



TEXAS A&M UNIVERSITY

COMMERCE

**HANDBOOK FOR DOCTORAL
COUNSELOR EDUCATION
AND SUPERVISION PROGRAM**

DEPARTMENT OF COUNSELING

HANDBOOK FOR DOCTORAL COUNSELOR EDUCATION AND SUPERVISION PROGRAM

DEPARTMENT OF COUNSELING

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<https://www.tamuc.edu/programs/counselor-education-supervision-phd/>

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The purpose of this guide is to provide information to assist students as they pursue the doctoral degree in Counselor Education and Supervision. Students should check the Graduate Catalog and our departmental website 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 possibly summer) 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 time line 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 iThenticate 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 to 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 iThenticate 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 at 903-886-5150 or StudentDisabilityServices@tamuc.edu.

DEPARTMENT OF COUNSELING 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.

The doctoral program housed in the Department of Counseling is accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As such, we follow the latest CACREP standards. Please view the standards here (Section 6): <https://www.cacrep.org/for-programs/2016-cacrep-standards/>.

DOCTORAL PROGRAM OBJECTIVES

Objective 1: Demonstrate mastery of knowledge and skill, beyond entry level coursework, for professional practice as counselor, educator, or supervisor [Professional Identity]

Objective 2: Demonstrate consistent skill in Professional Practice as a counselor and in various professional roles in counselor education and supervision (e.g., clinical practice, research, teaching)

Objective 3: Demonstrate a consistent theory of counselor education practice (i.e., counseling, teaching, research, supervision, leadership, advocacy, service) in a multicultural society [Program Area Standards]

Objective 4: Design and implement quantitative and qualitative research methodologies [Program Area Standards]

Objective 5: Engage in scholarship activities that advances the counseling profession [Program Area Standards]

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– see 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- masters, 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

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)

COUN 697 (Spirituality & Human Services)

COUN 697 (Sexual Minorities)

COUN 697 (Working with LatinX Families)

COUN 697 (Social Justice Theories and Practice)

MARRIAGE AND FAMILY COUNSELING COGNATE

COUN 611

COUN 612

COUN 615

COUN 513

COUN 564

COUN 697 (Suicide in Families)

COUN 697 (Working with LatinX Families) Student Affairs Cognate

COUN 590

COUN 606

COUN 607

CHILD AND ADOLESCENT COUNSELING COGNATE

COUN 534

COUN 539

COUN 614

COUN 697 (Suicide in Families)

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: COUN 609

Level III: COUN 613

Level IV: COUN 690

Level V: Approved by doctoral coordinator

***Level V can be taken outside of the department*

***Options offered inside the department include the following:*

COUN 640 Advanced Multivariate Statistics

COUN 697 Advanced Qualitative Thematic Analysis

Doctoral 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 661-Advanced Practicum (3 hours);

COUN 662-Advanced Internship (6 hours over two semesters);

COUN 660 -CLINICAL SUPERVISION (3 HOURS) SUMMER FIRST SEMESTER

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 661-ADVANCED PRACTICUM (3 HOURS) FALL SECOND YEAR

Students are required to enroll in and complete COUN-661-Advanced Practicum in the fall term of the second year into the program. The student must obtain a site in which the site supervisor possesses a Ph.D. in Counseling or Counselor Education and Supervision, as well as LPC-Supervisor status. Requirements for the course include

attending and participating in class meeting times. Additionally, students will complete 100 total hours at their respective site. 60 of the 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 prerequisites for this course are COUN 660, COUN 717, and COUN 610.

COUN 662-663-ADVANCED INTERNSHIP (6 HOURS) SPRING SECOND YEAR AND FALL THIRD YEAR

Students are required to enroll in and complete COUN 660-Advanced Internship in the spring term of the second year into the program. This course follows COUN 661-Advanced Practicum. The student must obtain a site(s) in which the site supervisor possesses a Ph.D. in Counseling or Counselor Education. Requirements for the course include attending and participating in class meeting times. Additionally, students will complete 300 total hours at their respective site(s) which may include the University setting. Students must obtain experience in at least 3 of the 5 CACREP Core Areas (see CACREP 2016 Standards here: <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>). The student will supervise master’s level students in COUN 551- Practicum. The student will also co-teach with faculty. The student is required to contact a Counseling faculty member and assist that faculty member in teaching a master’s level counseling course, preferably face to face. The faculty member will work with the student in developing appropriate teaching duties within the course. 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. The prerequisites for this course are COUN 660, COUN 661, COUN 717, and COUN 610, COUN 650, and COUN 620. The prerequisites for Advanced Internship II (COUN 663) are the same as above with COUN 662 added.

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.

DOCTORAL PART TIME COHORT SCHEDULE

First Year

SUMMER	FALL	SPRING
COUN 660	COUN 609	COUN 613
COUN 695	COUN 717	COUN 650

Second Year

SUMMER	FALL	SPRING
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COUN 610	COUN 661	COUN 662
Cognate	COUN 620	COUN 690

Third Year

SUMMER	FALL	SPRING
COUN 621	COUN 662	COUN 625
Cognate	COUN 640 or COUN 697	COUN 622

Fourth Year

SUMMER	FALL	SPRING
Cognate	COUN 718 (Dissertation Hours)	COUN 718 (Dissertation Hours)
Elective		

COMPS- due June

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 INTERNSHIP

PRACTICUM AND INTERNSHIP (COUN 660-663)

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/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 (COUN 661) and an additional 6 semester hours of doctoral internship (COUN 662-663).

Clock Hours: The COUN 661 field experience must include at least 100 clock hours, 60 of those hours being direct client hours. Each on the Advanced Internship (COUN 662-663) semester hours of credit should include approximately 300 clock hours. The first 3 semester hours is advanced practicum. The last 6 semester hours is advanced internship and must involve 3 of the 5 CACREP Core Areas including counseling, teaching, supervision, research and scholarship, and leadership and advocacy experiences. There are no direct vs indirect hours in advanced internship.

Structure of Field Experience: The Advanced Practicum- COUN 661 must be completed prior to enrolling in the advanced internship portion, COUN 662 (2 semesters). The Advanced Internship- 6 semester hours will consist of additional experiences including clinical counseling experience, graduate teaching experience, supervision experience, etc. Internship includes most of the activities of a regularly employed professional in the setting (i.e., counselor educator).

The basic structure of COUN 661-662 is presented in the following diagram:

<i>DOCTORAL FIELD EXPERIENCE – Includes two parts</i>	
<p>ADV Practicum (100 hrs.) Includes:</p> <ul style="list-style-type: none"> • Counseling 	<p>ADV INTERNSHIP (600 hrs. over two semesters)</p> <p>MUST include 3 of the 5: Counseling</p> <ul style="list-style-type: none"> • Teaching Supervision • Research and Scholarship Leadership and Advocacy

Co- Teaching in Advanced Internship: During the teaching aspect of advanced internship, the doctoral student assists a faculty member teaching a graduate level course within our department for at least 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 within the advanced internship semesters.
3. Any faculty member may decline an invitation to participate.
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 co-teaching. 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 responsibilities to the doctoral 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" or "does not meet expectations."
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 interns 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. This reflective report will chronicle insights into both process and content—about both pedagogy and course material.

The teaching experience is 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 in Advanced Internship: The supervision component in advanced 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. 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 662-773 will coordinate requests for supervision internship with the Director of Training and Placement.

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.

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 2-4 faculty. At least 2 faculty (including the dissertation chair) must come from within the department. The dissertation chair must come from within the department. Also, student needs to choose one committee member from outside of the department. This member should hold a PhD and have specific expertise in an area appropriate to your dissertation (i.e., content or method).

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 or 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 all 5 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, elective cluster courses, OR the last advanced internship in order to complete 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. Written comps is due the last Friday of the following months: February (Spring), June (Summer), or October (Fall).

DOCTORAL COMPS PORTFOLIO

The doctoral portfolio will be used as a summative assessment of doctoral learning in counselor education and supervision. The portfolio serves as an assessment for CACREP purposes as well as evidence for a career in academia. The following needs to be included in your portfolio:

- A. A Curriculum Vitae
- B. All practicum and internship logs
- C. Residency Form
- D. Written COMPS: For each of these areas you will provide a 2-page statement of expertise. Below you will find details about what to include in each area. Each of these areas will be evaluated by two members of the faculty and the doctoral coordinator. The written area of comps will be completed no sooner than June, fourth year in the program (3rd year for full-time students only). Students may be given two chances to revise and resubmit (after evaluation). Students will be evaluated based on a rubric and will be evaluated on counseling professional identity, proficiency in each area, and scholarly writing skills.
 1. Counseling
 - Describe your theoretical orientation
 - Provide peer-reviewed literature related to your theory, methods for counseling effectiveness, and evidence-based practice
 - Discuss ethically and culturally responsive counseling related to your theoretical orientation
 2. Supervision
 - Describe your clinical supervision theory/model utilizing counseling literature
 - Provide evidence of utilizing skills within supervisee's developmental level
 - Be sure to discuss your theoretical model, responsibilities of a supervisor, skills used, and culturally

relevant strategies in supervision

3. Teaching

- Describe your teaching philosophy including theory, instructional methods, and assessment of student learning
- Discuss how to incorporate technology
- Include multiculturally competent teaching practice

4. Research and Scholarship

- Provide a research statement that includes areas of specific research interest, current publication and/or scholarship activities, and future directions into your research agenda
- Your research area(s) must align with the counseling field.
- Provide us with an outline of your research agenda.

5. Leadership and Advocacy

- Describe your statement of leadership and advocacy
- Outline your leadership and advocacy agenda including leadership roles in counseling organizations and/or the counseling profession
- Describe your role as a leader and advocate in the counselor field inclusive of multicultural and social justice issues

E. Oral COMPS: Once the written COMPS area is passed, students must do a 20-30-minute oral defense presentation. During this time, the student's dissertation chair and committee will be in attendance. If the student does not yet have a committee, the student's major advisor may choose other members of the faculty to attend. During the oral defense, the student must present on at least 3 of the 5 core doctoral areas (counseling, supervision, teaching, research and scholarship, and leadership and advocacy). Together with the dissertation chair and/or major advisor, discuss what areas fit within your career goals. The oral defense is pass/fail. If student fails, they will need to retake the oral defense at no earlier than 2 weeks after the first attempt.

***The doctoral portfolio is to be done as an individual activity. All materials are subjected to the iThenticate (plagiarism) program. Any student caught cheating and/or working with others will be subjected to the TAMUC Academic Integrity Policy found on the university website.*

REGISTRATION FOR THE DOCTORAL COMPREHENSIVE EXAMINATION

The Doctoral COMPS Portfolio can be turned in any semester by the due date as long as requirements are met. The months due include February, June, and October. The portfolio must be completed by the last Friday of that month and turned in directly to the doctoral coordinator.

The doctoral student should first consult with their advisor on readiness to complete COMPS. Next, the doctoral student should contact the doctoral coordinator to let them know of their intention to complete the COMPS portfolio. The student will then receive a number for anonymity. The doctoral student does not include their name on any of the 5 COMPS areas.

FORMAT OF DOCTORAL COMPS

Written and Oral: The examination consists of written and oral portions as outlined by the graduate school

Written Portion: The written portion includes a 2-page response, and the student is expected to provide full answers with citations. The written portion will address the 5 core areas mentioned above (also see CACREP 2016 Standards).

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 student passes 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 and choose a time, date, and location. The oral exam is approximately one hour though may go over this time limit. During the oral exam, the student will orally defend 3 of the 5 core CACREP areas (i.e., counseling, teaching, supervision, research and scholarship, and leadership and advocacy). Please work together with your dissertation chair to choose 3 appropriate areas for you to present. **We ask that all students speak briefly to their dissertation (the research area) during this time. 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

Doctoral COMPS Evaluation: All five areas of COMPS will be evaluated based on the current rubric. If any area is not completed by the student, an automatic fail will be recorded. Similarly, if any other necessary criteria are not completed (e.g., CV; practicum/internship hours), an automatic fail will be recorded. Lastly, the doctoral portfolio is to be done as an individual activity. All materials are subjected to the iThenticate (plagiarism) program. Any student caught cheating and/or working with others will be subjected to the TAMUC Academic Integrity Policy found on the university website.

INSTRUCTIONS:

1. Two faculty members will review, evaluate, and score each area of the written COMPS exam.
2. Return the excel rating sheet as an email attachment to the doctoral program coordinator.
3. Then delete the student response 2 weeks after you turned it in to the doctoral program coordinator.

EVALUATION/GRADING CRITERIA:

1. Rate the written comps area by typing in a 1 = does not meet expectation, 2 = meets expectation, or 3 = exceeds expectations
2. Student must demonstrate a score of 2 (meets expectation) or higher to pass comps by the reviewer. The reviewer must also provide comments to the coordinator and student.
3. If the two reviewers disagree (e.g., one passes and one fails), the doctoral coordinator will review and grade accordingly for the final pass or fail evaluation.
4. Students can have only two deficiency areas and still pass COMPS. If students have more than two, student fails their first attempt at COMPS and must rewrite all failed areas for resubmission. Students who fail will only be given two chances to revise and resubmit. When students have two or less deficiencies, they can move on to oral COMPS; however, they must defend the deficient areas during this time. The student's major

advisor has discretion on how that student defends deficiencies (e.g. re-write, orally defend, etc.).

Written Doctoral Comprehensive Exam Rubric:

3 – Exceeds Expectations	Response exceeds expectations. A response that you would expect from an area with no deficiency. Response is fully addressed, developed, and accurate. Response was organized and logical. Response reflected professionalism and was well written with little to no errors. Response shows a clear professional identity in the counseling field. Indicative of doctoral level work.
2 – Meets Expectations	Response meets expectations. A response that you would expect from an area with some noted deficiency (i.e., generally good but underdeveloped). Response is addressed and accurate but may be underdeveloped. Response was mostly organized and logical. Response reflected professionalism and was mostly well written with some errors. Response shows a clear professional identity in the counseling field. Indicative of doctoral level work.
1 – Does Not Meet Expectation	Response does not meet expectation. A response that you would expect from an area not indicative of doctoral level work. Response is not fully addressed, developed, or accurate. Response was not organized or logical. Response did not reflect professionalism and was not well written/had many errors. Response does not show a clear professional identity in the counseling field. Not indicative of doctoral level work.

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.

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 the Proposal 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 the proposed study.

Outcome: The student's doctoral advisory committee has final recommendation authority, subject to review by theDean 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 "I" 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 Dean and prepares for graduation.

Appendix A

COUNSELING STUDENT COMPETENCY EVALUATION (CSCE)

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 check the number that corresponds to the level of concern:

1 = Does Not Meet Expectation

2 = Meets Expectation

3 = Exceeds Expectation

PROFESSIONALISM	1	2	3
1. The student conducts himself or herself in a manner consistent with the professional and ethical standards of the Department of Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student demonstrates a respectful attitude toward peers, professors, and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student demonstrates sensitivity to real and ascribed differences in power between him/herself and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 the entire for semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student willingly increases knowledge (and implementation) of effective counseling strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student presents a professional image and demeanor at field placement sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GENERAL COMPETENCY	1	2	3
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1. The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student takes responsibility for compensating for his/her deficiencies in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student takes responsibility for assuring client welfare when faced with the boundaries of her/his expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, supervision, or experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student demonstrates basic cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student demonstrates oral and written language skills consistent with a graduate level education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL & EMOTIONAL MATURITY	1	2	3
1. The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student is honest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student contributes appropriately to classroom and supervisory discussions and is not disruptive in classroom, field placement, or supervisory settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTEGRITY AND ETHICAL CONDUCT	1	2	3
1. The student refrains from making statements which are false, misleading, or deceptive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student avoids improper and potentially harmful dual relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student respects the fundamental rights, dignity, and worth of all people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student adheres to the professional standards outlined in the ACA Code of Ethics (2014).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLINICAL COMPETENCY	1	2	3
1. The student understands and accepts the importance of implementing the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student demonstrates a capacity for understanding the influence of others on his/her own development (e.g., family of origin).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student demonstrates a potential for working effectively with distressful emotions (his/her own and the emotions of others).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

This document adapted from original developed at Southwest Texas State University. Counselor Education & Supervision (2002), 41, 321-332.

PROFESSIONAL DISPOSITIONAL SKILLS EVALUATION

Student Name: _____

Degree/Course: M.S. 516 552 PhD 717 718

Student Degree/Track: _____ Faculty: _____ Semester/Year: _____

STANDARD	1 <i>Does Not Meet Expectation</i>	2 <i>Meets Expectation</i>	3 <i>Exceeds Expectation</i>
Dependable in meeting obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Openness to new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperativeness with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to accept and use feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of own impact on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to deal with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to accept personal responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to express feelings effectively and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attention to ethical and legal considerations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates multicultural awareness and sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competence achieved in each standard observed?: Yes No

If no, describe the specific behavior(s) observed indicating competence not achieved:

What will happen next? (describe responsibility of student and/or faculty)

Signatures (acknowledges the student received this evaluation):

Student Signature: _____ Date: _____

Evaluating Faculty: _____ Date: _____

Others in Attendance: _____

APPENDIX A: CRITERIA FOR PROFESSIONAL PERFORMANCE EVALUATION

1 = Does Not Meet Expectation

2 = Meets Expectation

3 = Exceeds Expectation

1. DEPENDABLE IN MEETING OBLIGATIONS		
1	2	3
<ul style="list-style-type: none"> • Often missed deadlines and classes. • Rarely participated in class activities. • Often failed to meet minimal expectations in assignments. 	<ul style="list-style-type: none"> • Missed the maximum allowable classes and deadlines. • Usually participated in class activities. • Met only the minimal expectations in assigned work 	<ul style="list-style-type: none"> • Met all attendance requirements and deadlines. • Regularly participated in class activities. • Met or exceeded expectations in assigned work.
2. OPENNESS TO NEW IDEAS		
1	2	3
<ul style="list-style-type: none"> • Was dogmatic about own perspective and ideas. • Ignored or was defensive about constructive feedback. • Showed little or no evidence of incorporating constructive feedback received to change own behavior. 	<ul style="list-style-type: none"> • Was amenable to discussion of perspectives other than own. • Accepts constructive feedback without defensiveness. • Some evidence of effort to incorporate relevant feedback received to change own behavior 	<ul style="list-style-type: none"> • Solicited others' opinions and perspectives about own work. • Invited constructive feedback, and demonstrated interest in others' perspectives. • Showed strong evidence of incorporation of feedback received to change own behavior.
3. FLEXIBILITY		
1	2	3
<ul style="list-style-type: none"> • Showed little or no effort to recognize changing demands in the professional & interpersonal environment. • Showed little or no effort to flex own response to changing environmental demands. • Refused to flex own response to changing environmental demands despite knowledge of the need for change. • Was intolerant of unforeseeable or necessary changes in established schedule or protocol. 	<ul style="list-style-type: none"> • Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. • Effort to flex own response to new environmental demands was evident but sometimes inaccurate. • Flexed own response to changing environmental demands when directed to do so. • Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. 	<ul style="list-style-type: none"> • Showed accurate effort to recognize changing demands in a professional & interpersonal environment. • Showed accurate effort to flex own response to changing environmental demands. • Independently monitored the environment for changing demands and flexed own response accordingly. • Attempts to understand needs for change in established schedule or protocol to avoid resentment. • Accepted necessary changes in established schedule and attempted to discover the reasons for them.
4. COOPERATIVENESS WITH OTHERS		

1	2	3
<ul style="list-style-type: none"> • Showed little or no engagement in collaborative activities. • Undermined goal achievement in collaborative activities. • Was unwilling to compromise in collaborative activities. 	<ul style="list-style-type: none"> • Engaged in collaborative activities but with minimum allowable input. • Accepted but rarely initiated compromise in collaborative activities. • Was concerned mainly with own part in collaborative activities 	<ul style="list-style-type: none"> • Worked actively toward reaching consensus in collaborative activities. • Was willing to initiate compromise in order to reach group consensus. • Showed concern for group as well as individual goals in collaborative activities.

5. WILLINGNESS TO ACCEPT AND USE FEEDBACK

1	2	3
<ul style="list-style-type: none"> • Discouraged feedback from others through defensiveness and anger. • Showed little or no evidence of incorporation of feedback of supervisory feedback received. • Took feedback contrary to own position as a personal affront. • Demonstrated greater willingness to give feedback than receive it 	<ul style="list-style-type: none"> • Was generally receptive to supervisory feedback. • Showed some evidence of incorporating supervisory feedback into own views and behaviors. • Showed some defensiveness to critique through "over explanation of own actions--but without anger. • Demonstrated greater willingness to receive feedback than to give it. 	<ul style="list-style-type: none"> • Invited feedback by direct request and positive acknowledgement when received. • Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. • Demonstrated a balanced willingness to give and receive supervisory feedback.

6. AWARENESS OF OWN IMPACT ON OTHERS

1	2	3
<ul style="list-style-type: none"> • Words and actions reflected little or no concern for how others were impacted by them. • Ignored supervisory feedback about how words and actions were negatively impacting others. 	<ul style="list-style-type: none"> • Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. • Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. 	<ul style="list-style-type: none"> • Effort toward recognition of how own words and actions impacted others • Initiates feedback from others regarding impact of own words and behaviors • Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.

7. ABILITY TO DEAL WITH CONFLICT

1	2	3
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<ul style="list-style-type: none"> • Was unable or unwilling to consider others' points of view. • Showed no willingness to examine own role in a conflict. • Ignored supervisory advisement if not in agreement with own position. • Showed no effort at problem solving. • Displayed hostility when conflicts were addressed. 	<ul style="list-style-type: none"> • Attempted but sometimes had difficulty grasping conflicting points of view. • Would examine own role in a conflict when directed to do so. • Was responsive to supervision in a conflict if it was offered. • Participated in problem solving when directed. 	<ul style="list-style-type: none"> • Always willing and able to consider others' points of view. • Almost always willing to examine own role in a conflict. • Was consistently open to supervisory critique about own role in a conflict. • Initiated problem solving efforts in conflicts. • Actively participated in problem solving efforts.
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8. ABILITY TO ACCEPT PERSONAL RESPONSIBILITY

1	2	3
<ul style="list-style-type: none"> • Discouraged feedback from others through defensiveness and anger. • Showed little or no evidence of incorporation of feedback of supervisory feedback received. • Took feedback contrary to own position as a personal affront. • Demonstrated greater willingness to give feedback than receive it 	<ul style="list-style-type: none"> • Was generally receptive to supervisory feedback. • Showed some evidence of incorporating supervisory feedback into own views and behaviors. • Showed some defensiveness to critique through over explanation of own actions-but without anger. • Demonstrated greater willingness to receive feedback than to give it. 	<ul style="list-style-type: none"> • Invited feedback by direct request and positive acknowledgement when received. • Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. • Demonstrated a balanced willingness to give and receive supervisory feedback.

9. ABILITY TO EXPRESS FEELINGS EFFECTIVELY AND APPROPRIATELY

1	2	3
<ul style="list-style-type: none"> • Showed no evidence of willingness and ability to articulate own feelings. • Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. • Acted out negative feelings (through negative behaviors) rather than articulating them. • Expressions of feeling were inappropriate to the setting • Was resistant to discussion of feelings in supervision. 	<ul style="list-style-type: none"> • Showed some evidence of willingness and ability to articulate own feelings, but with limited range. • Showed some evidence of willingness and ability to acknowledge others' feelings sometimes inaccurate. • Expressions of feeling usually appropriate to the setting, responsive to supervision when not. • Willing to discuss own feelings in supervision when directed. 	<ul style="list-style-type: none"> • Was consistently willing and able to articulate the full range of own feelings. • Showed evidence of willingness and accurate ability to acknowledge others' feelings. • Expression of own feelings was consistently appropriate to the setting. • Initiated discussion of own feeling in supervision.

10. ATTENTION TO ETHICAL AND LEGAL CONSIDERATIONS

1	2	3
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<ul style="list-style-type: none"> • Engaged in dual relationships with clients. • Endangered the safety and the well-being of clients. • Breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> • Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. • Used judgment that could have put client safety and well-being at risk. • Used judgment that could have put client confidentiality at risk. 	<ul style="list-style-type: none"> • Maintained clear personal-professional boundaries with clients. • Satisfactorily ensured client safety and well-being; • Appropriately safeguarded the confidentiality of clients.
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11. DEMONSTRATES MULTICULTURAL AWARENESS AND SENSITIVITY

1	2	3
<ul style="list-style-type: none"> • Acted with prejudice toward those of different race, culture, gender, gender identity, or sexual orientation than self. • Showed no evidence of willingness and ability to recognize and acknowledge sensitivity to diversity. • Was resistant to discussion of diversity in supervision. 	<ul style="list-style-type: none"> • Was responsive to supervision for occasional insensitivity to diversity in professional interactions • Showed some evidence of willingness and ability to acknowledge sensitivity to diversity. 	<ul style="list-style-type: none"> • Demonstrated consistent sensitivity to diversity. • Showed evidence of willingness and accurate ability to acknowledge sensitivity to diversity. • Initiated discussion of diversity in supervision.

APPENDIX B: PORTFOLIO CHECKLIST

Doctoral Residency Activity Record

Students must maintain this record as they engage in activities required for residency in the doctoral program in Counseling.

Student

Advisor

Research, Scholarly, or Creative Activities (RSCA)

(Submit referenced conference presentation proposal)

(Advisor's Initials) (Signature of Project Supervisor)

(Description of Activity)

(Advisor's Initials) (Signature of Project Supervisor)

Departmental Activities

(Conduct COUN 528 master's group)

(Advisor's Initials) (Signature of Activity Supervisor*)

(Supervise Additional master's practicum)

(Advisor's Initials) (Signature of Activity Supervisor*)

(Description of Activity)

(Advisor's Initials) (Signature of Activity Supervisor*)

(Description of Activity)

(Advisor's Initials) (Signature of Activity Supervisor*)

(Description of Activity)

(Advisor's Initials) (Signature of Activity Supervisor*)

(Description of Activity)

(Advisor's Initials) (Signature of Activity Supervisor*)

(Description of Activity)

(Advisor's Initials) (Signature of Activity Supervisor*)

Doctoral Residency Activity Record- Page 2

Doctoral Seminars

(Description of Seminar)

(Advisor's Initials) (Signature of Seminar Coordinator or Leader*)

(Description of Seminar)

(Advisor's Initials) (Signature of Seminar Coordinator or Leader*)

(Description of Seminar)

(Advisor's Initials) (Signature of Seminar Coordinator or Leader*)

(Description of Seminar)

(Advisor's Initials) (Signature of Seminar Coordinator or Leader*)

(Description of Seminar)

(Advisor's Initials) (Signature of Seminar Coordinator or Leader*)

(Description of Seminar)

(Advisor's Initials) (Signature of Seminar Coordinator or Leader*)

Semester Hours

(List courses [e.g., COUN 613] completed towards meeting the 24 semester hours requirement)

Student's Signature

Date

Advisor's Signature

Date

*(Signature of individual who can verify student's participation [e.g., faculty, department head, administrative assistant, organization officer])

APPENDIX C
CASE PRESENTATION FORM-Supervision

Supervisee(s): _____ Supervisee: _____
Date: _____ Presented Previously: Yes: _____ No: _____

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Supervision history/situation (what has been discussed; what is supervisee working on; supervision dynamics; what are your strengths/areas of growth):

2. Supervision status (# of sessions, frequency of supervision, group/individual):

4. Intervention

- a. Supervision Theoretical Framework
- b. Supervision Goals
- c. Supervision Techniques (applied or planned)
- d. Future Directions

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:

Appendix D
CASE PRESENTATION FORM-Teaching

Course/Subject: _____ TA: _____
Date: _____ Presented Previously: Yes: _____ No: _____

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Course information:

2. Role as TA:

3. Lecture/discussion Topic (include your strengths/areas of growth):

4. Intervention

- a. Teaching Philosophy
- b. Objectives
- c. Teaching strategies (applied or planned)
- d. Future plans

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:

APPENDIX E
CASE PRESENTATION FORM- Leadership and Advocacy

Leadership Activity: _____ Leader: _____
Date: _____ Presented Previously: Yes: _____ No: _____

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Leadership project:

2. Role as Leader:

3. Leadership activity (include your strengths/areas of growth):

4. Intervention

- a. Leadership philosophy/model
- b. Goals/Objectives
- c. Leadership/Skills utilized (applied or planned)
- d. Future Directions

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:

APPENDIX F

CASE PRESENTATION FORM-**Research/Scholarly/Creative Activity**

Research/Scholarly/Creative Activity: _____ Presenter: _____
Date: _____ Presented Previously: Yes: _____ No: _____

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Research/Scholarly/Creative Topic:

2. Role as researcher/presenter:

3. Research/Scholarly/Creative Activity (include your strengths/areas of growth):

4. Intervention

- a. Research philosophy
- b. Goals/Objectives
- c. Leadership/Skills utilized (applied or planned)
- d. Future Directions

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:

APPENDIX G
CASE PRESENTATION FORM-Clinical

Client (Pseudonym): _____ Counselor: _____
Date: _____ Presented Previously: Yes: _____ No: _____

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Case history/situation:

2. Counseling status (# of sessions, frequency of sessions, group/individual, volunteer/resistant, etc.):

3. Presenting Problems:

4. Intervention

- a. Theoretical Framework(s)
- b. Goals
- c. Techniques (applied or planned)
- d. Future Directions

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

Individual Supervisor Signature: _

Faculty Supervisor _____

Student Supervisor Signature: _____

SIGNATURE PAGE

I _____ (Please print name) have read and understand the Texas A&M University-Commerce
Doctoral Handbook for Counselor Education and Supervision.

_____ (Signature)

_____ (Date)