# Table of Contents

WELCOME ................................................................................................................................. 5
PURPOSE ................................................................................................................................. 5
INTRODUCTION ......................................................................................................................... 5
DOCTOR OF PHILOSOPHY DEGREE IN COUNSELOR EDUCATION AND SUPERVISION ... 5
COUNSELING PROGRAM MISSION ............................................................................................ 5
1.0  PROGRAM GOALS .................................................................................................................. 6
1.1  MISSION BASED LEARNING OBJECTIVES ........................................................................ 6
1.2  DOCTORAL PROGRAM OBJECTIVES .................................................................................. 6
1.3  CLINICAL REQUIREMENTS AND INSTRUCTION ............................................................... 7
COMMITMENT TO DIVERSITY ................................................................................................. 8
JOB OUTLOOK FOR GRADUATES ............................................................................................. 8
CHI SIGMA IOTA ....................................................................................................................... 8
ADMISSIONS STANDARDS ......................................................................................................... 8
APPLICATION INFORMATION .................................................................................................... 9
1.4  APPLICATION STEPS: ........................................................................................................... 9
APPLICATION MATERIALS ......................................................................................................... 10
CHECKLIST ............................................................................................................................... 10
ACADEMIC ADVISEMENT ........................................................................................................ 11
WRITTEN ENDORSEMENT AND RECOMMENDATIONS POLICY ........................................... 11
ENROLLING IN COURSES ......................................................................................................... 12
1.5  HOW TO REGISTER FOR COURSES .................................................................................. 12
1.6  LATE REGISTRATION ......................................................................................................... 12
1.7  ADDING COURSES ............................................................................................................. 12
1.8  DROPPING COURSES ....................................................................................................... 12
1.9  CANCELLATION OF ENROLLMENT .................................................................................. 12
1.10  DEGREE TIMELINE; CONTINUOUS ENROLLMENT; CRISIS LEAVE OF ABSENCE; WITHDRAWAL FROM UTSA .................................................................................................. 12
1.11  PROCEDURE FOR INDEPENDENT STUDY ...................................................................... 14
1.12  "Hold" on Registration ....................................................................................................... 14
1.13  DEPARTMENT, GRADUATE SCHOOL, COLLEGE, AND UNIVERSITY WEBSITES .......... 14
1.14  GRADES BELOW "B" .......................................................................................................... 15
1.15  TRANSFER COURSES ........................................................................................................ 15
1.16  ASSISTANTSHIPS AND FINANCIAL SUPPORT ............................................................... 15
1.17  ACADEMIC HONESTY AND PLAGIARISM ........................................................................ 16
IMPORTANT DEADLINE INFORMATION ..................................................................................... 16
ETHICAL STANDARDS .............................................................................................................. 17
FITNESS TO PRACTICE POLICY ............................................................................................... 17
RETENTION POLICY .................................................................................................................. 17
STUDENT RIGHTS AND RESPONSIBILITIES ............................................................................. 18
SALIENT ELEMENTS OF THE DOCTORAL DEGREE ................................................................. 18
DOCTORAL DISSERTATION COMMITTEE ........................................................................... 19
1.18 Changes to the Doctoral Committee or Dissertation Chairperson ...................... 19

QUALIFYING EXAMINATION ..................................................................................... 19
1.19 Registration during Examination Semester(s) ...................................................... 21
1.20 Written Examination .......................................................................................... 21
1.21 Evaluation of the Examination ........................................................................... 21
1.22 Candidacy ........................................................................................................... 21
1.23 Students with Special Needs .............................................................................. 22

DISSERTATION ............................................................................................................ 22

PRACTICA AND INTERNSHIPS ............................................................................... 23
1.24 Practica and Internship Time Requirements ...................................................... 23

APPLICATION FOR GRADUATION ......................................................................... 24

COMMUNITY FAMILY LIFE CENTER ..................................................................... 24

GRADUATE AND RESEARCH ASSISTANTSHIPS ......................................................... 24

INFORMATION UPDATE .......................................................................................... 25

PROFESSIONAL LEADERSHIP AND INVOLVMENT ............................................ 25

PROFESSIONAL ORGANIZATIONS ........................................................................ 25
1.25 National Organizations ...................................................................................... 25
   American Counseling Association (ACA) ......................................................... 25
   The Association for Creativity in Counseling ................................................... 26
1.26 State Organizations ............................................................................................ 26
   Texas Counseling Association (TCA) ................................................................. 26
1.27 Local Organizations ............................................................................................ 27
   South Texas Counseling Association (STCA) .................................................. 27

DEPARTMENT FACULTY AND STAFF .................................................................... 28

APPENDIX A: IMPORTANT CONTACT INFORMATION .......................................... 29

APPENDIX B: PROPOSED PROGRAM OF STUDY .................................................... 30
APPENDIX B.1: TYPICAL COURSE SEQUENCE .................................................... 31

APPENDIX B.2: RECOMMENDED SEQUENCE OF EVENTS FOR COMPLETION OF DOCTORAL DEGREE .......................................................... 32

APPENDIX C: APPOINTMENT OF DOCTORAL DISSERTATION COMMITTEE ......... 32

APPENDIX D: COMPLETION OF THE QUALIFYING EXAMINATION .................... 32

THE UNIVERSITY OF TEXAS AT SAN ANTONIO .................................................... 32

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT ...................................... 32

DOCTOR OF PHILOSOPHY COUNSELOR EDUCATION AND SUPERVISION .......... 32

COMPLETION OF THE QUALIFYING EXAMINATION ............................................. 32

FOR THE DEGREE OF ............................................................................................. 32

APPENDIX E: APPLICATION FOR CANDIDACY FOR THE DOCTORAL DEGREE ........ 32

APPENDIX F: DISSERTATION MEMORANDUM ..................................................... 32

APPENDIX G: DISSERTATION APPROVAL FORM .................................................. 32
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.

PURPOSE

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

INTRODUCTION

The Department of Counseling is located in the Durango building at the downtown campus (DB 4.122). We offer a Master of Arts degree in Counseling, which provides coursework leading to a state-level counseling license (Licensed Professional Counselor) or certification as a school counselor. Additionally, we offer a Doctor of Philosophy degree in Counselor Education and Supervision. This degree prepares you for advanced work as a practitioner, counselor educator, and supervisor. The focus of this manual is on the needs and requirements of students fulfilling a Doctor of Philosophy degree in Counselor Education and Supervision. A manual outlining the requirements for master’s degree studies can be found at the departmental office and is posted on the departmental website.

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

The mission of the University of Texas at San Antonio’s Counseling Program is to prepare multiculturally competent professional counselors and counselor educators for work in south Texas and beyond who demonstrate the necessary counseling knowledge, skills, identity and scholarship, and for those seeking advanced studies, supervision and teaching competencies to enrich the quality of all peoples' lives. The program emphasizes creativity and diversity, as well as developmental and relational processes.
1.0 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, we strive to prepare you 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 multicultural competent professional counselors and counselor educators;
2. Actively promoting students’ professional counseling identity;
3. Researching topics of importance related to professional counseling;
4. Teaching and practicing to the highest standards and expectations;
5. Serving the profession and providing outreach to the community.

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

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

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

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

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

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

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

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

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

1.3 Clinical Requirements and Instruction

Doctoral students are required to participate in a supervised advanced practicum in counseling as part of the doctoral program for a minimum of 100 hours. 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 settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. Students should be given the opportunity to
participate in additional supervised practica or internships that are appropriate to their career objectives.

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

COMMITMENT TO DIVERSITY

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

JOB OUTLOOK FOR GRADUATES

If you are interested in learning more about career opportunities in counseling, and counselor education and supervision, please consult the representatives in Career Planning Services.

CHI SIGMA IOTA

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

ADMISSIONS STANDARDS

Generally, students must meet the following minimum criteria to be considered for admission:

1. A master’s degree in counseling or in a related mental health field with a minimum of 48 hours, equivalent to the master’s degree requirements at The University of Texas at San Antonio’s counseling program.
2. A minimum GPA of 3.0 in master’s level courses in counseling or related mental health field.
3. A portfolio comprised of:
   a. A master’s degree transcript documenting a GPA of 3.0 or greater in 48-hours of counseling, psychology, or approved related mental health field courses;
Doctor of Philosophy
in Counselor Education and Supervision
Handbook

b. A score of at least 550 on the TOEFL for applicants whose native language is not English;
c. Three letters of recommendation attesting to your academic and personal attributes for success in the program and potential for substantial contributions to a field of study related to the degree;
d. A sample of academic writing, in the form of an essay, describing research interests and your purpose for pursuing the Doctor of Philosophy in Counselor Education and Supervision;
e. GRE scores less than five years old;
f. Demonstrated experience in a work environment, formal positions or internships, where counseling was the primary professional emphasis. This may include but is not limited to one-on-one counseling, counseling for couples, psychological assessment and testing, group or community counseling;
g. A professional resume listing prior experiences in the counseling field;
h. Successful completion of a finalist interview and rank order selection by the Admissions Committee.

Fulfilling these minimum criteria does not guarantee admission to the program. Admission is limited to approximately eight to twelve doctoral students each year and only granted during the fall semester. Full-time enrollment is encouraged and courses are to be taken in cohorts.

APPLICATION INFORMATION

Information regarding the doctoral program can be accessed via the web at:

http://graduateschool.utsa.edu/future-students/academic-programs/counselor-education-and-supervision-ph.d

If you wish to apply for entrance to the doctoral program, please initiate the on-line application process and complete all required application materials. You can complete the entire application process by following the prompts found at the UTSA Office of Graduate Studies admissions website, https://apply.embark.com/grad/utsa/36/

Our goal is to make the application process as efficient as possible. The on-line process prompts you to complete additional on-line forms and materials. For example, as you navigate through the on-line application process, you will be asked to enter the e-mail addresses of previous supervisors who will electronically receive the Recommendation for Doctor of Philosophy in Counselor Education and Supervision form to complete. You will also be able to complete other supporting materials, such as the Counseling Experience form, and enter your Statement of Purpose entirely on-line.

1.4 Application Steps:

1. Complete all academic prerequisites for admission to the doctoral program, including completion of an earned master’s degree in a counseling related field by August 15th, one year prior to beginning the program.
2. At least 60 days before the graduate school application deadline, you will need to:
   a. Pay your application fee and initiate the on-line application process at:
b. Complete the Graduate Record Exam (GRE) and arrange for official scores to be sent to the UTSA graduate school by the application deadline.

c. Forward official transcripts from all prior attended universities to the UTSA graduate school. Most universities require a written request as well as a fee payment before processing your request for transcripts. Photocopied transcripts are unacceptable and only transcripts directly from your previous universities, sent directly to the UTSA graduate school, are acceptable.

d. Provide the names and contact information necessary to forward the online Doctoral Degree Applicant Reference Evaluation form. Notify references who will be receiving, by email, the Doctoral Degree Applicant Reference Evaluation form from UTSA on your behalf.

e. Contact references within one week of submitting their names and contact information into the online application to ensure that they have received, completed, and forwarded the completed Doctoral Applicant Reference Evaluation forms. If your references have not received their forms via email within the previous seven-day period, contact the UTSA graduate school and seek further directions. References should be persons professionally acquainted with your work. When possible, include at least one professor and one employment supervisor.

3. At least 30 days before the UTSA graduate school application deadline, complete and submit all required application materials. It is your responsibility to confirm receipt of all materials by the UTSA graduate school, including official GRE scores, by the graduate school application deadline. See the checklist below for further guidance.

**APPLICATION MATERIALS CHECKLIST**

- Pay UTSA doctoral application fee (online)
- Complete UTSA doctoral application (online)
- Confirm receipt of official transcripts by UTSA graduate school
- Confirm receipt of GRE scores submitted to the UTSA graduate school
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. You are responsible for becoming familiar with University and program requirements, and for meeting degree requirements, following policies and procedures, and meeting all deadlines. We encourage you to examine the graduate catalog, the information bulletin, and the counseling program website to learn more about program policies, procedures, and deadlines.

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

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

Please keep in mind that your advisor is a faculty member who teaches courses during day and evening hours. Further, faculty members work on a nine-month contract. Consequently, they may not be always available during regular business hours, after final examinations, during Winter breaks, in between semesters, and during the summer sessions. Doctoral students must develop a program of study in conjunction with their dissertation chair and doctoral committee. Once this program of study has been developed and created the students’ Program of Study form (Appendix B, see also appendices, B1 and B2) must be completed and kept on file in the Department Office.

WRITTEN ENDORSEMENT AND RECOMMENDATIONS POLICY

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

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

ENROLLING & DROPPING COURSES

Please refer to the UTSA Graduate School catalog for information about adding and/or dropping courses: http://graduateschool.utsa.edu/

Doctoral Degree Timeline; Continuous Enrollment; Crisis Leave of Absence; Withdrawal from UTSA

Doctoral Degree Timeline. As noted within UTSA’s Graduate Catalog:

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

Continuous Enrollment. As noted within UTSA’s Graduate Catalog:

“By the twelfth (12th) class day of each Fall and Spring Semester of each academic year, all doctoral students are required to be enrolled in doctoral level classes until the time of graduation. Some doctoral programs also require enrollment in the Summer Semester. Students should verify whether Summer Semester enrollment is mandatory in their program. For students whose programs do not require Summer enrollment, registration during the Summer Semester is not necessary unless the student intends to make use of University facilities or faculty time.”
Doctor of Philosophy in Counselor Education and Supervision Handbook

Doctoral students receiving funding may be required by their funding source to enroll on a full-time basis. Students should confirm with their doctoral program to ensure compliance with all funding requirements.

If a student has been admitted to candidacy for the doctoral degree, registration in the dissertation course or the equivalent is required. The only alternative to continuous registration is a leave of absence.

If a student who is not on approved leave fails to register by the twelfth (12th) class day, he or she may not return to the University without applying for readmission to the graduate program and must pay the Graduate School application fee. The application is reviewed by the Doctoral Studies Committee, which may choose to readmit the student or to deny admission.

**Leave of Absence.** As noted within UTSA’s Graduate Catalog:

“Students enrolled in a doctoral program may apply for a leave of absence for one Fall or Spring semester when events such as illness or injury, active military service, or the need to provide care for a family member prevent active participation in the degree program. Continuous registration as a doctoral student is required unless a formal leave of absence is granted by the dean of the college in which the student’s program is administered. A leave of absence may be granted for military duty or medical reasons. A leave of absence may be granted for other reasons if additional approval is obtained by the Vice Provost and Dean of the Graduate School. No degree examinations may be taken while a student is on a leave of absence. If the student has not yet been admitted to candidacy for the doctoral degree, this request must be approved in advance of the leave by the graduate adviser. If the student has been admitted to candidacy, the application must be approved in advance by the graduate adviser and the graduate associate dean of the college and Dean of the Graduate School. A leave of absence is required for Fall and Spring semesters (and/or Summer if doctoral program mandates Summer enrollment). Under no circumstances may a leave of absence be applied retroactively.

A leave of absence will prevent the student from receiving student funding from his or her program and may affect ability to receive financial aid or loans and/or to defer payments on loans. Students should contact the Office of Financial Aid with questions regarding financial aid or loan status.
A student returning from a leave of absence must enroll for the following Fall or Spring Semester or provide a written request for a leave of absence extension (a leave of absence may not exceed one year throughout the student’s degree program).

A student who does not register or who does not secure an approved leave of absence extension each semester will be considered to have withdrawn and will be dropped from the program and from candidacy for the degree. Approval of a Petition for Reinstatement will be required for reinstatement. For more information, visit the Graduate School Web site at http://graduateschool.utsa.edu.”

1.5 Procedure for Independent Study

Independent study is offered for three hours of credit. Independent study is not a substitute for class work, as completion of required courses is generally necessary for satisfactory completion of the program.

Securing independent studies are not guaranteed. Faculty members must agree to participate in an independent study arrangement and do so given time availability and a match in their area of expertise. Additionally, securing independent studies during the summer term can be problematic, as faculty is not on contract during the summer. However, you may consult with a faculty member regarding his or her availability.

After making arrangements with a faculty member to conduct an independent study, you must complete an Independent Study form, available at the counseling program department office and provide a syllabus for the course. The syllabus requires a description of the proposed topic to be studied, description of required work, and schedule of events. The independent study form also requires the signatures of the student, instructor, graduate advisor, department chair, and dean. Please return the completed form and syllabus to the Office of the Registrar and they will inform you of registration procedures.

1.6 "Hold" on Registration

If you have a "hold" on your registration, you cannot complete the registration process until your outstanding debt to the university is resolved. This debt may involve parking fines, library fines, outstanding tuition fees, student housing rent, or other fees or fines. This debt must be paid and received by the Office of the Registrar in order to process your registration.

1.7 Department, Graduate School, College, and University Websites

Important dates, announcements, and current information regarding degree and dissertation requirements are contained on the Department’s, College’s, Graduate School’s, and University’s websites. Doctoral students should be familiar with the information contained therein and use the most current dates, requirements, and procedures noted to insure satisfactory progress. Doctoral students need to register and attend required dissertation writing guideline workshops, orientations, and continuing programs as noted on these web pages.
1.8 Grades Below “B”
Students taking courses to fulfill doctoral degree requirements must attain a letter grade of “B” or better to fulfill degree requirements. Letter grades below “B” do not fulfill doctoral degree requirements in Counselor Education and Supervision and require the student to repeat the same course at the earliest offering and earn a grade of “B” or better within the repeated course. Course substitutions and non-UTSA courses cannot be used to address doctoral degree requirements where the student earned a grade less than “B”.

1.9 Transfer Courses
Only courses accepted prior to doctoral admissions and acceptable to the Doctoral Program Committee can be used to fulfill doctoral degree course requirements. No more than six (6) doctoral credit hours can be transferred into the Counselor Education doctoral program. Such transferable doctoral credit hours must be considered equivalent to the required UTSA doctoral course and be approved by both the UTSA Graduate School and the Counselor Education Doctoral Committee. The burden of equivalency proof is the student’s, whereas, the equivalency determination is made by the Counselor Education Doctoral Committee and the UTSA Graduate School. Additionally, courses determined by the Counselor Education Doctoral Committee must fulfill all UTSA Graduate School course requirements, including the degree timeline as noted within the UTSA Graduate Catalog (e.g., credits must be earned within the six years immediately preceding the date of the degree award, etc.).

1.10 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.

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 semester. Other formal evaluations and performance appraisals may occur during the year. Typically, a student may be ineligible to receive continued financial support who:

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

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

1.11 Academic Honesty and Plagiarism

UTSA’s Graduate School Catalog states (p.25),

"The University can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every way possible, especially by observing all accepted principles of academic honesty. It is recognized, however, that a large university will include a few students who do not understand, appreciate, or practice these principles. Consequently, alleged cases of academic dishonesty involving UTSA students will inevitably occur. Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed in the UTSA Information Bulletin, Appendix B, Sec. 203.

Students are not at liberty to disregard previous college work attempted. All students transferring to UTSA must list all colleges attended on their UTSA application for admission. While enrolled at UTSA, students who attend other colleges are required to submit official academic transcripts to Graduate Admissions from every college attended at the end of the semester during which coursework was undertaken, even if coursework has been withdrawn. This includes concurrent enrollment while attending UTSA. Failure to do so may result in the rejection of the admission application, withdrawal of any offer of acceptance, cancellation of enrollment, permanent dismissal from UTSA, or other appropriate disciplinary action."

Students failing to abide by such Academic Honesty including but not limited to plagiarism will experience consequences including potentially: (a) failing courses, (b) being suspended or expelled from the doctoral program or university, (c) loss of tuition funding, and/or (3) loss of assistantships.

IMPORTANT DEADLINE INFORMATION

The UTSA Graduate College, in conjunction with department input, establishes the doctoral application process, including the final application deadlines. The deadline to submit all application materials, including official GRE scores, supervisory forms, and letters of recommendation, official transcripts, and your Statement of Purpose is typically February 1st of the calendar year for which you are seeking admission. This deadline is subject to change.
Please contact the UTSA graduate school to confirm the application deadlines. No applications received after the application date can be processed. Official GRE scores typically take at least 40 days from test completion to be processed and received. Thus, make certain you complete the GRE at least one and a half months prior to the application deadline.

Application to the Ph.D. program in Counselor Education and Supervision is competitive. Those admitted to the Ph.D. program usually have a good balance of applied counseling and research experience along with a master's degree in counseling. Multicultural experiences are desirable.

Funding in the counselor education program is limited. However, efforts may be made to support doctoral students through fellowships, loans, or research or teaching assistantships. Students also may seek funding from other areas (i.e., assistantships, Student Financial Services (U.S. residents) or outside sources. Students should contact the Office of Financial Aid to determine other potential funding or loan options. Exact funding information cannot be given until early in the fall semester when the department acquires positions or funding.

ETHICAL STANDARDS

You are expected to abide by the ethical standards associated with your field of practice. Ethical standards developed by the American Counseling Association are available online at: http://www.counseling.org

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

FITNESS TO PRACTICE POLICY

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/. You will be formally evaluated twice on your fitness to remain in the program in COU 7313 Practicum in Counseling and COU 7593, Practicum in Counseling Supervision. For more information, please refer to the Department of Counseling Policy related to Fitness to Practice procedures and the UTSA Handbook of Operating Procedures http://utsa.edu/hop/chapter5/5-17.html.

RETENTION POLICY

The counseling program has a responsibility to the public and to the appropriate national and state professional associations to evaluate student performance and willingness to meet academic and interpersonal standards of conduct. These standards are set forth in the university Student Code of Conduct and in professional literature. Please be aware that these standards require practitioners to prevent personal problems and conflicts from harming a client or interfering in effective treatment and stipulate that practitioners must practice within their bounds of competence.

Your adherence to these standards will be continuously monitored by program faculty through course work, advising, or other professionally related interactions. Additionally, an
annual faculty review will be conducted of all doctoral students highlighting progress through doctoral program. Should faculty become concerned about your 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 your conduct, the faculty member may choose initiate a Fitness to Practice evaluation with you. Please refer to the Fitness to Practice policy for details regarding the procedure.

**STUDENT RIGHTS AND RESPONSIBILITIES**

Please refer to the current UTSA Information Bulletin. The Student Code of Conduct can be found online at: [http://www.utsa.edu/infoguide/appendices/b.html](http://www.utsa.edu/infoguide/appendices/b.html).

**SALIENT ELEMENTS OF THE DOCTORAL DEGREE**

1. Upon admission, the Doctoral Program Director will serve as your temporary advisor until a formal doctoral committee is established. To adequately assist students, counselor education faculty may only serve as chair on five committees at one time. This ensures that each student receives the attention necessary to complete their program and dissertation.

2. File an approved program of study in the graduate school and request your doctoral advisor’s assistance in the preparation of a plan of study for approval by your doctoral committee.

3. Document the residence requirement during the period of full-time study.

4. Satisfactorily complete all course requirements in the program of study with grades of “B” or better.

5. Satisfactorily complete the Qualifying Examination and any additional work specified by your graduate committee.

6. File an approved dissertation topic in the graduate school.

7. File the application for admission to candidacy in the graduate school.

8. Satisfactorily defend the dissertation in the final oral examination and notify the graduate school in writing of the results, using the appropriate form.

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

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

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

Check with the graduate school for deadlines and dates. You are responsible for meeting all deadline dates.

The graduate school and its website, [http://www.graduateschool.utsa.edu/](http://www.graduateschool.utsa.edu/), supplies vital information concerning hours required for a degree, use of transfer and extension credits, requirements for continuing in graduate school, etc. You must be familiar with all graduate school requirements.
Examples of the necessary forms used throughout your doctoral program can be found in the last section of this booklet. The Student Development Specialist and Graduate School will provide you with the official university forms.

**DOCTORAL DISSERTATION COMMITTEE**

Your Doctoral Dissertation Committee is formally established after you pass your Qualifying Examination. All members of the Doctoral Dissertation Committee must be members of the UTSA graduate faculty. Typically, members of the committee are tenured or tenure track departmental faculty, and may include UTSA adjunct professors approved as Special Faculty by the UTSA Graduate Council. Only one adjunct faculty member may participate as a Dissertation Committee member. Per the Graduate School, an individual outside of the university may serve on the dissertation committee, but only after receiving Special Faculty status (See p. 46 of the UTSA 2009-2011 Graduate Catalog). Approval of a Special Faculty appointment to your committee requires your Dissertation Chairperson's approval as well as approval from the Department Chairperson.

You may select committee members based on their research interests, methodological skills, and shared interests. Keep in mind committee members may not be available to serve on your committee for various reasons. Committee members provide consultation and feedback related to your methodological approaches, writing skills, presentation style, and professional interactions. As representatives of the department, college, and university, committee members are committed to ensuring high quality dissertations. The following are links related to establishing your Dissertation Committee:

1. [Appointment of Doctoral Dissertation Committee Form](#)
2. [Application for Graduate Faculty Special Membership Form](#)

### 1.12 Changes to the Doctoral Committee or Dissertation Chairperson

Doctoral students in good standing who choose to change their Dissertation Chairperson must (a) inform your current Dissertation Chairperson of your intent to change, (b) write a letter documenting the reason(s) for the desired change, and (c) submit the letter to the Dissertation Chairperson, the Dissertation Committee, and Department Chairperson. Please remember to discuss your intent to change your Dissertation Chairperson with your current Chairperson before submitting the formal request. If there is a need to change members of the committee, please consult with your Dissertation Chairperson and all committee members before making a formal change.

**QUALIFYING EXAMINATION**

Beginning in the fall semester of 2013, the qualifying examination will be a portfolio-based supportive learning process where students reflect on their research, teaching, clinical, and supervisory experiences. This process also provides opportunities for students’ to enhance their written and oral communication skills. The format follows the reflective nature of faculty third year and tenure review processes, and invites students to clarify, synthesize, and communicate their learning milestones. The qualifying examination will also serve as a learning experience to help students excel in interviews in higher education and public sector settings. Through successful completion of these requirements, students will a) integrate their doctoral learning experiences, b) clarify their professional vision, c) propose
their dissertation research trajectory, d) articulate answers to common questions asked during job interviews, and e) communicate in a professional and engaging manner.

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

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

   a. **Curriculum Vita Adhering to the Official UTSA CV Format**

   b. **Evidence of Doctoral-Level Research Competencies**

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

      ii. 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 fall 2013 transition phase, works in progress, initial submission of a manuscript, or a submitted manuscript or peer-reviewed presentation where the student was 1st, 2nd, or 3rd author are acceptable.*

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

   c. **Evidence of Doctoral-Level Teaching Competencies**

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

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

      iii. Students submit other evidence supporting their teaching competencies.

   d. **Evidence of Doctoral-Level Clinical Competencies**

      i. *Statement of Counseling Approach (2-4 single spaced pages).* Students discuss their clinical theoretical orientation, key clinical and theoretical principles learned during their doctoral training, integration of feedback related to clinical skills, areas of strength, and areas for continued growth related to clinical skills.
ii. Students include all feedback from site supervisors given during the Advanced Practicum and Advanced Practicum in Multicultural Counseling courses.

iii. Students submit other evidence supporting clinical competencies.

e. Evidence of Doctoral-Level Supervisory Competencies
   i. Statement of Supervisory Approach (2-4 single spaced pages). Students prepare a statement that overviews their supervisory theoretical orientation, key supervision principles learned during their doctoral training, integration of feedback from supervisees and supervisors, areas of strength, and areas of growth related to supervision.
   ii. Students include all feedback from supervisors provided during the Supervision Theory and Practicum in Supervision course.
   iii. Students submit other evidence supporting supervisory competencies.

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

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

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

1.13 Candidacy
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. program.

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.
1.14 Students with Special Needs

If you 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 your
dissertation.
PRACTICA AND INTERNSHIPS

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

It is important that you select the best and most appropriate practicum or internship site for your 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’s Clinical Coordinator. In addition, onsite supervisors must have a master’s degree in counseling or a related field; 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.

1.15 Practica and Internship Time Requirements

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

Requirements for the Advanced Practicum in Multicultural Counseling (COU 7383) involve 100 clock hours. Examples of activities include direct clinical service with diverse clients, consultation with community organizations serving diverse clients, advocacy, social justice, and legislative activities.

Requirements for Practicum in Counseling Supervision (COU 7593) involve a minimum of 100 clock hours of supervised supervision of master’s level counseling students.

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

Requirements for COU 7313, 7413, & 7513, include participation in one hour of individual supervision and one and a half hours of group supervision on average per week. This supervision is very important to your development as a counselor.

Because you are a doctoral student and will soon be supervising master’s degree students, it is important that your clinical skills reflect advanced clinical mastery. You should be proficient in such essential skills as tracking client’s content; applying your 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 your need to repeat the course until these skills are mastered. Tapescripts will be used to assess your progress and additional work may be required of students needing remediation.

General Responsibilities of the Practicum and Internship Student:

- Obtain and submit proof of student liability insurance.
- Maintain highest ethical standards and adhere to the ACA ethical standards at all times. Ethical breaches may be grounds for dismissal from the counseling program.
- Comply with the Student Fitness and Performance in the College of Education and Human Development policy, available on the department website and the Handbook of Operating Procedures.
- Improve performance in response to feedback from supervisors.
- Be consistent with customs in the school or agency in regard to grooming, punctuality, dependability, et cetera.
- Complete specified documentation, such as a log, case study, and counseling session summaries according to the time schedule on the appropriate course syllabus. All documentation should be typed and written in a professional and thoughtful manner.
- Treat all client-related material confidentially within appropriate legal and ethical guidelines.
- Demonstrate competence in the following areas:
  - Personal and small group counseling
  - Academic and vocational counseling
  - Consultation
  - Testing
  - Record keeping
  - Making referrals
  - Compliance with ethical and legal guidelines
  - Relating in a professional manner with clients, staff, fellow students, and supervisors
- Make and keep copies of all assignments, evaluations, practicum logs, and so forth that have been turned in to the professor. Students are responsible for maintaining their own records. Faculty keeps student coursework for two years after which time it is destroyed.

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, your doctoral chair, the doctoral program director, and the Department’s Student Development Specialist must verify in writing your eligibility for graduation application.

COMMUNITY FAMILY LIFE CENTER

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

GRADUATE and RESEARCH ASSISTANTSHIPS

Graduate and research assistantships are awarded by the Graduate Associate Dean in the College of Education and Human Development. If you are receiving financial aid assistance, a copy of the most recent award letter is required. Assistantships usually require 20 hours
of work per week. All full-time students are expected to apply for available assistantships offered by the Department.

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

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

INFORMATION UPDATE

It is important to keep the Department updated with any relevant changes in your contact information. Contact the Student Development Specialist and the department office with updates in terms of 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 their new professional goals as a counselor educator and/or other doctoral-level position. Making presentations at these conferences is an important opportunity for gaining experience as well as making professional contacts. Faculty and students are strongly encouraged to author scholarly works and present at professional conferences. Such publications and presentations may potentially increase your marketability post-graduation. Often, class assignments involve the initial version of a paper that might be refined for publication. Students are encouraged to follow-up and develop these papers and to discuss opportunities to write and co-author, with their advisor/chairperson and/or other faculty members.

PROFESSIONAL ORGANIZATIONS

1.16 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. For Additional Information, please contact:

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

The Association for Creativity in Counseling. The ACA includes 19 divisions within the association. Although the UTSA Counseling Program supports each of the divisions within ACA, it is closely associated with ACA’s newest 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.aca-acc.org.

### 1.17 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
1.18 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 as well as other member benefits and networking opportunities. You can find more information at: http://www.stxca.org.
Department Faculty and Staff

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

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Telephone Numbers</th>
<th>Office Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Friday (except for state holidays) 8:00 am – 5:30 pm</td>
<td>210.458.2600 Office 210.458.2605 Fax</td>
<td>501 Cesare É Chavez Blvd San Antonio, TX 78207</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Rank and Position</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janeé Avent, Ph.D.</td>
<td>Assistant Professor</td>
<td>Janeé<a href="mailto:.avent@utsa.edu">.avent@utsa.edu</a></td>
</tr>
<tr>
<td>Hope Bell, Ph.D.</td>
<td>Assistant Professor</td>
<td><a href="mailto:Hope.bell@utsa.edu">Hope.bell@utsa.edu</a></td>
</tr>
<tr>
<td>Thelma Duffey, Ph.D.</td>
<td>Professor Department Chair</td>
<td><a href="mailto:Thelma.Duffey@utsa.edu">Thelma.Duffey@utsa.edu</a></td>
</tr>
<tr>
<td>Shane Haberstroh, Ed.D.</td>
<td>Associate Professor PhD Program Director</td>
<td><a href="mailto:Shane.Haberstroh@utsa.edu">Shane.Haberstroh@utsa.edu</a></td>
</tr>
<tr>
<td>Kathryn Henderson, Ph.D.</td>
<td>Assistant Professor</td>
<td><a href="mailto:Kathryn.henderson@utsa.edu">Kathryn.henderson@utsa.edu</a></td>
</tr>
<tr>
<td>Gerald Juhnke, Ed.D.</td>
<td>Professor</td>
<td><a href="mailto:Gerald.Juhnke@utsa.edu">Gerald.Juhnke@utsa.edu</a></td>
</tr>
<tr>
<td>Michael Karcher, Ed.D., Ph.D.</td>
<td>Professor School Counseling Program Coordinator</td>
<td><a href="mailto:Michael.Karcher@utsa.edu">Michael.Karcher@utsa.edu</a></td>
</tr>
<tr>
<td>Michael Moyer, Ph.D.</td>
<td>Assistant Professor</td>
<td><a href="mailto:Michael.Moyer@utsa.edu">Michael.Moyer@utsa.edu</a></td>
</tr>
<tr>
<td>Derek Robertson, Ph.D.</td>
<td>Assistant Professor</td>
<td><a href="mailto:Derek.robertson@utsa.edu">Derek.robertson@utsa.edu</a></td>
</tr>
<tr>
<td>Heather Trepal, Ph.D.</td>
<td>Associate Professor Graduate Advisor of Record for the M.A. Program</td>
<td><a href="mailto:Heather.Trepal@utsa.edu">Heather.Trepal@utsa.edu</a></td>
</tr>
</tbody>
</table>

Department Staff

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristina Talamantez Student Development Specialist</td>
</tr>
</tbody>
</table>
Appendix A: Important Contact Information

UTSA Counseling Department
Downtown Campus
Durango Building, 4.122
501 Cesar E Chavez 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

Association for Creativity in Counseling (ACC)
www.aca-acc.org

Application for Qualifying Examinations
http://education.utsa.edu/counseling

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

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Enrollment Services Center
(210) 458-8000

Examination for the Certification of Educators in Texas (ExCET) Registration
http://coehd.utsa.edu/Students/Certification/index.htm

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

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

Handbook of Operating Procedures Student Employee Regulations
http://www.utsa.edu/hop

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

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

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

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

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

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

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

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

Professional Performance Fitness Evaluation Form
http://cepahe.utsa.edu

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

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

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

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

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

UTSA Information Bulletin
http://www.utsa.edu/infoguide/

UTSA Information Bulletin Disciplinary Penalties Section
http://www.utsa.edu/osja/conductoutline.cfm
# Appendix B: Proposed Program of Study

## Proposed Program of Study

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

### STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Advisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Banner ID (8 digits):</th>
<th>Term of Admission:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DEGREE REQUIREMENTS

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

**II. Required Core Courses (37 hours)**

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

**III. RESEARCH COURSES (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Semester completed</th>
<th>Grade Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU6893 - Foundations of Research in Counseling and Development</td>
<td>N/A</td>
<td>A B C D F</td>
<td></td>
</tr>
<tr>
<td>COU 7103 - Qualitative Research Methods in Counseling and Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU7043 - Educational Research Statistics: Descriptive and Comparative</td>
<td>Consent of Instructor</td>
<td>A B C D F</td>
<td></td>
</tr>
<tr>
<td>EDU7163 - Inferential Statistics</td>
<td>EDU7043</td>
<td>A B C D F</td>
<td></td>
</tr>
</tbody>
</table>

**IV. DISSERTATION COURSES (9 hours)**

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

**V. APPROVED EMPHASIS CURRICULUM (9 hours)** *please refer to the catalog for approved courses*

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Semester completed</th>
<th>Grade Received</th>
</tr>
</thead>
</table>

Total = 67 semester hours

### SIGNATURES / APPROVAL

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

<table>
<thead>
<tr>
<th>Doctoral Advisor of Record</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix B.1: Typical Course Sequence

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

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

<table>
<thead>
<tr>
<th>Year Three</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td><strong>Summer Semester</strong></td>
</tr>
<tr>
<td><strong>COU 7413</strong> Internship I</td>
<td><strong>COU 7513</strong> Internship II</td>
<td><strong>COU 7993.6</strong> Dissertation *</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td><strong>COU 7993.6</strong> Dissertation *</td>
<td></td>
</tr>
<tr>
<td>Take the Qualifying Examination</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Four</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td><strong>Summer Semester</strong></td>
</tr>
<tr>
<td><strong>COU 7993.6</strong> Dissertation *</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*You may register for Dissertation credit only after you pass the Qualifying Examination*
Appendix B.2: Recommended Sequence of Events for Completion of Doctoral Degree

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

* Indicates forms need GS approval