education and Supervision program, all students will be assigned an advisor. The temporary advisor will be the Doctoral Program Director.

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 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 *Second year,*

Coursework successfully completed *Second year*

# Dissertation Committee appointed and approved by Graduate School

## ByhFourth semesterFoourth year

Research protocols and/or IRB approval *(as applicable) Fourth semester*

Dissertation proposal completed and approved *Fourth semester*

Student admitted to doctoral candidacy *Fourth semester*

# Dissertation completed, successfully defended, and approved by Committee

Student completes and files all paperwork required for

## Third year

*r*

Dissertation accepted by Graduate School *Third year*

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

 Schedule and successfully complete required qualifying exams

 Form your dissertation committee in consultation with your advisor and dissertation Chair

 Have your committee approved by program GSC and Graduate School

 Prepare and successfully present your dissertation proposal

 Apply for Advancement to Candidacy

 Enroll in required dissertation hours and complete your dissertation

 Successfully complete your defense of your dissertation

 Submit required documentation to the Graduate School for completion and graduation

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

Student’s Signature Date

Advisor’s Signature Date