The purpose of this guide is to provide information to assist students as they pursue the doctoral degree in counseling.

Students should check the Graduate Catalog and our departmental web-site for additional information.

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CHECKLIST AND RECOMMENDED TIME FRAME

Many of the events with which a doctoral student must deal are listed below. It is expected that the order as presented generally will be followed. The time frame is presented as a helpful guide, and it is the student’s responsibility to know and follow university procedure regarding the completion of doctoral studies.

CHECK EACH BELOW WHEN COMPLETED:

☐ MEET WITH INITIAL ADVISOR (as soon as possible after admission) Shortly after admission to the program, meet with assigned initial advisor for degree planning.

☐ READ STUDENT RETENTION/DISMISSAL PROCEDURE (as soon as possible after admission) RETENTION/DISMISSAL PROCEDURE information is in this handbook and is available separately in the departmental office.

☐ FILE DEGREE PLAN (immediately after degree plan is completed with advisor--often within 2-3 weeks of admission) File completed degree plan with the Graduate School.

☐ BEGIN RESIDENCY ACTIVITIES (as soon as possible, complete residency before admission to candidacy) Soon after admission to the program, secure a DOCTORAL RESIDENCY ACTIVITY RECORD form from department and begin documenting activities.

☐ MEET WITH DOCTORAL FIELD EXPERIENCE COORDINATOR (during first semester) Meet with the doctoral field experience coordinator to discuss schedule for doctoral internship.

☐ MEET RESEARCH TOOLS REQUIREMENT (as early as possible-- must demonstrate research tools proficiency prior to admission to candidacy)

☐ ENROLL IN COUN 625 (prior to or concurrent with initial 718 enrollment) Enroll in Research Application at or near the end of research tools courses, prior to comps is advised.

☐ SELECT DOCTORAL ADVISORY COMMITTEE (DISSERTATION COMMITTEE) (during semester prior to semester of comps or earlier) Select doctoral advisory committee (dissertation committee) and file appropriate form in department.

☐ REGISTER FOR COMPREHENSIVE EXAMINATION (see web site for specific deadlines for fall, spring, and summer semesters--plan for comps after all core courses, cognate, and all research tools are completed and doctoral advisory committee [dissertation committee] is chosen.) Register for the doctoral comprehensive examination (Qualifying Examinations) at least 8 months before degree is conferred. To do this, submit the "Doctoral Comprehensive Exam Registration Form.” The registration form is located on Doctoral Comprehensive Examination Schedule page on the department’s web site under the Counseling Doctoral menu (see menu on the left-hand side of the department’s web page.

☐ TAKE COMPREHENSIVE EXAMINATIONS Pass written and oral comprehensive examinations.

☐ OBTAIN ADMISSION TO CANDIDACY STATUS (at least 8 months before degree is conferred) After successful completion of the doctoral comprehensive examination, obtain notification of Admission to Candidacy status from the Graduate School no later than eight months prior to graduation. Residency requirements need to be met and degree plan updated indicating completion of all course work.

☐ ENROLL IN COUN 718 (Dissertation) (semester immediately after admission to candidacy, except
The Graduate School requires continuous enrollment in COUN 718 beginning no later than the semester after one gains Admission to Candidacy status and continuing until the dissertation is finished and accepted (summers possibly excluded). On rare exceptions where the student’s doctoral research timeline requires early work on the dissertation proposal, the student may be allowed to enroll in COUN 718 prior to admission to candidacy.

- **COMPLETE IRB TRAINING** (complete IRB training prior to Proposal submission to the Graduate School)

- **DEVELOP DISSERTATION PROPOSAL** (soon after COMPS) Select research topic and develop dissertation proposal in collaboration with doctoral advisory committee (dissertation committee). May be research topic developed in 625. (See DISSERTATION STYLE GUIDE and DOCTORAL STUDENT HANBOOK. These documents are available online at Graduate School Forms & Guidelines link http://www.tamuc.edu/academics/graduateSchool/graduateForms.aspx).

- **CLEAR PROPOSED STUDY WITH DEPARTMENTAL HUMAN SUBJECTS PROTECTION COMMITTEE AND UNIVERSITY INSTITUTIONAL REVIEW BOARD** (no later than 6 weeks prior to proposal defense) Detailed HUMAN SUBJECTS PROTECTION/IRB instructions and relevant forms are online.

- **RESERVE TIME IN DEPARTMENT FOR PROPOSAL DEFENSE** (no later than the 20th of the month prior to the month of proposal) After completing a SCHEDULE PROPOSAL DEFENSE form, reserve a time slot for the proposal defense by contacting the Departmental Office.

- **SCHEDULE PROPOSAL DEFENSE WITH GRADUATE SCHOOL** (no later than 20th of month preceding proposal presentation) Schedule the dissertation proposal defense with the Graduate School by completing the SCHEDULE FOR THE PRESENTATION OF THE DISSERTATION PROPOSAL form obtained from the Graduate School.

- **COMPLETE AND DISTRIBUTE FINAL VERSION OF DISSERTATION PROPOSAL** (at least two weeks prior to proposal defense) A copy of your dissertation should be scanned by iAuthenticate for a report of the percentage of authentic text is in your dissertation. Finish writing the dissertation proposal and distribute copies to the Dean of the College of Education and Human Services, doctoral advisory committee (dissertation committee) members and a copy for the office 2 weeks prior to the date scheduled for the proposal.

- **DEFEND PROPOSAL** Present and defend the proposal during the scheduled proposal defense meeting.

- **REPORT OUTCOME OF PROPOSAL DEFENSE** (immediately after proposal defense) After obtaining signatures of the dissertation committee, department head(s) and college dean, present it to the the Office of Thesis & Dissertation Services for approval of the Graduate School the outcome of the proposal defense on the Graduate School’s form, THE DISSERTATION PROPOSAL, available online at the Graduate School Forms & Guidelines page the Graduate School Forms and Guidelines page.

- **COMPLETE THE DISSERTATION** (usually takes 1-3 years--remember 10-year total post-master’s time limit) The Graduate School has two resources with which a dissertation writer should be familiar: “DOCTORAL STUDENT HANBOOK” and “DISSERTATION STYLE GUIDE” both of which can be found at Graduate School’s Forms and Guidelines web page.

- **DISTRIBUTE COPY OF FINAL DISSERTATION TO COMMITTEE** (at least two weeks prior to defense) A copy of your dissertation should be scanned by iAuthenticate for a report of the percentage of authentic text is in your dissertation. Present a final copy of your dissertation to all members of your doctoral advisory committee (dissertation committee) at least 2 weeks prior to your dissertation defense date.

- **SCHEDULE DISSERTATION DEFENSE** (before 20th of month preceding month of dissertation defense)
Secure from the Graduate School a **SCHEDULE FOR THE PRESENTATION OF THE FINAL EXAMINATION/DISSERTATION DEFENSE** form. Return the completed form to the Graduate School no later than the 20th of the month prior to the month the dissertation defense is to be held.

- **DEFEND THE DISSERTATION** (check current catalog or class schedule for time to submit completed dissertation--be sure to allow time for the following step (dean's interview) plus around 5 weeks for the Graduate School review before commencement) Defend the dissertation at the scheduled defense session. At the end of the defense, obtain signatures of the doctoral advisory committee (dissertation committee) members and the head of the Counseling program on the **FINAL EXAMINATION/DISSERTATION DEFENSE REPORT** form, which can be located on the Graduate School Forms & Guidelines page online.

- **FILE FOR GRADUATION** *(deadline in current Schedule of Classes and Graduate Catalog)* File for graduation through link in MyLeo the first 2 weeks of the semester you intend to graduate.

- **ATTEND COMMENCEMENT EXERCISES** *(date in Academic Calendar)*

- **STAY IN TOUCH** Please keep us informed of your activities and whereabouts. One way to do this is to maintain an active role in our professional associations. Also, please respond to our requests for program evaluations after you graduate. Your anonymous responses are used to help us plan a better program and to address CACREP accreditation standards. A summary of graduates' evaluations is made available on request.
RETENTION AND DISMISSAL

If a student is unable to demonstrate sufficient academic progress and/or if personal or professional limitations interfere with his/her effectiveness as a counseling student, the individual will be asked to secure remedial assistance when needed and may be dismissed from a course or from the training program. Student progress regarding personal or professional limitations is reviewed regularly by Counseling faculty. See details in the Retention/Dismissal Procedure and in the Counseling Student Competency Evaluation (CSCE) later in this guide.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requests from students with disabilities for reasonable accommodations must go through the Student Disability Resources and Services (SDRS). For more information, please contact the office of StudentDisabilityServices@tamuc.edu 903-886-5150.

DEPARTMENT OF PSYCHOLOGY, COUNSELING, & SPECIAL EDUCATION MISSION STATEMENT

Our mission is to facilitate the professional, personal and ethical development of undergraduate and graduate students from diverse backgrounds to achieve their full potential as psychologists, counselors and educators.

Department’s Vision Statement

To promote a community environment that models and encourages open and critical thinking, understanding of diversity, and social justice advocacy.

DOCTORAL PROGRAM OBJECTIVES

1. Students will acquire a broad knowledge base, beyond that required for entering the counseling profession, in counseling and related professional areas.

2. Students will successfully complete extensive internship experiences directly related to their individual professional goals.

3. Students will refine their research skills beyond those necessary for intelligent consumption of counseling-related research to a level that results in the generation of programmatic research that is significant in the counseling profession.

4. Students will compare and contrast supervision theories in terms of goals, roles, and techniques for change, with an emphasis placed on the supervision literature.

5. The overall program objective is to develop specific knowledge and experience bases within students to enable them to become effective counselor educators, counseling practitioners at advanced skill levels, and/or
leaders in counseling-related educational, agency or business settings.

FINANCIAL AID

GRADUATE ASSISTANTSHIPS (TEACHING AND NON-TEACHING)

The department has several graduate assistantships (teaching and non-teaching) available. The doctoral student may secure a GRADUATE ASSISTANT APPLICATION form from the departmental office and file it with the administrative assistant after completion. The department head selects the graduate assistants. The position may be held for two academic years. (Usually summer employment is not available.) Teaching graduate assistants (GATs) teach undergraduate counseling courses. Non-teaching graduate assistants (GANTs) currently assist faculty members with master's-level pre-practicum or practicum, and non-teaching research assistants (GARs) assist faculty members with research projects.

Twenty hours of work per week are expected of full-time graduate assistants. Contact the department head for current salary figures, availability, and eligibility. A full-time graduate assistant also has out-of-state tuition waived if applicable.

Other graduate assistantships may be available in Student Affairs or other units of the university.

DEPARTMENTAL DOCTORAL-LEVEL SCHOLARSHIPS AND AWARDS

William E. Truax Scholarship and the William E. Truax Outstanding Doctoral Student Award. A Truax Scholarship ($500 - $1,000) is available each year, and the recipient is selected from qualified applicants by a faculty committee. In addition to the Truax Scholarship, the departmental faculty members nominate and select a recipient of the Truax "Outstanding Doctoral Student" Award ($500 - $1,000). Additional information is available on the departmental web site at the Financial Aid (see the Scholarships & Financial Aid link in the menu).

DRS for McQuary Scholarship. The department offers one $250 - $500 Doctoral Recipients' Scholarship annually, funded by former A&M-Commerce doctoral recipients in honor of Dr. John P. McQuary.

OTHER FINANCIAL AID

Graduate students may be eligible for several other forms of financial aid including the Texas Public Education Grant, Graduate Student Travel Support (for presentations at professional conferences—the form is available from the graduate school—College Work-Study, on-campus employment, on-campus housing scholarships, and several loan programs. For information and application forms contact the Texas A&M University–Commerce Office of Financial Aid.

ADVISOR

ASSIGNMENT OF ADVISOR

Upon admission to the department's doctoral program, during the student's first semester, the department head will assign an initial advisor.

CHANGE OF ADVISOR
In order to change to a different advisor, a student must consult with the present advisor and the new advisor, and receive permission of the Head of the Department.

ADVISOR’S ROLE

Program information.
The advisor provides general information regarding the department and the doctoral program to the student as needed.

Degree plan preparation.
The student schedules an appointment with his/her assigned advisor to develop the doctoral degree plan. The advisor discusses the student's career goals for the purpose of suggesting courses. The advisor also carefully reviews all graduate courses on the student's transcript and records those applicable on the doctoral DEGREE PLAN form. The advisor completes all sections of the degree plan with the student, including development of the Elective Cluster courses. See the DEGREE PLAN section of this handbook for details.

Relationship of the advisor to the chair of the student's doctoral advisory committee (dissertation committee).
The advisor and the student's doctoral advisory committee chair (i.e. dissertation committee chair) do not serve the same purpose and need not be the same faculty member. Once the student's doctoral advisory committee (dissertation committee) is established, the chair of this committee assumes the advisory responsibility of the student's advisor. See the DOCTORAL ADVISORY COMMITTEE (DISSERTATION COMMITTEE) section of this handbook for information regarding selection and function of the doctoral advisory committee.

DEGREE PLAN

GENERAL GUIDELINES

Entry-level standards.
All doctoral degree plans must include the course-work equivalent of a CACREP- accredited entry-level (master's degree) program.

Time limitation for the degree.
All degree requirements beyond the master's must be completed within ten calendar years from the date of admission to the doctoral program. No course work beyond the master's degree which is over ten years old at the time the doctoral degree is conferred can be used toward the doctoral degree.

Transfer credit.
No course with a grade of "C" or below will transfer to the student's degree plan. No course transferred to the degree plan (other than those listed as meeting the master's degree requirements) may be over ten years old at the time the doctorate is conferred.

RESEARCH TOOLS

Completion schedule.
The student must demonstrate proficiency in the use of research tools (five courses, one at each of the five levels—sees the DEGREE PLAN section of this handbook) prior to taking the doctoral comprehensive examination. None of the research tools can be substituted with courses from outside the College of Education and Human Services at Texas A&M University-Commerce. Research tools cannot be substituted with a Special Topic (587/687) or Independent Study (589/689) course.
DOCTORAL DEGREE PLAN CONTENT

With approval of the Doctoral Program Coordinator, a student may apply up to 12 semester hours of post-master's but pre-doctoral admission course work taken at a regionally accredited graduate school. Only courses that are deemed appropriate for the student’s program of study in the doctoral program may be applied in this situation.

Master’s (Entry-Level) Courses. Minimum of 48 semester-hours equivalent to CACREP master’s degree

**Doctoral Core** 18 semester hours listed below:
- COUN 610  Adv Coun Th & Tech
- COUN 620  Supervision in Coun & Dev
- COUN 621  Psychoed Consultation and Prog Eval
- COUN 622  Adv Multi Cultural Counseling
- COUN 625  Research Applications
- COUN 650  Instructional Th/Meth in Counselor Ed
- COUN 717  Ethics and Professional Dev

**Cognate Area** 9 semester hours
The department has several pre-established options (cognates) from which students choose. Courses in a cognate area may have specified prerequisites. If a cognate course is taken prior to admission to the doctoral program, a substitute course must be taken.

Choose one of the following cognates:

**Diversity Cognate**
- COUN 623 (Race, Class, & Gender Issues)
  - One from:
    - COUN 697 (Spirituality & Human Services)
    - COUN 697 (Sexual Minorities)

**Marriage and Family Counseling Cognate**
- COUN 611
- COUN 612
- COUN 615
- COUN 513
- COUN 564

**Student Affairs Cognate**
- COUN 590
- COUN 606
- COUN 607

**Child and Adolescent Counseling Cognate**
- COUN 534
- COUN 539
- COUN 614

**Elective Cluster** 3 semester hours
The elective cluster is determined by the student and advisor to build a concentration of competencies different from, or to complement, a cognate area. To illustrate, individually determined elective clusters might be focused in areas such as teaching in higher education, administration of counseling services, human resources, assessment, etc. As the above examples would suggest, the elective cluster could include courses from academic departments other than the Counseling program.

**Research Tools Courses** 12 semester hours
- Level I: COUN 695
- Level II: PSY 612 or HHPK 617
- Level III: COUN 613
- Level IV: HIED 696 or EDAD 698
Level V: Approved by doctoral coordinator

Doctrinal Field Experience (Practicum/Internship) 12 semester hours total

COUN 660 Clinical Coursework Sequence
Students admitted into the Counseling Doctoral Program within the Department of Psychology, Counseling and Special Education at Texas A&M University – Commerce are required to complete 12 hours of clinical coursework. These clinical courses are as follows:
- COUN 660-Clinical Supervision (3 hours);
- COUN 660-Advanced Practicum (3 hours);
- COUN 660-Advanced Internship (3 hours);
- COUN 660-Supervision (2 hours); and
- COUN 660-Teaching (1 hour).

COUN 660 (697)-Clinical Supervision (3 hours) Summer
Students will be required to enroll in and complete COUN 660-Clinical Supervision in the summer term immediately following admission into the program. This clinical experience will be completed at The Community Counseling and Psychology Clinic on the main campus in Commerce or The Harold Murphy Counseling Clinic in McKinney, Texas. This clinic works in conjunction with The McKinney Independent School District. Students working in the clinic will report to the clinic director. Requirements for the course include, but are not limited to, meeting with at least two (2) clients each week of the summer term (10 weeks). Additionally, students will be required to complete at least two (2) hours of Indirect service at one of the clinics is COUN 660-Clinical Supervision instructor each week for 1 hour of individual supervision.

COUN 660-Advanced Practicum (3 hours) Fall
Students are required to enroll in and complete COUN-660-Advanced Practicum in the fall term immediately following admission into the program. This course follows COUN 660-Clinical Supervision. The student must obtain a site in which the site supervisor possesses a Ph.D. in Counseling, as well as LPC-Supervisor status. Requirements for the course include attending and participating in class meeting times. Additionally, students will complete 300 total hours at their respective site. 100 hours of this experience must be client contact hours. Students will also meet with their site supervisor for one hour each week and attend any staffing or group supervision that is required. The prerequisite for this course is COUN 660-Clinical Internship.

COUN 660-Advanced Internship (3 hours) Spring
Students are required to enroll in and complete COUN 660-Advanced Internship in the spring term immediately following admission into the program. This course follows COUN 660-Advanced Practicum. The student must obtain a site in which the site supervisor possesses a Ph.D. in Counseling, as well as LPC-Supervisor status. Requirements for the course include attending and participating in class meeting times. Additionally, students will complete 300 total hours at their respective site. 100 hours of this experience must be client contact hours. Students will also meet with their site supervisor for one hour each week and attend any staffing or group supervision that is required. The prerequisite for this course is COUN 660-Advanced Practicum.

COUN 660-Supervision (2 hours)
The prerequisite for this course is COUN 620-Supervision in Counseling and Human Development. Students are required to enroll in and complete COUN 660-Supervision. After completion of COUN 620, the student will enroll in COUN 660-Supervision. The student will supervise master’s level students in COUN 551-Practicum. The student will report directly to the practicum instructor.

COUN 660-Teaching (1 hour)
The prerequisite for this course is COUN 650-Instructional Theory and Methods in Counselor Education. Students are required to enroll in and complete COUN 660-Teaching. Once enrolled, the student is required to contact a Counseling faculty member and assist that faculty member in teaching a face to face master’s level counseling course. The faculty member will work with the student in developing appropriate teaching duties within the course. The student will report directly to the teaching faculty member.
Dissertation (9-12 semester hours)
COUN 718

DISPOSITION OF THE COMPLETED DEGREE PLAN

Filing the degree plan with the Graduate School
Once all sections of the doctoral degree plan are completed and the appropriate signatures have been obtained, the plan is filed with the Graduate School.

Copies of the plan
Once submitted to the Graduate School, the signed plan is typed, and copies are distributed to the student and his/her major department and minor department(s). The degree plan serves as an agreement between the university and the student, and changes must follow approved policy.
RESIDENCY

DEPARTMENTAL INTERPRETATION OF RESIDENCY

Residency should be documented in accordance with the residency requirements that were approved per the catalog of the year the student was admitted. Students who began residency under earlier requirements may complete residency under those requirements or incorporate their initial residency experiences interpretation of doctoral residency follows.

Doctoral student residency in the A&M-Commerce Counseling program serves three purposes. First, it is designed to encourage collegial relationships between students and faculty. Second, it introduces students to typical professional expectations they will encounter as they progress through their careers. Finally, activities within the residency enhance student learning by supplementing the academic and experiential components of the program.

To fulfill the residency requirements in the Counseling program, doctoral students must complete the following activities:

- Attend a minimum of six doctoral seminars.
- Assist faculty members on two different projects intended to ultimately lead to either manuscripts submitted for publication in peer-reviewed journals or presentation proposals submitted for peer-reviewed program consideration at state, regional, or national conferences. Students must collaborate with at least two different faculty members.
- Engage in a minimum of two departmental activities, to include proctoring a master’s comprehensive examination and at least one other activity, such as assisting with Murphy Day or other departmental workshop or activities.
- Actively engage in professional service. Two components comprise this requirement: 1. Holding elected or appointed office in a local (e.g., Chi Sigma Iota, Doctoral Student Association, Branch of the Texas Counseling Association), state (e.g., Texas Counseling Association or its divisions), regional (e.g., Southern Region of the American Counseling Association), or national (e.g., American Counseling Association or its divisions, American College Personnel Association) professional organization or by chairing or serving as a member of a committee of one of these organizations, and 2. Serving on a university, college, or departmental committee or task force (e.g., Masters’ Admissions Committee, Departmental Human Subjects Protection Committee, University Library Committee).
- Completing 24 semester hours at Texas A&M University-Commerce toward the degree.

There is no specified time limit for completing residency. Full-time students may complete residency in one year while part-time students may take two or more years to complete all residency requirements.

Students are to document residency activities on the DOCTORAL RESIDENCY ACTIVITY RECORD form.

DOCTORAL FIELD EXPERIENCE

Advanced Practicum and Doctoral Internship (COUN 660)

When? (COUN 660) Advanced Practicum is taken the first semester in the doctoral program. Enrollment is limited,
so it is recommended that students consult with the COUN 660 instructor of record as soon as possible after acceptance into the doctoral program for future placement.

**Application Procedure**  Check the Graduate School web site at [http://www.tamuc.edu/academics/graduateSchool/graduat eAdmissions/default.aspx](http://www.tamuc.edu/academics/graduateSchool/graduateAdmissions/default.aspx)
(Click on Doctoral in the Menu on the left hand-side)

**Semester Hours**
All doctoral students are required to complete 3 semester hours of advanced practicum and an additional 6 semester hours of doctoral internship within COUN 660.

**Clock Hours**
The COUN 660 field experience must include at least 900 clock hours. Each 3 semester hours of credit should include approximately 300 clock hours. The first 3 semester hours are advanced practicum. The last 6 semester hours and must involve clinical, teaching, teaching, and supervision experiences.

**Structure of Field Experience**
The Advanced Practicum must be completed prior to enrolling in the internship portion of COUN 660. The remaining 6 semester hours (Doctoral Internship) will consist of additional clinical counseling experience (300 hours), a graduate teaching internship, (150 hours,), and a supervision internship (150 hours). Internship includes most of the activities of a regularly employed professional in the setting. Students may participate in additional supervised practicum or internships that are appropriate to their career objectives.

The basic structure of COUN 660 is presented in the following diagram.

<table>
<thead>
<tr>
<th>COUN 660 DOCTORAL FIELD EXPERIENCE</th>
</tr>
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<tbody>
<tr>
<td>Includes two parts:</td>
</tr>
<tr>
<td><strong>ADV Practicum</strong> (300 hrs.)</td>
</tr>
<tr>
<td><strong>DOCTORAL INTERNSHIP</strong></td>
</tr>
<tr>
<td>Includes three parts:</td>
</tr>
<tr>
<td>Clinical (300 hrs)</td>
</tr>
<tr>
<td>Teaching (150 hrs)</td>
</tr>
<tr>
<td>Supervision (150 hrs)</td>
</tr>
</tbody>
</table>

**Teaching Internship.**
The teaching internship, as mentioned above, may be completed before or along with Advanced Practicum. The teaching internship assists a faculty member teaching a graduate level course within our department for one semester. Guidelines for the teaching internship are as follows:

1. The teaching internship begins only after the student has successfully completed COUN 650.
2. A teaching internship will typically be conducted during a Fall or Spring semester. On occasion, a Summer I or Summer II teaching internship will be permitted, though in no instance will shorter terms be considered.
3. Interns will not select faculty who are in their first year at the University. Any faculty member may decline an invitation to participate. Clinical courses will not be selected for teaching internships.
4. The faculty member selected will meet with the intern prior to the beginning of the semester to develop an internship proposal specifying goals and objectives for the teaching internship. The proposal will be signed by the intern, the faculty member, and the Internship Coordinator, and will be placed in the student’s internship file. The faculty member will closely monitor the teaching intern’s classroom experiences.
5. The faculty member’s duty to serve and protect classroom students will supersede ADV. PRACTICUM (300 hrs) DOCTORAL INTERNSHIP. Includes three parts Clinical (300 hrs) Teaching (150 hrs) Supervision (150 hrs) responsibilities to the intern. Faculty members have the option to decide when an intern is capable of independent practice, regardless of the amount of time remaining for the intern to demonstrate competence. This could be a major factor contributing to a performance rated as “unsatisfactory.”
6. Grades of the students within the class taught must be monitored and determined by the instructor of record.
7. Near the beginning of the semester, the teaching intern, in consultation with the instructor of record and Internship Coordinator, will construct a student evaluation form for the class members that address the objectives of the internship. This form will be administered in such a way as to provide anonymity to students and useful feedback for interns. Student evaluations for faculty and intern will be conducted separately. Students’ evaluations of teaching interns will be turned in to the instructor of record. Copies of student evaluations will be summarized by the intern with both summary and raw data given to both the faculty member and Internship Coordinator.
8. Teaching interns will describe and explain their learning in an end-of-term report shared with both the faculty member and the Internship.

**Paid and Unpaid Internships**
Internships may be done on a paid or unpaid basis, with the following guidelines: For a paid internship, the intern is placed at a site that has been approved by the Internship instructor of record. The position is designated by the site as an Intern position and has a stipend associated with the position itself. If a student is teaching a course on an adjunct basis, the adjunct employment cannot count as the teaching internship.

**Clinical Internship** The clinical portion of internship has a continuation of Advanced Practicum’s focus on acquisition and further development of clinical skills. This component is done in a clinical setting such as the university’s Community Counseling and Psychology Clinic. However, the student may request placement at an external site. The selected site must, however, be approved by the Coordinator of the Doctoral Program and the Director of Training and Placement.

**Teaching Internship.** The teaching internship, as mentioned above, may be completed before or along with Advanced Practicum. The teaching intern assists a faculty member teaching a graduate level course within Coordinator. This reflective report will chronicle insights into both process and content—about both pedagogy and course material.

of experiences designed to develop competencies toward autonomous teaching. These are not limited to, but must include, the following:
• Attending all class sessions
• Increasing participation, building gradually toward conducting class sessions
• Giving feedback and grading impressions on student work to the instructor of record
• Writing a reflective paper identifying pedagogical techniques—additions, alternatives, and/or improvements

**Supervision Internship** The supervision internship is designed to provide the intern with a supervised “supervision” experience. For this, the student must have completed Advanced Practicum as well as COUN 620 (Supervision in Counseling). NOTE: The Supervision Internship is not the same as the supervision experience required in COUN 620. Students must notify the COUN 660 instructor of record of his/her intention to enroll in the supervision internship one semester prior to the term desired. Supervision interns are assigned to current COUN 551 sections. Enrollment in the supervision internship will be limited to the availability of sections of COUN 551. The instructor of record for COUN 660 will coordinate requests for supervision internship with the Director of Training and Placement.
DOCTORAL ADVISORY COMMITTEE  
(DISSERTATION COMMITTEE)

SELECTION OF DOCTORAL ADVISORY COMMITTEE (DISSERTATION COMMITTEE)

When?
Select members no later than the semester prior to written comprehensives.

Who and How many?
The committee consists of faculty within the department. Four or five faculty members, one of whom is asked to serve as chair. The remaining member(s) must be a graduate school member or visiting temporary member. Also, student needs to choose a member from another department. If the student’s elective cluster involves courses from another department, this should be taken into consideration when selecting the outside member(s).

Name submission
Once all faculty committee members have agreed to serve, the student secures a DECLARATION OF DOCTORAL ADVISORY COMMITTEE form from the Graduate School Forms and Guidelines(Click on Forms) and return the form with signatures to the departmental office.

Who may chair?
Members of the Graduate Faculty are associate members of the Graduate Faculty may serve as chair with the recommendation of the department head and approval of the Dean for Graduate Studies and Research.

Membership changes
The committee may be changed upon approval of the department head, written notification by the head to the graduate dean, and subsequent approval of this change by the graduate dean. This documentation should be included within the doctoral student's folder. A student might change a member and/or chair when the research area calls for a specialization not represented on the original committee.

Membership reduction
The student may elect to retain all three of the members from the Counseling program on the doctoral advisory committee. However, one of these three committee members may be dropped from the committee after the student's proposal for dissertation has been formally approved and filed in the graduate office. This release from committee assignment is agreed upon by the student and member and should be formally communicated to the graduate office, with a copy of the request placed on file in the student's departmental folder.

FUNCTION OF DOCTORAL ADVISORY COMMITTEE MEMBERS

Comprehensive examination
Various faculty members from the Counseling program are involved in developing and scoring questions for the written comprehensive examination, and all members of the student’s dissertation committee conduct the oral portion of the examination.

Proposal
The committee works closely with the student in preparation of the proposal for dissertation. In this stage of the student's program, it is important that the chair of the doctoral advisory committee be appropriately matched to the student's research area.

Dissertation
The committee monitors the student's progress in writing the dissertation, advises accordingly, and conducts the oral defense of the dissertation.
DOCTORAL COMPREHENSIVE EXAMINATION
(QUALIFYING EXAMINATIONS)

PREREQUISITES

Research tools
The student must have met the proficiency standards for research tools.

Courses
In addition to meeting all research tools requirements, students must be enrolled in (or have completed) the final courses on their degree plan, except dissertation and elective cluster courses in order to sit for comps.

Choose the time
With advice and consent of the student's doctoral advisory committee (dissertation committee), the semester for taking doctoral comprehensive examination is chosen. The examination must be taken and passed a minimum of eight months before the degree is conferred.

REGISTRATION FOR THE DOCTORAL COMPREHENSIVE EXAMINATION

Specific dates for the doctoral comprehensive examination are posted in the department at least one semester in advance. The student registers to take the exam by completing the DOCTORAL COMPREHENSIVE EXAM REGISTRATION form on the departmental web site on Forms (see the submenu under Department’s Web Page) Students should register at least three weeks prior to the date of the exam.

The student is advised to schedule doctoral comps for the fall, spring, or summer semesters.

What must be provided? The registration also includes provision of an update copy of the degree plan and the names of all doctoral advisory committee (dissertation committee) members on the DECLARATION OF DOCTORAL ADVISORY COMMITTEE form. This form should be updated to reflect any membership change(s).

FORMAT OF DOCTORAL COMPS

Written and Oral.
The examination consists of written and oral portions.

Written Portion.
The written portion is an essay examination, and the student is expected to cite references in each answer. The written portion will address the two broad components described below.

Doctoral Core component:
Counseling Theory,
Supervision, Research,
Statistics
Professional Issues and Ethics
Consultation and Prog Evaluation
NOTE: Although Instructional Th/Meth in Counselor Ed and Advanced Multi-Cultural Counseling are core component courses, they are not assessed on doctoral comps.

Cognate Area component: Child and Adolescent, Marriage and Family, Student Affairs, and Diversity
NOTE: The Elective Cluster courses are not assessed on the Doctoral Comprehensive Examination.

Oral portion.
The student’s doctoral advisory committee (dissertation committee) will administer the oral portion of the exam.

Permission to proceed with orals.
If a satisfactory evaluation is received on both components of the written comprehensive examination, the student is instructed to establish a date and time for the oral examination during the semester that the written portion was completed. (Again, remember to check with the member(s) outside the department to verify availability if this occurs during a summer session. Should a faculty member not be available, the orals may be delayed.) The student must coordinate this with all committee members, notify the departmental secretary of the time, and confirm the location with the departmental secretary. The oral exam is scheduled for two hours, and the student notifies each committee member of the agreed-upon time and place.

Content of the oral examination.
The student should defend or expand that which he/she has written and is expected to provide appropriate bibliographical information. However, questions are not limited to what the student has written.

PASSING OR FAILING DOCTORAL COMPS

1. If a student fails any portion of the written comps, neither the actual question nor the student’s unsuccessful response(s) will be made available to the student

2. If a student passes both components of the written examination (doctoral core component and cognate area component), the student passes the written portion of the examination and may proceed to the oral portion of the examination.

3. Passing the Doctoral Core Component: If a student passes all Doctoral Core component questions, the student passes the Doctoral Core component. Beginning with the Doctoral Comprehensive Examination in the Fall, 2010 semester, a student who fails one or more of the Doctoral Core component questions must rewrite only a question from the specific core area(s) failed.

4. Passing the Cognate Area Component: If a student passes the cognate area question, the student passes the cognate area component.

5. The student, his/her advisory committee (dissertation committee) chair, and the department head will receive notification of the results of the written portion of the examination from the chair of the department’s Doctoral Comprehensive Committee.

6. All written responses are rated by individual scorers as either “pass” or “fail.” Although a scorer indicates “pass,” the scorer may request the committee to address specific aspects of the question during the oral examination. In this case, the outcome for the question is determined via the oral examination. This outcome for a particular question may affect whether a person passes a component.

8. Evaluation of the oral examination. At the end of the oral examination, the student's doctoral advisory committee (dissertation committee) deliberates the outcome of the examination. If the outcome is unfavorable, the student will retake the section(s) of the exam in question at the next regularly scheduled administration of the examination unless highly unusual circumstances warrant permission from the Department head and other arrangements are made.

RETAking THE EXAMINATION

A student may attempt either component (core and cognate) of the written exam twice, and the student’s first attempt must include both the core and the cognate components. In case of unforeseen circumstances, the student should consult with the department head.
A student may retake the oral portion of the exam only at the discretion of the department head and the student’s dissertation committee.

FINAL REPORT OF DOCTORAL COMPREHENSIVE EXAMINATION

Prior to the oral portion of the comprehensive exam, the student should provide his or her committee chair with a copy of the Graduate School’s DOCTORAL COMPREHENSIVE EXAMINATION form. This form is available on line from the Graduate School. The student should complete the top portion of this form. Immediately following the oral examination, the committee chair verifies the written and oral examination results on this form, and the form is signed by all committee members and turned in to the department’s administrative assistant. The student needs to verify that the updated degree plan has been completed.

ADMISSION TO CANDIDACY FOR THE DOCTORAL DEGREE

PREREQUISITES

Doctoral comprehensive examinations
The Graduate School must verify that all portions of the doctoral comprehensive examination have been successfully completed.

Research tools
The Graduate School must verify that research tools proficiency has been achieved.

Residency
The Graduate School must verify that doctoral residency has been completed.

Courses
The Graduate School must verify that post-master's courses listed on the degree plan have been completed.

NOTIFICATION

Notification of admission to candidacy will be made by the Dean for Graduate Studies and Research.

718 REQUIREMENT

After doctoral candidates are admitted to candidacy, they are required to enroll in at least three hours of dissertation, COUN 718, each fall and spring semester until the dissertation is completed and approved by the doctoral advisory committee and the Graduate School.

Students who fail to enroll for dissertation during any fall or spring semester after admission to candidacy will be prohibited from enrolling until the tuition has been collected for that semester. NOTE: Doctoral candidates will not be required to enroll during the summer term, unless using the counsel and advice of the major advisor and University facilities, such as the Library.

MINIMUM TIME LIMIT

The degree can be conferred no sooner than eight months after admission to candidacy.
DISserTATION PROPOSAL

PREREQUISITE

A proposal for dissertation is presented after the student has successfully completed the doctoral comprehensive examination.

PREPARATION OF THE PROPOSAL

Step 1. COUN 718
The student must enroll in COUN 718 immediately after admission to candidacy (summer sessions are possibly excluded).

Step 2. Select topic
Work closely with the chair and other committee members in selection of an adequate topic or area for research which is closely related to the counseling field. A topic for dissertation research may have been developed in COUN 625 (Research Applications). It benefits the student if this initial effort is closely related to the proposal which will later be presented to the student's doctoral advisory committee.

Step 3. Human Subjects Protection/IRB forms. Students must complete the IRB training at the time of theProposal defense, the student must submit appropriate Human Subjects Protection materials to the chair of the Departmental Human Subjects Protection Committee (DHSPC) who arranges for review of the materials by the DHSPC. Following the DHSPC review, the DHSPC chair sends a letter to the student (and copies to the student’s dissertation committee chair and the department head) either (1) recommending that the student forward the proposal to the Institutional Review Board (IRB), (2) returning the materials to the student with committee recommendations for revision and resubmission to the DHSPC, or (3) denying the proposal at the departmental level. The graduate school will allow a student to schedule a proposal meeting if the proper forms have been submitted to the IRB, but it is highly recommended that the student obtain IRB approval prior to the presentation of the proposal. If research involves human subjects, one must have written approval from ones department and the university IRB prior to contacting research subjects.

Step 4. Schedule proposal meeting In consultation with all committee members, the student should reserve a time for the proposal with the department secretary (after completion of a DEPARTMENT APPROVAL TO SCHEDULE

Step 5. File with Graduate School
Once approval to present the written proposal has been received from all members of the student’s doctoral advisory committee, the student obtains all committee members' signatures on the SCHEDULE FOR THE PRESENTATION OF THE DISSERTATION PROPOSAL form obtained from the Graduate School. This signed form must be filed in the Graduate School office by the 20th of the month proceeding the month of presentation of proposal.

Step 6. Distribute copies of proposal.
At least two weeks prior to the dissertation proposal meeting date, the student sends copies of the proposal to Department’s office.

PRESENTATION OF PROPOSAL

Who is present? All departmental faculty members, the committee member(s) from outside the department, and the Graduate Faculty representative are invited to the presentation of the proposal for research. The proposal presentation is open to all university faculty members. With the student’s and the committee chair's permission, other doctoral students may attend the proposal presentation as observers.

PROPOSAl DEFENSE FORM.
The student needs to verify room availability that meets the needs of the committee and the student.

How is the presentation conducted? The proposal presentation usually lasts approximately 1½ hours. The procedure may vary, but a standard format includes introductions, introductory remarks by the student regarding his/her interest areas, and an explanation of the proposed study by the student. During the session any faculty member present may ask for clarifications and/or offer suggestions regarding the proposed study. Near the end of the proposal meeting, the student and any student observers leave the room and the committee chair allows faculty members a time for additional comments. Non-committee faculty members leave, and the student returns to the session, at which time the student is informed of the doctoral advisory committee’s recommendation(s) regarding to the proposed study.

Outcome
The student’s doctoral advisory committee has final recommending authority, subject to review by the Dean of the College of Education and Human Services and the Dean for Graduate Studies and Research. The outcome may be to (a) accept the proposal, (b) modify and accept the proposal, or (c) reject the proposal. If the proposal is accepted or modified and accepted, the student completes a form titled THE DISSERTATION PROPOSAL obtained from the Graduate School, and presents this to the Graduate School, signed by all doctoral advisory committee members, the major department head, and the Dean of the College of Education.

Dissertation

TIME LIMIT

All degree requirements, including the dissertation, beyond the master's degree must be completed within ten calendar years from the date of admission to the doctoral program. No course work beyond the master's degree which is over ten years old at the time of the doctoral degree is conferred can be used toward the doctoral degree.

SPECIAL ASSISTANCE

Writing
Doctoral students may receive assistance from the University Communication Skills Center. This center does not proof-read or edit, but tutors and materials are available to assist with writing skills.

Editing
If the student uses an outside editor in the preparation of the dissertation, the editor should be familiar with dissertation format/style requirements (e.g., APA).

Enrollment in COUN 718

Continuous enrollment
After the student is admitted to candidacy for the doctoral degree, the student must continuously enroll in COUN 718 (except for possible summer exception—see graduate catalog) until the dissertation is complete. University policy states that the student must be enrolled in 718 while receiving advice or assistance from a member of the faculty or while utilizing university facilities, and therefore the student must be registered in 718 during the semester the dissertation is submitted.

Minimum and maximum 718 credit
Regardless of the number of semester hours of COUN 718 in which a student enrolls, no fewer than 9 or more than 12 hours, as designated on the degree plan, will be counted for credit. A reduced fee may be approved by the Registrar's Office after admission to candidacy and completion of all course work other than 718.
Grade in COUN 718
A grade of "T" is recorded each semester until the dissertation is successfully complete, at which time a grade of S (satisfactory) will be recorded by the doctoral advisory committee chair.

DISSERTATION DEFENSE

Forms
A SCHEDULE FOR THE PRESENTATION OF THE FINAL EXAMINATION/DISSERTATION DEFENSE, available from the Graduate School, must be filed in the Graduate School by the 20th of the month prior to the month the defense is to be held. A Final Examination/Dissertation Defense Report will then be forwarded by the Graduate School to the committee chair for recording the results of the defense.

Conduct of the defense
A Graduate School representative will be present at the dissertation defense, as well as all members of the student's doctoral advisory committee. The defense of the dissertation is conducted by the committee. Any questions about the design of the research, the methods of conducting research, the reporting of data, the conclusions and implications, recommendations, etc. may be asked. The dissertation defense is open to all graduate faculty members.

College of Education and Human Services.
Signature sheets, the signed Graduate School approval form, an abstract of the dissertation, and the list of suggested changes or modifications from the defense should be brought to this interview. Candidates should be prepared to discuss the dissertation and the implications of the study for practice and/or its contributions to the knowledge base of the discipline. Upon completion of the discussion, the dean will sign the approval forms or provide directions that will be necessary to gain approval.

UNIVERSITY GUIDELINES

It is the student's responsibility to carefully follow the policy stated in the Graduate Catalog regarding the final dissertation, number of copies, deadlines, etc. The Graduate School provides two important resources that students should follow: Doctoral Student Handbook and Dissertation Style Guide. These are available from the Graduate School’s Forms and Guidelines page.

GRADUATION

FILING FOR GRADUATION

As specified in the Graduate Catalog, the student must file for graduation in the Registrar's Office by the deadline indicated in the Academic Calendar. A student is entitled to graduate under the degree provisions of the catalog in effect at the time of admission into the doctoral program or a subsequent year, provided that in all cases the student fulfills the requirements of a catalog within ten years of currency.

COMMENCEMENT

The degree is conferred at the commencement following the fulfillment of all requirements. The candidate is expected to be present at the ceremony, and permission from the Dean for Graduate Studies and Research must be obtained if circumstances prevent a candidate from attending commencement.

After the defense
The doctoral advisory committee chair completes the FINAL EXAMINATION/DISSERTATION DEFENSE REPORT which is signed by committee members. (This can be done at the end of the meeting in which the dissertation was defended.) The student then obtains signatures from the department head and the Dean of the College of Education and Human Services.
Counseling Student Competency Evaluation (CSCE)
Department of Psychology, Counseling, & Special Education
Texas A&M University—
Commerce

Student ____________________________________________________________________________
Today’s Date ____________________________
Faculty ____________________________________________________________________________
Course Number _______________________________________________________________________

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations. Procedures regarding potential dismissal are outlined in the Program’s Retention/Dismissal Procedure.

The CSCE may be used by any faculty member with any student enrolled in a Counseling course to provide that student with feedback regarding their potential for meeting the expectations of the professional counseling field and the Department. Completion of a CSCE is required in the following courses: COUN 516, COUN 548, COUN 551, COUN 552, COUN 620, and COUN 660. Each use of the CSCE must be placed in the student’s Department file along with any remediation plan developed by the faculty in conference with the student.

Based on your observations of the student, select the relevant items, then circle the number that corresponds to the level of concern:

\[0 = \text{No Concern} \quad 1 = \text{Concerned} \quad 2 = \text{Highly Concerned}\]

Professionalism

1. The student conducts himself or herself in a manner consistent with the professional and ethical standards of the Counseling program.  
   \[0 \quad 1 \quad 2\]

2. The student demonstrates a respectful attitude toward peers, professors, and others.  
   \[0 \quad 1 \quad 2\]

3. The student demonstrates sensitivity to real and ascribed differences in power between him/herself and others.  
   \[0 \quad 1 \quad 2\]

4. The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.  
   \[0 \quad 1 \quad 2\]

5. The student regularly attends class, is on time for class, and stays for the full class meeting time. In field placements, the student establishes and maintains a regular schedule of attendance and service for the entire semester.  
   \[0 \quad 1 \quad 2\]

6. The student willingly increases knowledge (and implementation) of effective counseling strategies.  
   \[0 \quad 1 \quad 2\]

7. The student presents a professional image and demeanor at field placement sites.  
   \[0 \quad 1 \quad 2\]

General Competency

1. The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise.  
   \[0 \quad 1 \quad 2\]

2. The student takes responsibility for compensating for his/her deficiencies in a timely manner.  
   \[0 \quad 1 \quad 2\]
3. The student takes responsibility for assuring client welfare when faced with the boundaries of her/his expertise.

4. The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, supervision, or experience.

5. The student demonstrates basic cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems.

6. The student demonstrates oral and written language skills consistent with a graduate level education.

7. The student demonstrates the ability to follow directions and complies fully with the directives of faculty supervisors.

Social & Emotional Maturity
1. The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.

2. The student is honest.

3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her counseling work.

4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.

5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.

6. The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.

7. The student contributes appropriately to classroom and supervisory discussions and is not disruptive in classroom, field placement, or supervisory settings.

Integrity and Ethical Conduct
1. The student refrains from making statements which are false, misleading, or deceptive.

2. The student avoids improper and potentially harmful dual relationships

3. The student respects the fundamental rights, dignity, and worth of all people.

4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.

5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.


Clinical Competency
1. The student understands and accepts the importance of implementing the core conditions of counseling: unconditional positive regard, genuineness, and empathy.

2. The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.
3. The student demonstrates a capacity for understanding the influence of others on his/her own development (e.g., family of origin).

4. The student demonstrates a willingness and an ability to explore her/his own emotions, behavior, and cognitions in order to enhance self-awareness and self-knowledge.

5. The student consistently demonstrates excellent interpersonal skills, exhibiting a genuine interest in and appreciation of others, a respect for others, and an ability to interact with others in an appropriate manner.

6. The student demonstrates a potential for working effectively with distressful emotions (his/her own and the emotions of others).

Student Signature: ____________________________________________
Date: ____________

Faculty Signature: ____________________________________________
Date: ____________

This document adapted from original developed at Southwest Texas State University. Counselor Education & Supervision (2002), 41, 321-332.
Remediation Plan
(to accompany the Counseling Student Competency Evaluation if necessary)

Student Name: _______________________
Date: _______________________

Remediation Plan:

Follow-up appointment: _______________________

_________________________  _______________________
Faculty Signature        Student Signature