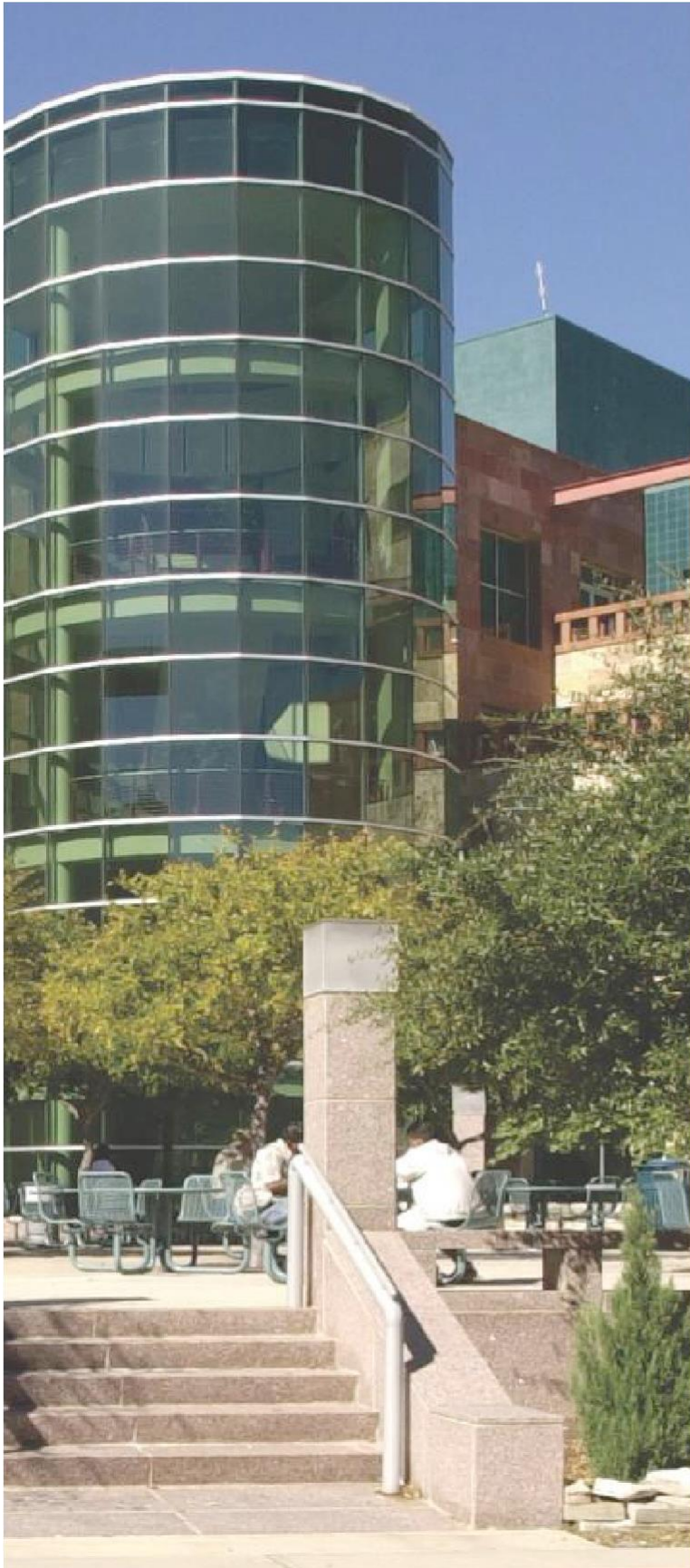


The University of Texas at San Antonio



Doctor of Philosophy in Counselor Education and Supervision

Program Handbook

2023-2024
(amended 8/2023)

Department of Counseling

501 W. César E. Chávez Blvd San
Antonio, Texas, 78207
210. 458. 2600
Revised 8/1/2023

Table of Contents

WELCOME	4
PURPOSE.....	4
DOCTOR OF PHILOSOPHY DEGREE IN COUNSELOR EDUCATION AND SUPERVISION	4
COUNSELING PROGRAM MISSION, GOALS, AND OBJECTIVES	4
Program Goals.....	5
Mission Based Learning Objectives	5
Doctoral Program Objectives	5
SALIENT ELEMENTS OF THE DOCTORAL DEGREE	6
COMMITMENT TO DIVERSITY.....	6
DIGITAL DELIVERY TECHNOLOGY REQUIREMENTS AND SUPPORT SERVICES	7
JOB OUTLOOK FOR GRADUATES.....	7
CHI SIGMA IOTA	7
ACADEMIC ADVISEMENT	7
WRITTEN ENDORSEMENT AND RECOMMENDATIONS POLICY	8
DEPARTMENT, GRADUATE SCHOOL, COLLEGE, AND UNIVERSITY WEBSITES	8
ASSISTANTSHIPS AND FINANCIAL SUPPORT.....	9
<i>Key Performance Indicators</i>	<i>10</i>
ETHICAL STANDARDS	10
STUDENT CODE OF CONDUCT.....	11
FITNESS TO PRACTICE POLICY.....	11
RETENTION POLICY.....	11
QUALIFYING EXAMINATION (Portfolio Presentation).....	13
CANDIDACY.....	15
STUDENTS WITH SPECIAL NEEDS	15
PERSONAL COUNSELING SERVICES	15
DISSERTATION	15
PRACTICA AND INTERNSHIPS	16
Overview of Practicum and Internship Time Requirements.....	16
Specific Direct Hour Requirements in Clinical Work, Supervision, and Teaching.....	17
APPLICATION FOR GRADUATION.....	18

INFORMATION UPDATE 18

PROFESSIONAL LEADERSHIP AND INVOLVEMENT 18

PROFESSIONAL ORGANIZATIONS 18

National Organizations 18

 American Counseling Association (ACA). 18

 Association for Counselor Education and Supervision (ACES). 19

 The Association for Creativity in Counseling (ACC). 19

Regional Associations 19

 Southern Association for Counselor Education and Development (SACES). 19

State Organizations 20

 Texas Counseling Association (TCA). 20

 Texas Association for Counselor Education and Supervision (TACES). 20

Local Organizations 20

 Texas Alamo Region Counseling Association (TARCA). 20

Professional Counseling Certification and Licensure 20

 Licensed Professional Counselor (LPC)..... 20

 School Counseling Certification Program 21

 National Certified Counselor (NCC) 22

Department Faculty and Staff 22

Appendix A: Important Contact Information 25

Appendix B: Sample Proposed Program of Study 26

Appendix C: Recommended Sequence of Events for Completion of Doctoral Degree 27

Appendix D: Qualifying Examination (Portfolio Presentation) Checklist 28

Appendix E: Milestones Agreement Form 30

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. Clinical courses are designed to critically evaluate counseling theory in light of relational and multicultural principles, while developing students' professional and relational competencies. Opportunities to develop leadership and advocacy competences are abundant throughout the program. 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. This information is intended to facilitate smooth and orderly progress toward degree completion. Please note, however, that the information in this handbook is subject to periodic revision. Frequently consult the program website, the UTSA Graduate School, and official UTSA email accounts and check with your academic advisor 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 and relational 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. For those seeking advanced studies, additional competencies to enrich the quality of all peoples' lives include supervision, teaching, research and scholarship, leadership and advocacy. 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. Preparing highly competent supervisors and committed leaders and advocates;
6. 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/educational progress.
7. Demonstrate [multicultural and social justice counseling competencies](#) in the counseling process.

Doctoral Program Objectives

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

1. Research and 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 to the community

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. 34).

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 advisor (doctoral program director).
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/Portfolio presentation and any additional work specified by your graduate committee.
5. File the application for Admission to Candidacy in the Graduate School.
6. Satisfactorily defend the dissertation in the final oral examination and notify the Graduate School in writing of the results using the appropriate form.
7. File copies of the dissertation in the Graduate School and pay all associated fees by the date specified by the Graduate School.
8. 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.
9. 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/>, 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.

The Student Development Specialist [michelle.muenich@utsa.edu] 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.

DIGITAL DELIVERY TECHNOLOGY REQUIREMENTS AND SUPPORT SERVICES

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 Office of Digital Learning and Academic Innovation (<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, setting up UTSA email, authentication process, and program website.

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, 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 2023-2024 is Dr. Devon Romero, and the back-up advisor is Dr. John Harrichand.

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, Michelle Muenich [michelle.muenich@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, 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. 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 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. Romero via email [devon.romero@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 academic advisor. 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 hard-working 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. Students should expect to contribute financially to their doctoral education. The number of assistantships is limited. Financial assistance packages offered at the time of admission are valid for three years. Graduate assistantships, scholarships, tuition, and fee awards are contingent upon evaluation of student performance by the faculty (see further below). Additional 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.

Graduate research assistantships are awarded by the Associate Dean for Graduate Studies in the College of Education and Human Development. Assistantships usually require 19 hours of work per week. Graduate research assistants must schedule and work 19 hours per week on-campus. Generally, they will be assigned to work with one faculty supervisor for 19 hours per week, or to divide their hours equally between two faculty supervisors. Assistantships may be awarded that require 10 hours of work per week. Although graduate research assistantships are assigned at the start of the academic year, it is possible for faculty to loan out assistantship time to other faculty or the Sarabia Family Counseling Center should the need arise.

Once an assistantship has been awarded, students should submit paperwork to human resources. Student employee paperwork can be retrieved online at <http://www.utsa.edu/hr/index.cfm>. Refer to the Handbook of Operating Procedures for student employee regulations (<http://www.utsa.edu/hop>). To maintain a fully funded full-time assistantship position (i.e., 19 hours per week), students must be enrolled full-time, 9 credit hours in the fall or spring semester and 3 credit hours in the summer. Students who are funded part-time (e.g., 10 hours per week) must be enrolled at least 6 credit hours in the fall or spring semester and 1 hour in the summer. Although exceptions can be requested for students not needing 9 credits toward the end of their programs of study.

Please note that the assistantships are competitive, and students must work the designated hours to receive compensation. Students with graduate assistantships will be expected to follow the employee holiday schedule rather than the academic semester schedule. 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. 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.

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. Fails to maintain fulltime status;
2. Does not meet the Departmental standards for Fitness to Practice and fails to comply with remediation;
3. Earns a grade of B- or less in a class;

4. Is placed on academic probation;
5. Formally withdraws from the program;
6. Takes a leave of absence from the program;
7. 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.

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 (2016) doctoral standards in Counselor Education and Supervision align in each of the five doctoral core areas. The following KPIs were identified:

Doctoral Professional Identity	Key Performance Indicator
1. COUNSELING	COU 7213 Advanced Theories of Counseling – Taped Mock Role Play COU 7313 Practicum in Counseling – Case Presentation/Conceptualizations
2. SUPERVISION	COU 7583 Supervision of Counseling – Final Paper COU 7413/7513 – Practicum supervisor final evaluation for Supervision
3. TEACHING	COU 7123 College & University Teaching – Teaching Philosophy Paper COU 7213 Advanced Theories of Counseling – Theories Teaching Assignment
4. RESEARCH AND SCHOLARSHIP	COU 7133 Seminar in Professional Development – Conference Proposal COU 7893 Advanced Research in Counseling – Research Mini-Proposal
5. LEADERSHIP AND ADVOCACY	COU 6003 Consultation & Program Evaluation – Statement of Leadership and Advocacy Approach COU 7133 Seminar in Professional Development Professional Advocacy Assignment

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 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/departments/counseling/forms-and-helpful-links.html>. Students will be formally evaluated at least twice during their program. Standard evaluations occur in COU 7313 Practicum in Counseling and COU 7413 Internship I.

Please refer to the Handbook of Operating Procedures for a detailed outline of the due process procedures related to this policy <http://utsa.edu/hop/chapter5/5-17.html>

You may also refer to the department website to view the Fitness to Practice Evaluation form at http://education.utsa.edu/counseling/fitness_to_practice/

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.

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, departmental fitness to practice policy, and in the professional literature.

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.

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 training 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, he, or she 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/>

QUALIFYING EXAMINATION (Portfolio Presentation)

The qualifying examination is another name for the portfolio presentation. During the portfolio presentation, students reflect on their clinical, supervisory, teaching, research and scholarship, and leadership and advocacy experiences. This process invites students to clarify, synthesize, and communicate their learning milestones, and provides opportunities for students 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 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 supervisors provided during the Supervision course and from other supervisors.
 - Submit other evidence supporting your supervisory competencies.
 - d. Evidence of Doctoral-Level Teaching Competencies
 - Teaching Statement and Philosophy (2-4 single spaced pages). Include a teaching statement that describes your theory of learning and teaching, the learning process, and approaches to student evaluation in counselor education. Identify your areas of strength and areas for continued growth as a teacher.
 - Include all feedback related to teaching and professional presentations. (Example: formal evaluations from faculty for whom you have served as a teaching assistant, feedback from master's students taught)
 - Submit other evidence supporting your teaching competencies.
 - e. Evidence of Doctoral-Level Research and Scholarship Competencies
 - Research Statement (2-4 single spaced pages). Describe the important lessons you have learned about research and provide a timeline for future research goals. The statement describes how you incorporated feedback

from peer reviewers, editors, peers, and faculty members related to your writing and research. Discuss how quantitative, qualitative, and/or mixed method approaches will inform your research agenda. Identify your strengths and areas for improvement as a researcher.

- Include at least one paper reviewed by a peer-reviewed counseling journal. You 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. Include the submitted paper, revisions, and all feedback from the editorial board and peer reviewers.
 - Submit other materials that support your research competencies.
- 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 leadership style. Describe leadership and advocacy principles and practices learned during your doctoral training, integration of feedback from leadership and advocacy mentors, 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.

Submit the Portfolio, including the materials described above in 1.a.-f. and your PowerPoint presentation, to your Dissertation Committee at least 10 days before the Qualifying Examination/Portfolio Presentation. The committee will review your portfolio and prepare their feedback to share during the presentation.

2. Qualifying Examination/Portfolio 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.
 - b. The committee will provide feedback related to your portfolio, your 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: (1) Passed, (2) Passed pending revisions, and (3) Did not pass.
3. If Qualifying Examination/Portfolio Presentation is Passed, you will proceed to present your pre-proposal. This occurs immediately following the portfolio presentation. You will present a brief PowerPoint presentation that describes your intended dissertation topic, the elements of chapter 1, a brief summation of your literature review, and a description of your intended method. This portion of the meeting is not graded. It provides an opportunity for the dissertation committee to provide feedback and suggestions that you can incorporate into your dissertation proposal document. Through successful completion of the portfolio presentation and pre-proposal, students will a) integrate their

doctoral learning experiences, b) clarify their professional vision, c) propose their dissertation research trajectory, and d) communicate in a professional and engaging manner.

If Qualifying Examination/Portfolio Presentation is Passed pending revisions, you will proceed to present your pre-proposal as described above. Additionally, 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 feedback has been reviewed and found acceptable. Please be mindful of registration deadlines each semester.

If Qualifying Examination/Portfolio Presentation is Not Passed, you will not proceed to present your pre-proposal. Rather, 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 Presentation is an indication that you are ready to proceed to the doctoral program's dissertation stage. The Qualifying Examination form and the Application for Candidacy for the Doctoral Degree form must also be completed at this time.

STUDENTS WITH SPECIAL NEEDS

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

PERSONAL COUNSELING SERVICES

UTSA Counseling Services provides confidential, professional services by staff psychologists, social workers, counselors, and psychiatrists to help meet the personal and developmental needs of currently enrolled students. Services include in-personal 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).

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 (and internship, if applicable) 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 course 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 must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.

During the required practicum and 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. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member. Additional practicum experiences vary in supervision requirements

Overview of Practicum and Internship Time Requirements

Doctoral students are required to provide supervision and lead the professional development growth groups for master's students during their practicum and internship courses. These growth groups do count for direct clinical hours for practicum and internship. Students who are LPC Associates must confer with their LPC supervisor about using these hours to fulfill LPC Associate requirements.

Requirements for the doctoral Practicum in Counseling (COU 7313) involve 100 clock hours. At least forty hours must be counted as direct client contact and the remaining 60 can 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 and group facilitation, research and scholarly activity, supervision, teaching, and professional leadership and advocacy).

Requirements for COU 7313, 7413, and 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; and 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.

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

Doctoral Practicum in Counseling	
Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee (CACREP, 2016).	
Minimum Direct Hours	
40	
Minimum Indirect Hours	
60	
Group	Individuals, Couples, or Families
Total: 100	
*No more than ½ of all direct clinical hours can be in group.	

Doctoral Internships

Doctoral Internship includes supervised work in counseling (including group facilitation), supervision, teaching, research and scholarship, and/or professional leadership and advocacy. Supervision entails supervising master’s students who are counseling clients during practicum. 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 their Dissertation 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. Once approved, students will develop an internship agreement with cognate (i.e., counseling, supervision, teaching, research and scholarship, leadership and advocacy) supervisors for the semester. At minimum, this internship agreement should include goals for hours and responsibilities of the intern.

The 600 hours accrued over 2 semesters must include at least 3 of the 5 CACREP core competency areas.

Plan for accrual of 300 hours:

Cognate area	Goal for hours to accrue	Hours accrued
Counseling (including Group Facilitation)		
Supervision		
Teaching		
Research and Scholarship		
Leadership and Advocacy		

Note: 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.

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 application. Before applying for graduation, the doctoral committee chair, the doctoral program director, and the Department’s Student Development Specialist must verify in writing a student’s eligibility for graduation application.

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>. The ACA includes 19 divisions and several affiliate organizations within the association. For Additional Information, please contact: <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.

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>

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.

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

Texas Alamo Region Counseling Association (TARCA). The Texas Alamo Region 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://tarca.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/>) or contact the Department of Counseling Student Development Specialist's office for SCCP application process and timeline, necessary forms and materials, and other information.

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

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

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

in any class of certificate.”

National Certified Counselor (NCC)

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

For Additional Information:

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

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/>

Full Time Ph.D. Program*
Sequence of Courses
 (for self-funded students)

Year One		
Fall	Spring	Summer
<u>COU 7123</u> College & University Teaching <u>COU 7133</u> Seminar in Professional Development <u>EDU 7103</u> Qualitative Research Traditions	<u>COU 7313</u> Practicum in Counseling <u>ILT 7013</u> Overview of Research Design for Instructional Inquiry <u>COU 7583</u> Supervision of Counseling	<u>COU 7283</u> Advanced Multicultural Counseling
Year Two		
Fall	Spring	Summer
<u>COU 7213</u> Advanced Theories of Counseling <u>EDU 7043</u> Ed. Research Statistics <u>COU 7413</u> Internship I	<u>COU 7893</u> Advanced Research in Counseling <u>COU 7513</u> Internship II <u>COU 6003</u> Consultation & Program Evaluation	<u>COU 7993</u> Dissertation (3 cr.)
Year Three		
Fall	Spring	
<u>COU 7993</u> Dissertation (3 cr.)	<u>COU 7993</u> Dissertation (3 cr.)	

- 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 (for funded students)

Year One

Fall	Spring	Summer
<u>COU 7123</u> College & University Teaching	<u>COU 7313</u> Practicum in Counseling	<u>COU 7283</u> Advanced Multicultural Counseling
<u>COU 7133</u> Seminar in Professional Development	<u>ILT 7013</u> Overview of Research Design for Instructional Inquiry	
<u>EDU 7103</u> Qualitative Research Traditions	<u>COU 7583</u> Supervision of Counseling	

Year Two

Fall	Spring	Summer
<u>COU 7213</u> Advanced Theories of Counseling	<u>COU 7893</u> Advanced Research in Counseling	<u>COU 7993</u> Dissertation (3 cr.)
<u>EDU 7043</u> Ed. Research Statistics	<u>COU 7513</u> Internship II	
<u>COU 7413</u> Internship I	<u>COU 6003</u> Consultation & Program Evaluation	

Year Three

Fall	Spring	
<u>COU 7993</u> Dissertation (3 cr.) *Plus 6 cr.	<u>COU 7993</u> Dissertation (3 cr.) *Plus 6 cr.	

- 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.
- * Students must enroll in 9 credits for fall and spring of their third year. This can be 9 dissertation hours or a combination of dissertation hours and other coursework.

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/>

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

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

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

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

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

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

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

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

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

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

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

Enrollment Services Center (210) 458-8000

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

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

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

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

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

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

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

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

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

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

Appendix B: Sample Proposed Program of Study [effective Fall 2022]

* 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.

** Fully funded students must enroll in 9 credits for fall and spring of their third year. This can be 9 dissertation hours or a combination of dissertation hours and other coursework.

Proposed Program of Study Doctor of Philosophy in Counselor Education and Supervision					
STUDENT INFORMATION					
Student Name:		Advisor:			
ID:		Term of Admission:			
DEGREE REQUIREMENTS					
I. Background Requirements: 60-hour master's degree					
II. 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
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 (12HOURS)					
Course		Prerequisites	Semester completed	Grade Received	
EDU 7103	Qualitative Research Traditions	N/A		A	B C D F
ILT 7013	Overview of Research Design for Instructional Inquiry			A	B C D F
EDU 7043	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 (9HOURS)					
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: Recommended Sequence of Events for Completion of Doctoral Degree

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

Appendix D: Qualifying Examination (Portfolio Presentation) Checklist

Qualifying Examination (Portfolio Presentation) Checklist	
<p>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.</p>	
Curriculum vita Adhering to the Official UTSA CV Format	
Evidence of Doctoral-Level Research Competencies	
	<p><i>Research Statement (2-4 single spaced pages)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Important lessons you have learned about research <input type="checkbox"/> Provide a timeline for future research goals <input type="checkbox"/> Incorporated feedback from peer reviewers, editors, peers, and faculty members related to your writing and research <input type="checkbox"/> Discuss how quantitative, qualitative, and/or mixed method approaches will inform your research agenda <input type="checkbox"/> Areas of strengths <input type="checkbox"/> Areas for improvement
	<p>Include at least one paper reviewed by a peer-reviewed counseling journal. You 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. Include the submitted paper, revisions, and all feedback from the editorial board and peer reviewers.</p>
	<p>Submit other materials that support your research competencies.</p>
Evidence of Doctoral-Level Teaching Competencies	
	<p><i>Teaching Statement and Philosophy (2-4 single spaced pages)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Theory of learning and teaching, the learning process, and approaches to student evaluation in counselor education <input type="checkbox"/> Areas of strength <input type="checkbox"/> Areas of growth
	<p>Include all feedback related to teaching and professional presentations. (Example: formal evaluations from faculty for whom you have served as a teaching assistant, feedback from master's students taught)</p>
	<p>Submit other evidence supporting your teaching competencies.</p>
Evidence of Doctoral-Level Clinical Competencies	
	<p><i>Statement of Counseling Approach (2-4 single spaced pages)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Clinical theoretical orientation <input type="checkbox"/> Key clinical and theoretical principles learned during your doctoral training <input type="checkbox"/> Integration of feedback related to clinical skills <input type="checkbox"/> Areas of strength <input type="checkbox"/> Areas for continued growth
	<p>Include all feedback from site supervisors.</p>
	<p>Submit other evidence supporting your clinical competencies.</p>

Evidence of Doctoral-Level Supervisory Competencies	
	<p><i>Statement of Supervisory Approach (2-4 single spaced pages)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Supervisory theoretical orientation <input type="checkbox"/> Key supervision principles learned during your doctoral training <input type="checkbox"/> Integration of feedback from supervisees and supervisors <input type="checkbox"/> Areas of strength <input type="checkbox"/> Areas of growth
	Include all feedback from supervisors provided during the Supervision course and from other supervisors.
	Submit other evidence supporting your supervisory competencies.
Evidence of Doctoral-Level Leadership and Advocacy Competencies	
	<p><i>Statement of Leadership and Advocacy Approach (2-4 single spaced pages)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Philosophy of leadership and leadership style <input type="checkbox"/> Describe leadership and advocacy principles and practices learned during your doctoral training <input type="checkbox"/> Integration of feedback from leadership and advocacy mentors <input type="checkbox"/> Areas of strength <input type="checkbox"/> Areas of growth
	Include all feedback from supervisors, sponsors of leadership and advocacy initiatives, and others who can provide evidence of your abilities.
	Submit other evidence supporting your leadership and advocacy competencies.
	PowerPoint Presentation

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 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

Milestone

- Review of student's progress with advisor. Advisor discusses with Doctoral Studies Program committee as needed.
- Successful completion of oral and/or written qualifying exam
- Coursework successfully completed
- Dissertation Committee appointed and approved by Graduate School
- Research protocols and/or IRB approval (as applicable)
- Dissertation proposal completed and approved
- Student admitted to doctoral candidacy
- Dissertation completed, successfully defended, and approved by Committee
- Student completes and files all paperwork required for graduation
- Dissertation accepted by Graduate School
- Exit interview completed and submitted to SED

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

D