

Sam Houston State University

CACREP Accredited

DOCTOR OF PHILOSOPHY DEGREE (Ph.D.)

IN COUNSELOR EDUCATION



Doctoral Program Handbook

DEPARTMENT OF COUNSELOR EDUCATION
SAM HOUSTON STATE UNIVERSITY
Huntsville, Texas

Revised August 2022



Department of
Counselor Education
COLLEGE OF EDUCATION
SAM HOUSTON
STATE UNIVERSITY

Dear Doctoral Students:

Welcome to the CACREP accredited Doctor of Philosophy program in Counselor Education at Sam Houston State University. Our doctoral program is designed to prepare professionals for a range of work settings including college and university faculty positions, community mental health, private practice, and leadership in school counseling programs. I believe you will find our program both personally and professionally rewarding.

The Department faculty hopes that this handbook, designed both as a program introduction and a guide to help you progress through the program, will be of assistance in the completion of your doctorate. Be aware of other important handbooks such as Doctoral Clinical Experiences Handbook.

Handbooks are updated at the beginning of the fall semester. So, it is important that you revisit the handbook each fall. At times, policies are changed at a university or college level that are to be implemented immediately, if the change impacts the content of this handbook, then you will be informed via the Department of Counselor Education listserv. Please be advised that everyone (i.e., students, staff, faculty, and administration) is accountable for implementing the change as soon as the change has been announced.

Please become very familiar with those details in all Handbooks, which will affect you and your academic career. Also, refer to Counselor Education Important Dates Deadlines in Blackboard under Organizations in the COUN Students-Documents and Forms for additional information. Feel free to ask your advisor about anything you do not understand. If at any time you need additional assistance after speaking with your advisor, please contact me. I am here to support and assist you.

Good luck as you start your new journey as a counselor-in-training!

Sincerely,

Seth Olson, PhD, LPC (TX), LPC-MH (SD), LPC (SD), NCC
Professor and Department Chair

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Background of Sam Houston State University

Sam Houston State University, located in Huntsville, Texas, is committed to the development of its creative resources so that it can adapt to the changing educational needs of a diverse constituency while maintaining the highest quality in the traditional curricula. The institution was created by the Texas legislature in 1879 as Sam Houston Normal Institute to train teachers for the public schools of Texas. During the following four decades, instruction was offered in the natural sciences, agriculture, home economics, manual training, geography, sociology, and foreign languages. The baccalaureate degree was first awarded in 1919.

The next twenty years witnessed rapid and dramatic changes, including a name change to Sam Houston State Teachers College in 1923. Two years later, the college was admitted to membership in the Southern Association of Colleges and Schools (SACS) as an accredited institution of higher learning. The institution began to expand its programs, and a graduate degree was authorized in 1936, a development which expanded the curriculum from its sole emphasis on teacher training to emphases on preparation in a variety of fields.

Following World War II, an increase in students and faculty, as well as a wide range of faculty-research activities, provided impetus for the emergence of a multipurpose institution. By 1960, about 25% of the graduating seniors were receiving degrees in fields other than teaching. Degrees were offered in the social and communication sciences, the biological, physical, and soil sciences; business administration; the fine arts; the humanities; and education. A growing emphasis on research allowed faculty to make significant contributions in their fields beyond the classroom and these activities were accompanied by an increasing diversity in the student body, as more out-of-state and foreign students began seeking degrees at Sam Houston. In recognition of these developments, the institution's name was changed by the Texas legislature to Sam Houston State College in 1965, and in that year the Texas legislature established as an integral part of the institution The Institute of Contemporary Corrections and the Behavioral Sciences.

During the following years, there was a rapid increase in the enrollment of students with diversified backgrounds, interests, and aspirations, which necessitated continuous examination of programs, faculty, and facilities. The number of graduate degrees conferred increased significantly in the late 1960's. The Texas legislature, recognizing the changes that had taken place during the course of the institution's history, changed the name of the institution to Sam Houston State University in 1969.

In the decade of the 1970's, the university continued to expand its offerings to keep pace with its dynamic environment by adding degree programs in such fields as computer science and environmental science. New graduate degrees, such as the Master of Library Science, the Master of Fine Arts, and the Doctor of Philosophy in Criminal Justice were added. These additions were accompanied by significant improvement in faculty credentials and growth in faculty research activities. In 2002, a new page was added to Sam Houston State University's history with the addition of the Doctor of Philosophy in Counselor Education.

Currently Sam Houston State University, a member institution of the Texas State University System, is organized academically into eight colleges: Business Administration, Criminal Justice, Education, Arts and Media, Health Sciences, Humanities and Social Sciences, Osteopathic Medicine, and Science and Engineering Technology. Students are offered an extensive range of bachelor's, master's, and doctoral degrees. The university is recognized regionally, nationally, and internationally for the quality of its faculty and programs.

Mission Statement for the Ph.D. in Counselor Education at SHSU

The mission of the SHSU Doctor of Philosophy in Counselor Education Program is to enable students to become effective counselor educators, researchers, counseling practitioners at advanced skill levels, and leaders in counseling related educational, agency, or business settings through the development of specific knowledge and experience bases. The mission of the Counseling Master's Degree Programs is to facilitate the development of professional counseling generalists who play an active role in enhancing individual, family, and community wellness in a diverse and changing world.

Within the context of these missions, the goals of the Program are to:

- (1) Provide assistance to qualified students in learning the skills necessary to perform as competent and knowledgeable professionals in the counseling field. This includes encouraging students to develop themselves as well-rounded individuals combining their academic experience, personal values, interests, and individual personalities.
- (2) Provide academic coursework and clinical experience that support and enhance the professional development of the student.
- (3) Facilitate the Counseling Practicum primarily for clinical training where advanced graduate students have opportunities for direct client contact and individual and group supervision from counseling faculty. Because of the availability of Counseling Practicum interns, the Counseling Practicum also provides counseling and testing for the general public in Huntsville and surrounding areas.
- (4) Promote an understanding and acceptance of the cultural diversity of our society.
- (5) Model the standards of integrity, performance, and concern for clients' welfare.

Description of the Doctor of Philosophy in Counselor Education Degree

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited Doctor of Philosophy in Counselor Education provides the highest professional degree available in the field to students who aspire to counseling related education or leadership positions at either colleges/universities or public schools. Graduates of this program have also sought careers in community mental health or in providing counseling services in private practices. Although the degree requirements include a prescribed curriculum of required and elective courses, the doctoral degree is not awarded only on the basis of course work completion and the passing of comprehensive examinations. In addition, each doctoral student is expected to conduct a major research project resulting in the presentation and defense of a dissertation.

Doctoral students are required to have a master's degree in counseling, and it is preferred the degree is from a CACREP-accredited program. If a doctoral student does not possess a CACREP-accredited master's degree, then they will be required to take additional coursework to total 72 hours in their doctoral program.

The Ph.D. Program builds upon the master's level foundation. The CACREP master's level core standards include coursework in:

- Professional Identity
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Helping Relationships

- Group Work
- Assessment
- Research and Program Evaluation
- A specialization in Clinical Mental Health Counseling; Marriage, Couple and Family Counseling; or School Counseling
- Supervised Practicum Experiences with 100 hours of total time including 40 hours of direct client contact
- Internship Experience with 600 hours of total time including 240 hours of direct client contact

Applicants with a CACREP master's degree may not be required to take all 72 semester hours of the curriculum. See the Curriculum Outline on pages 15-17 for a listing of the required doctoral courses.

The Ph.D. program is a cohort program. This means that individuals admitted to a specific cohort group are required to take the Counseling Core, Practicum, Internship, and Research Component courses at the same time. Individuals accepted into the program will be expected to follow the schedule of the cohort group to which they are assigned. In the event of emergencies which require an individual to drop out of the normal schedule, she or he may be required to join another cohort group with a different schedule. Admission to the program requires a commitment to devoting a significant amount of time for the period of the individual's program. Any student unable to devote the required time will be advised to drop out of the program.

Objectives of the Doctoral of Philosophy in Counselor Education

The overall program objectives are to develop professional counseling expertise; develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public; foster participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and the American Counseling Association (ACA); meet criteria for appropriate credentials; promote scholarly counseling research; and enhance technical competence.

Students who complete the doctoral degree in Counselor Education will be able to:

- apply counseling theory and research to the counselor education and/or school counseling leadership functions;
- plan and deliver research based counselor education didactic courses;
- apply counselor supervision theory and research to individual and group supervision in counselor education and school counseling programs;
- use advanced level communication and interpersonal skills in consultation, counseling, counselor education, supervision, and evaluation;
- interpret the relationships among federal, state, and local agencies and the laws and ethical considerations applicable to the counselor education and school counseling program management fields;
- apply advanced level diagnostic and assessment methodology, and develop the capacity to teach master's level students how to create appropriate treatment plans for a wide range of psychological concerns;
- demonstrate multicultural awareness and competence during doctoral level counseling, supervision, and consultation;
- incorporate adult education pedagogy and research as a basic tool in administering counselor education and school counseling programs;
- design and implement doctoral level counseling research and interpret the results. (Refine research skills beyond those necessary for intelligent consumption of

counseling related research to a level which results in the generation of programmatic research which is significant in the counseling profession);

- apply data to advanced level counseling capabilities and school counseling leadership functions; and,
- successfully complete extensive internship experiences directly related to their individual professional goals.

Department of Counselor Education Faculty and Staff

Dr. Seth Olson

Professor and Department Chair

Director of Clinical Experiences

Accreditation and Testing Coordinator

Dr. Olson holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor-Mental Health (SD), Licensed Professional Counselor (TX), and National Certified Counselor. The Department Chair is responsible for the effective and efficient operation of the instructional programs under his authority, determines the teaching duties of the departmental faculty, organizes policies, represents department decisions, holds regular staff meetings, manages clinical experiences, accreditation and comprehensive exams, and directs academic counseling within the department unit.

Dr. Kathleen Brown Rice

Professor and Assistant Chair

CMHC and SC Program Coordinator

Dr. Rice is a Ph.D. in Counselor Education. She is a Licensed Professional Counselor (NC, TX), Licensed Clinical Mental Health Counselor (SD), Licensed Clinical Addiction Specialist (NC), National Certified Counselor, and Approved Clinical Supervisor. The Assistant Chair is responsible for advising all incoming master students, coordinating the MA in Counseling and MEd in School Counseling programs, managing department course schedule and teaching assignments for faculty, and professional development for students, faculty, and community members.

Dr. Yvonne Garza-Chaves

Professor and Doctoral Director

Dr. Garza-Chaves holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor, Licensed Masters level Social Worker, and a Registered Play Therapist. The Doctoral Director is responsible for activities related to the Counselor Education PhD program and collaborate with department chair and assistant chair on the implementation of this program. The Director provides advising for all doctoral students up to dissertation phase.

Dr. Maribeth Jorgensen

Associate Professor and Director of Clinics and Centers

Dr. Rice is a Ph.D. in Counselor Education. She is a Licensed Professional Counselor (NC, TX), Licensed Clinical Mental Health Counselor (SD), Licensed Clinical Addiction Specialist (NC), National Certified Counselor, and Approved Clinical Supervisor. The Director of Clinics and Centers is responsible for administration and logistics for all Department of Counselor Education centers and clinic matters and collaborates with the department chair and assistant chair to implement these activities.

Dr. Sinem Aky-Sullivan***Assistant Professor***

Dr. Aky-Sullivan holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor- Supervisor, Registered Play Therapist – Supervisor (RPT-S), and Certified Trauma Focused CBT Therapist.

Dr. Rochelle Cade***Associate Professor***

Dr. Cade holds a PhD in Counselor Education. She is a Licensed Professional Counselor-Supervisor.

Dr. Demetrius Cofield***Assistant Professor***

Dr. Cofield holds a PhD in Counselor Education. He is a Licensed Clinical Mental Health Counselor Supervisor (NC), Licensed Clinical Additional Specialist (NC), and Clinical Supervisor-Intern (NC).

Dr. Evelyn Kimberly Fitzgerald***Clinical Assistant Professor******Assistant Director of Clinic and Centers******Play Therapy Graduate Certificate Coordinator***

Dr. Fitzgerald is a Licensed Professional Counselor-Supervisor and Registered Play Therapist-Supervisor. The Play Graduate Certificate Coordinator is responsible for overseeing the recruitment, admission, and collaborate with department chair on the implementation of this certificate program.

Dr. Dee-Anna Green***Clinical Assistant Professor***

Dr. Green holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor and Certified School Counselor.

Dr. Susan Henderson***Assistant Professor***

Dr. Henderson holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor and LMFT-Associate.

Dr. Chi-Sing Li***Professor***

Dr. Li holds a Ph.D. in Counseling. He is a Licensed Professional Counselor-Supervisor and a Licensed Marriage and Family Therapist-Supervisor.

Dr. Felicia Mirghassemi***Clinical Assistant Professor******Assistant Director of Clinic and Centers***

Dr. Mirghassemi holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor.

Dr. Tiffany Simon***Assistant Professor***

Dr. Simon holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor and Certified School Counselor.

Dr. Jeffery Sullivan

Associate Professor

Dr. Sullivan holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor-Supervisor and a Registered Play Therapist.

Administrative Staff

Ms. Dee Dee Dirk

Assistant to the Department Chair

Ms. Petra Cater

Administrative Staff for the Jack Staggs Counseling Clinic

Ms. Jeannie Bailey

Administrative Staff for the Jack Staggs Counseling Clinic (The Woodlands)

All faculty are available to meet with students. Contact faculty members directly by phone or email to schedule an appointment.

Overall Programmatic Checklist and Recommended Time Frame

The following checklist is to help doctoral students schedule important events and serve as a guide to help students follow the required steps in the program. It is the student's responsibility to know and follow university policy regarding the completion of these steps leading to satisfactory completion of doctoral studies. Additional information concerning doctoral studies and requirements are presented in the SHSU *Graduate Catalog*. The *Graduate Catalog* can be accessed at <http://www.shsu.edu/home/catalog.html> .

Check When Completed:

___ Meet Doctoral Program Director to Create Temporary Study Plan (*as soon as possible after start of the first semester*). In the first semester of the Ph.D. program, meet with the Doctoral Program Director to develop the Temporary Study Plan. There will be a general Cohort meeting to discuss the Temporary Study Plan and students should follow-up individually to complete the initial plan. Students applying for financial aid at SHSU must have all courses to be taken for the degree listed on the Temporary Study Plan by the end of the first semester of the program. This includes courses to be transferred from the master's degree to count for electives, as well as a list of specialty and general electives to be taken in the doctoral program. **No courses from the master's older than 5 years will be accepted as electives.**

Elective courses listed on the plan can be replaced with a new choice later.

___ Complete CACREP Master's Degree Equivalence. Entering students must have coursework that addresses CACREP master's level core curricular standards, professional practice standards, and standards for a specialty in either CMHC, MCFC, or School Counseling. Students lacking equivalence in one or more of the standards must take coursework to show competence in those standards; it is best if these courses are taken in the first year of the program. Courses can be taken along with the prescribed curriculum for the Cohort.

___ Start Process of Selecting Dissertation Committee (*after one year in the program*). Meet or consult with the Doctoral Program Director to discuss research interests and possible dissertation directors. Meet with faculty to select your dissertation director (chair). In some cases, you may have co-chairs. Discuss with your director/chair additional faculty to add to your dissertation committee. This may include a methodologist and/or member(s) with expertise in your research area. Once you have selected your dissertation director and dissertation committee, inform the Doctoral Program Director of your selections. If a member of the committee is from outside the

department a “request form” must be submitted and approved for that faculty.

___Successful Completion of Required Course Work and Assessment of Knowledge and Skill

- KPI Counseling is assessed:
 - 7331
 - 7337
- KPI Supervision is assessed:
 - 7335
 - 7334
- KPI Teaching is assessed:
 - 7336
 - 7339 II
- KPI Scholarship and research is assessed:
 - Comps exam
 - Dissertation checklist
- KPI Leadership and Advocacy
 - Dissertation checklist
 - Advocacy assignment

___Comprehensive Examinations The Testing and Accreditation Coordinator schedules the Written Comprehensive Examination semester the student is enrolled in 7336 (application of counseling research). The written comprehensive examination includes a **take-home assessment in four**, wide-ranging content areas, to include **Qualitative Methodology, General Research Methods and Statistics, Supervision of Counseling, and Advanced Theories of Counseling**. A study guide for these sections will be made available to students.

Oral examinations are scheduled shortly after the take-home has been graded. Oral examinations are required if the student does not receive a passing grade on one or more areas of the comprehensive exams. The purpose of the oral examination is to assess the **College Teaching content area** in addition to **professional identity and goals**.

- Additional oral examinations are conducted for students with one or more content areas receiving a low pass or one failure.
- Students failing two or more content areas must retake the written examination in the next full semester. Students are unable to enroll in dissertation until comps are passed.
- The oral examination panel will have at least three faculty including those representing content areas of concern and the student’s dissertation director, although all doctoral faculty in the department are invited to attend.

___Admission to the Candidacy Students are admitted as candidates for the doctoral degree after passing the written comprehensive examination and completing two full years of the prescribed curriculum. A letter stating the student is a candidate for the Ph.D. is filed with the Registrar’s Office after passing the examination and two years of curriculum. Students are required to maintain continuous enrollment in COUN 8033 Dissertation beginning the semester after Admission as a Candidate for the Ph.D. degree and must continue enrolling in (3 hours) COUN 8033 until the dissertation is completed and approved by the dissertation committee or take a leave of absence. The student risks program dismissal if the leave is not requested and they are not enrolled.

Leave of absence is a one-time request. Time cannot exceed one calendar year. The student is responsible to for requesting the leave in writing to the doctoral director.

___Dissertation Chair Becomes the Academic Advisor Once a student becomes a candidate for the Ph.D., the Dissertation Chair replaces the Doctoral Director as the candidate's academic advisor.

___Develop Dissertation Proposal (*while students will be encouraged to identify a research topic early in the program, all students must select a topic after passing the Comprehensive Examination*). Select a research topic and develop the dissertation proposal in collaboration with the dissertation committee. This may be a research topic developed in COUN 7363 Application of Counseling Research, or earlier.

___Schedule Proposal Defense with Dissertation Director (Chair)
Schedule the dissertation proposal defense with the Dissertation Director and committee members.

___Distribute Final Version of Dissertation Proposal (*Upon approval of the Dissertation Chair and at least three weeks prior to the date of proposal defense not including holidays and semester breaks*). Distribute dissertation proposal (Chapters 1-3) electronically and as a hard copy to dissertation director and committee members. Students are responsible for delivering **hard copies** to committee members.

___Defend Proposal Present and defend the proposal during the scheduled proposal defense meeting. Dissertation director ensures that Candidate meets 85% of the criterion items for Chapters 1-3 in the "Checklist for Dissertation Quality" from *Writing a successful thesis or dissertation* (Lunenburg & Irby, 2008, pp. 299-304).

___Submit Proposed Study to the Sam Houston State University Human Subjects Protection Committee and IRB. Prior to conducting the proposed study, candidates must receive approval from the Institutional Review Board (IRB). Documentation of approval must be included as an addendum with the final draft of the dissertation.

___Report Outcome of Proposal Defense (*immediately after proposal defense*). Dissertation director will present the outcome of the proposal defense on Sam Houston State University's Dissertation Proposal/Defense Form to the COE Grad Hub Doctoral Program Coordinator.

___Complete the Dissertation (*usually takes 1-3 years*) Doctoral students are expected to graduate within eight years of entering doctoral studies, although extensions may be granted up to eight years. **Students with permission may continue beyond eight years but will have to repeat courses that are over eight years old.**

___Schedule Dissertation Defense and Distribute Copy of Final Dissertation to Committee (*Obtain approval from the Dissertation Chair and Methodologist at least three weeks prior to defense*). Present a final copy of your dissertation to all members of your dissertation committee at least three weeks prior to your dissertation defense date. Submit the dissertation electronically as well as in hard copy form to all dissertation committee members.

___Defend the Dissertation Defend the dissertation at the scheduled defense session. At the end of the defense, obtain signatures of the dissertation committee members. Director ensures that Candidate meets 95% of the criterion items for Chapters 1-5 in the "Checklist for Dissertation Quality" from *Writing a successful thesis or dissertation* (Lunenburg & Irby, 2008, pp. 299-304).

___ Follow the Dissertation Guide to Completion The university guidelines for templates, review, and final approval are found at <https://shsulibraryguides.org/thesisguide> .

___ Submit Final Copy of Dissertation Electronic and Route Sheet for Final Approval *(after completing final dissertation corrections)* Subsequent to completion of final copy of dissertation, secure signatures from the Dissertation Chair, from the Department of Counselor Education Chair, from the Dean of the College of Education, from the Director of the Newton Gresham Library. Once these signatures are obtained, submit final copy of dissertation to the Office of the Dean of Graduate Studies.

___ Attend Commencement Exercises *(date in academic calendar)*. Please keep us informed of your professional activities, career accomplishments, and work location. One way to do this is to respond to our requests for information. Another 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. A summary of graduates' evaluations is made available to prospective and current students on request. Please let us know when your contact information changes.

Transfer Credits

A student beginning doctoral studies at Sam Houston State University should bear in mind that transfer credits to the doctoral program are not allowed until the requirements governing CACREP equivalence have been met. The Director of the Doctoral Program looks at all qualifying master's degree course work and determines CACREP master's level equivalence. Transfer credit will in all cases be individually evaluated by the Director of the Doctoral Program and approved by the Department Chair, Dean of the College of Education, and the Dean of the Graduate School. No transfer credits will be allowed for graduate courses with a grade less than a "B", and the applicant must have a "B" average (3.0) at the transfer institution. A maximum of twelve semester credits of equivalent coursework will be considered for transfer. No coursework older than 5 years will be considered for transfer unless part of the qualifying master's degree.

Accommodations for Students with Disabilities

All students with a disability requiring accommodations must contact the Director of the SHSU Office of Services for Students with Disabilities (SSD), as the SHSU Section 504/ADA Coordinator for Student Academic-Related Matters, by telephone at (936) 294-3512. The website link is <https://www.shsu.edu/dept/disability/> . An approved accommodation plan should be presented to the instructor. The instructor is obligated to honor approved accommodation plans.

Financial Aid

Graduate Research Assistantships and Teaching Assistantships

The department has several half-time graduate research assistantships (RA) available (20 hours per week). Doctoral students may also be hired as Teaching Assistants (TA). **Contact the Department Chair** to express interest in a research or teaching assistantship. The graduate research and teaching assistants are approved and hired by the Department Chair.

The RA position may be held for one academic year including the summer semester and may be renewed for a second year. RAs support faculty research projects, assist with program support tasks, or are assigned other responsibilities such as assisting with the counseling clinics, or assisting with master's-level practica and internships. The TA position may be held for one academic year, not including summer. TAs teach undergraduate courses housed in the Department.

Contact the Department Chair for current salary figures. A half-time graduate research or teaching assistant also has out-of-state tuition waived, if applicable. Graduate assistantships may also be available in other SHSU departments, Student Services, or other units of the university.

Other Financial Aid

Graduate students may be eligible for several other forms of financial aid including the Texas Public Education Grant, College Work-Study, on-campus employment, on-campus housing scholarships, and several loan programs. For information and application forms, contact Sam Houston State University Financial Aid office

<https://www.shsu.edu/dept/financial-aid/> . Doctoral students may apply for scholarships following admission thru Scholarships4Kats. Information is available at this link:

<https://www.shsu.edu/dept/financial-aid/scholarships/> . The Graduate College accepts applications for scholarships each semester and accepts applications for support for travel to professional conferences in counseling when the student is presenting or working at the conference. The Department of Counselor Education has a limited amount of scholarship money that can be divided each year between first year doctoral students and advanced doctoral students.

Advisor –The Director of the Doctoral Program

Upon admission to the doctoral program, the student will meet with the Director of the Doctoral Program in Counselor Education during an orientation. The Director will discuss courses to be taken, options for specialization electives, the completion of CACREP master's equivalency requirements, and will provide general information regarding the department and the doctoral program.

The doctoral student, under the guidance of the Director of the Doctoral Program, will develop the Temporary Study Plan. The Director will discuss the student's career goals for the purpose of suggesting courses. The Director will also carefully review all graduate courses on the student's transcript and record those applicable as specialization or general electives. After the Temporary Study Plan has been approved it will be loaded into a program called DegreeWorks, where students can monitor their progress through required and elective coursework. After a student successfully passes comprehensive exams and become a doctoral candidate, their advisor becomes their dissertation chair.

Time Limitation for Completion of the Ph.D. Program

The Graduate Catalog states that all degree requirements for the Ph.D. must be completed within *eight calendar years* from the date of admission to the doctoral program. Additional hours beyond eight years may be requested; however, the Graduate School supports a limit of eight years, maximum. Under special circumstances students may apply for an additional extension, however courses older than eight years must be retaken.

General Course List

Requirements for the Doctor of Philosophy Degree in Counselor Education Counseling Core/Practicum/Internship (30 credits)

COUN 7110 Doctoral Seminar in Counseling (taken three times, 1 credit each)

- *Doctoral Writing Skills* (COUN 7110)
- *Ethical and Professional Issues* in Counselor Education (COUN 7110)
- *Advocacy and Leadership* (COUN 7110)

COUN 7331 Advanced Counseling Theories (3 credits)
 COUN 7332 Advanced Appraisal Techniques (3 credits)
 COUN 7334 Theories of Counselor Supervision (3 credits)
 COUN 7335 Practice of Counselor Supervision (3 credits)
 COUN 7336 College Teaching in Counseling (3 credits)
 COUN 7375 Advanced Multicultural Counseling (3 credits)
 COUN 7337 Advanced Counseling Techniques and Practicum (3 credits)
 COUN 7339 Doctoral Internship in Counseling (Clinical) (3 credits)
 COUN 7339 Doctoral Internship II in Counseling (Teaching) (3 credits)

Research Component (15 credit minimum) (EDER name change occurs in Fall of 2021)

EDER 7362 Methods of Counseling Research (3 credits)
 COUN 7363 Application of Counseling Research (3 credits)
 EDER 7372 Qualitative Methodology (3 credits)
 EDER/7365 Statistical Methods for Counselor Education (3 credits)
 EDER 7374 Multivariate Methods for Counselor Education (3 credits)

Dissertation: (9 credits minimum)

COUN 8033 Dissertation (taken a minimum of three times, 3 credits each). Doctoral students must show continued progress on the dissertation during each semester. After completion of 9 hours of COUN 8033, students must have continued enrollment in the program through signing up for additional semesters of COUN 8033.

Specialization / Electives: (vary for each student) Students with a 48 or 60 hour CACREP masters will follow a 60 hour study plan. Students with a non-CACREP masters will follow a 72 hour study plan.

The student will work with the Doctoral Program Director to select electives that support the student's specialization experience and research interests. Students meeting CACREP accreditation standards may transfer courses to meet up to 12 credits in this area, depending on the credits completed in the masters.

Total Hours: 60-72

Ph.D. Minimum Competencies

The Counselor Education program requires students to meet the criteria for the following three areas during residency: **a) Research and scholarly activities; b) Departmental service activities; c) Attending one dissertation proposal and one dissertation defense; and d) Professional service.** To fulfill these minimum competencies, you must complete the following activities prior to the defense of your dissertation proposal:

- a).** Engage in at least two scholarly or research activities with a faculty member outside of coursework or assistantship requirements. The intent of these activities is to lead to either a manuscript submitted for publication in a peer-reviewed journal or presentation proposal at a state, regional, or national conference. A grant submission may also count in this section.
- b).** Engage in at least two departmental service activities. Approval needed by Doctoral Program Director (or Dissertation Director after admitted to candidacy). Must select from the following department activities:
 - A) Assisting with a counseling advocacy project,
 - B) Assisting with two supervision workshops (or training) for site supervisors (or students),
 - C) Assisting with the master's programs applicant interviews or orientation, or
 - D) For licensed doctoral students, assisting with supervision of the clinic for a semester

(minimum 15 hours).

- c). Attend one dissertation proposal defense and one dissertation final defense of other doctoral students.
- d). Engage in at least one professional service activity. Examples include:
- A) Being a peer reviewer for proposals for a conference (i.e., local, state, regional, or national);
 - B) Being elected or appointed to a position in a: 1) local organization (e.g., Chi Sigma Iota, local branch of the Texas Counseling Association); 2) state organization (e.g., Texas Counseling Association or its divisions); 3) regional organization (e.g., Southern Region of the American Counseling Association or its divisions); or, 4) national organization (e.g., American Counseling Association or its divisions).
 - C) Serve as a volunteer at two (2) conferences: ACA, TCA, TACES, TAPT, SC conference, etc. (ex: dept. booth).

Comprehensive Examination

Written and Oral Comprehensive Examination

The doctoral student will have completed a minimum of 27 semester hours in the Counseling Core and Research Component areas to qualify for the Written Comprehensive Examination. Students must have completed the following courses prior to taking the Written Comprehensive Examination: COUN 7110 (3 times), COUN 7331, COUN 7337, COUN 7362, COUN 7372, COUN 7332, COUN 7375, COUN 7334, and COUN 7373. Students should be enrolled in COUN 7335 and COUN 7374. Students passing the Written Comprehensive Examination and making satisfactory progress in the cohort process will take the Oral Comprehensive Examination during the spring semester in the third year (eighth semester in the program).

General Format and Scheduling

1. The examination consists of written and oral portions from the Counselor Education program.
2. Classes taken in the first five semesters of the program will be addressed during the written comprehensive examination. The written examination consists of take-home questions over four broad content areas. Content areas such as counseling theories, research methods and statistics, qualitative methods, and theories and practice of supervision will be addressed during the examinations. Multiculturalism and ethics may be infused in each content area. The student is expected to cite references in each answer. Current APA Publication Style is expected, where reasonable.
 - There will be two-three faculty readers, randomly assigned, to each content area.
 - Exams are blind reviews (at the time of the review, only the doctoral director will know the owner of the exam).
 - Two of the three readers must pass each content area. If one content area is failed, students are required to retake the take home examination in that content area in the same semester.
 - *Students failing two or more content areas must retake the written examination in the next full semester.*
3. The oral examination will address college teaching and will take the form of an “As if” job interview for a counselor education faculty position. The oral examination will also address the doctoral student’s professional identity, activities within the profession, and goals related to the counseling profession. The oral examination panel will have at least three faculty including the student’s dissertation director, although all doctoral faculty in the department are invited to attend. At the end of the oral examination, the faculty involved in the examination deliberate the outcome of the examination. If the outcome is unfavorable, the Counselor Education doctoral faculty will formulate a remediation plan and decide the way the student will be reassessed.

Admission to Candidacy for the Doctoral Degree

The Testing and Accreditation Coordinator will notify the Department Chair that all portions of the qualifying examinations have been successfully completed. The official notification of admission to candidacy will be made by the Dean of the College of Education.

Dissertation Enrollment Requirement

After doctoral candidates are admitted to candidacy, they are required to enroll in COUN 8033 Dissertation (3 cr.) per semester. Once a student enrolls in a thesis or dissertation course, the student must continuously enroll in such a course **every fall, spring, and summer semester** until the Dissertation Committee approves the completed research and the signed thesis/dissertation route sheet is received by the Dean of the Graduate School. Students must be enrolled in at least one course in the semester of graduation. Students who fail to enroll for dissertation during any semester after admission to candidacy will be withdrawn from the program. If the student wishes to request re-admittance, then they would need to submit a letter to the Department Chair with the rationale as to why they should be readmitted. The Counselor Education faculty will then make a recommendation to the College of Education Dean. Please note that re-admittance to the program is at the sole discretion of the College of Education Dean. The degree can be conferred no sooner than eight months after admission to candidacy.

Selecting the Dissertation Committee

The Director (chair) or Co-directors are selected from among the doctoral faculty according to faculty expertise and research interest. The student, in consultation with the Dissertation Chair, will recommend committee appointments to the Director of the Doctoral Program.

Dissertation Committee Membership

The committee consists of three members, including the Dissertation Director (Chair) and at least two Counselor Education faculty members. The Graduate Catalog states that the committee must consist of at least a Chair and two other committee members. Department faculty are eligible to serve as chair or co-chair pending approval by the Department Chair. All tenure-track faculty in the Department of Counselor Education are members of the Graduate Faculty and may serve as co-director with the recommendation of the department chair and approval of the Dean. The policy concerning committee membership of individuals not employed by SHSU is found in Academic Policy Statement 950601: https://www.shsu.edu/dept/academic-affairs/documents/aps/curriculum/950601%20Members%20Not%20Employed%20Thesis%20Dissertation_2017doc.pdf.

Dissertation Committee Membership Changes

The committee may be changed upon approval of the Department Chair and written notification by the Chair to the Dean (grad hub forms). This documentation should be included within the doctoral student's folder. A student might change a member and/or director with the appropriate forms. This release/replacement from committee assignment is agreed upon by the student and member and should be formally communicated to the Chair of the Department of Counselor Education, with a copy of the request placed on file in student's departmental folder.

Preparation and Presentation of Dissertation Proposal

Dissertation Proposal

The proposal is a detailed plan for conducting the investigation and should communicate to the dissertation committee precisely what the student plans to do, as well as why, how, when and where the student plans to do it. The proposal is significant in that it becomes a contract between the student and the committee. Any significant changes or deviation in the proposal will require committee approval. The more accurate, complete, and detailed the proposal, the easier it will be to complete the dissertation. In this stage of the student's program, it is important (when possible) that the chair of the dissertation committee is appropriately matched to the student's research area. The committee monitors the student's progress in writing the dissertation, advises accordingly, and conducts the oral defense of the dissertation.

Preparation of the Proposal

Students are encouraged to utilize the assignments in COUN 7363 Application of Counseling Research to develop an *initial* proposal. It benefits the student if this initial effort is closely related to the proposal which will later be presented to the student's dissertation committee. Work closely with the dissertation director (chair) and other committee members in selection of an adequate topic or area for research which is closely related to the counseling field.

Before the Proposal Meeting

At least three weeks prior to the dissertation proposal meeting date, copies of the proposal must be distributed to the dissertation chair and other committee members. Feedback from committee members will be relayed to the dissertation chair at least one week prior to the scheduled proposal meeting.

Each proposal should reflect and be based upon an extensive review of the literature. Although the design of the study normally determines the items included in a proposal, most proposals include, but are not necessarily limited to the following information:

- Statement of the Problem
- Purpose of the Study---states the goals of the research
- Research Questions or Hypotheses
- Significance---indicates why this problem and this study are important; conceptual framework, relevant literature
- Limitations---conditions beyond the control of the researcher that may restrict the study's conclusions
- Delimitations---restrictions placed on the study by the researcher that may restrict the study's conclusions
- Assumptions---the researcher's beliefs about design aspects of the study which may or may not have been validated
- Method (or Procedures) ---describes instrumentation, how the study will be conducted, how the data will be collected
- Treatment of the Data – analyses to be conducted, including, as appropriate, the specific statistical procedures, and alternatives to be used if they are necessary

The decision to include each or any of the above proposal parts (or others) should depend upon the section's appropriateness to the specific study. Further, the proposal must show clear evidence that an appropriate methodology in which the candidate is proficient has been chosen prior to submission.

How is the presentation conducted?

The proposal defense should be open to all interested graduate faculty and students. The proposal presentation usually lasts at most 1-1/2 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. The student returns to the session, at which time the student is informed of the dissertation committee's recommendation(s) regarding to the proposed study. Voting persons include the Dissertation Director (Chair) or Co-chairs and committee members only.

Outcome of Proposal Meeting

After the proposal presentation, the committee members will discuss, without the student present, their recommendation concerning the student's proposed study. The outcome may be one of the following: (a) accept the proposal as is; (b) modify and accept the proposal and the proposal modifications will be reviewed by the chair and/or co-chairs only; (c) modify and accept the proposal but the committee will review the proposal after the recommended modifications have been made; (d) modify the proposal and student will present proposal again to the dissertation committee; or, (e) reject the proposal. When the proposed study has been approved, the student will complete the IRB and once IRB approval is received, student will begin the actual research.

Students complete and submit IRB application materials to the SHSU Institutional Review Board. The application is available at the website of the Office of Research and Sponsored Programs at <http://www.shsu.edu/dept/office-of-research-and-sponsored-programs/compliance/irb/index.html> Prior to initiating the dissertation research (collection of data), the student must have the approval of the SHSU committee for Research on Human Subjects using the IRB review process.

Format for the Dissertation

The dissertation typically follows a five-chapter format. The most recent edition of the Sam Houston State University Publication *Directions on Form, Preparation and Submission of the Final Copies of Master's Theses and Doctoral Dissertation*, is the official style guide. The guide is available at the following website: <https://shsulibraryguides.org/thesisguide>. In addition, students will follow the latest edition of the *Publication Manual of the American Psychological Association* when preparing the written dissertation. The committee may approve another style should that format better suit the need of organizing and presenting the research; however, the official SHSU guidelines outlined on the website take precedence over those in the style manuals required by departments, and students must use the required dissertation template. In any case, the dissertation is evidence that the student is an expert in the chosen topic area. Students are requested to work closely with their Dissertation Director in determining the topic and in formulating the research design. Students are encouraged to work closely with the dissertation committee while writing the dissertation.

Dissertation Defense

Submission of Dissertation before the Final Defense

The candidate will complete the agreed upon research and prepare a final manuscript. After receiving approval from the Dissertation Director and Methodologist, the candidate will schedule a defense date coordinating times and dates that are convenient for all committee members. At least three weeks prior to the final dissertation defense date, copies of the completed manuscript should be distributed to the Dissertation Director and other committee members. The defense must be held at least six weeks prior to graduation. The dissertation or thesis defense should be open to all interested graduate faculty and students. Voting persons include the Dissertation Director and committee members only.

After the Defense

The candidate will obtain relevant signatures on the Dissertation Signature Page. Additionally, the candidate and the Dissertation Director will prepare a list of agreed upon changes or modifications to be made to the defended manuscript prior to attaching the document to the Electronic Route Sheet for approvals.

When the Dissertation Director approves the final draft of the dissertation, she/he will submit the [Electronic Route Sheet](#). This form will be automatically routed to the Co-director, and the Dean of the College of Education, the Director of the Newton Gresham Library; and the Dean of Graduate Studies. The completed Route Sheet is then sent to the Office of the Registrar.

The last date for submission can be found in the Academic Calendar. Reproduction of the dissertation and binding costs are the responsibility of the candidate. The original copy will remain in the library collection. Candidates are cautioned to be aware of required deadlines for final admission of all dissertation or thesis manuscripts, necessary forms, copyright agreements, UMI materials, fee payments, applications for graduation, etc.

Special Assistance

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

Grade in COUN 8033

A grade of "CR" is recorded each semester until the dissertation is successfully complete, at which time a grade of **CR** (credit) will be recorded by the Dissertation Director. Students are expected to show progress on the dissertation each semester and may receive a grade of NCR or No Credit if the Dissertation Director determines no progress has been made. Please note that a grade of No Credit is equivalent to a grade of "C" and the student may be required to apply for readmission to the Ph.D. program.

Doctoral Internship Hours

The COUN 7339 Doctoral Internship in Counseling experience must include 600 clock hours (240 of these must be direct). Each semester of COUN 7339 should include approximately 300 clock hours depending on the number of hours completed in the first semester of internship. Students who require an additional semester of internship to satisfy the 600 clock hour requirement must enroll in an additional semester of COUN 7339 unless the student receives a grade of IP or X.

All students must complete at least six semester hours in settings where the student has “supervised experiences in counselor education and supervision (e.g. clinical practice, research, teaching)” (CACREP 2009 Standards). COUN 7339 Internship I (Clinical) will be completed at an off-campus site. The second semester of Internship (Teaching) involves teaching in the master’s degree program and will be completed at the main SHSU Campus or SHSU-The Woodlands Center, or in some campus through an on-line platform. If the doctoral student elects to construct a degree plan for School Counseling Leadership, the second semester of COUN 7339 will be completed at a school district where the doctoral intern shadows a director of counseling and guidance.

Code of Ethics/Confidentiality

The Counseling Program abides by the Code of Professional Ethics of the American Counseling Association. All students in the program are expected to follow the Code of Ethics from the point of entry into the program through graduation. Practicum interns are expected to perform their duties with integrity and professional competence. The following guidelines are offered for the purpose of maintaining these high standards of service.

1. Interns will not misrepresent themselves either by title or professional capabilities.
2. No one shall be denied professional service because of his/her race, religion, gender, gender identity or expression, sexual orientation, political affiliation or social or economic status.
3. Informed consent for the specific counseling service(s) and a signed release for audio-and video-recording must be obtained from the client(s) prior to proceeding with counseling sessions. Client(s) must be informed of the presence of supervisors and student observers.
4. An intern will not use the counseling relationship to further personal interests of any kind. Sexual intimacy with clients is unethical and illegal. The acceptance of gifts is unethical. Clients seen in the supervised practicum are not to be seen in private practice by the same counselor.
5. An awareness of unethical conduct on the part of a colleague or another professional should be brought to the attention of a faculty supervisor.
6. Confidentiality is of primary concern in the waiting room, hallways, and practicum.
7. All supervisors and interns are obligated to protect a client’s personal data in verbal discussions.

Care and Maintenance of Case Records

1. Strict confidentiality will be always observed in record keeping, session recordings, and case presentations. Clinical faculty will maintain and support this confidentiality. The client must provide written permission before any data may be divulged or before the counselor can request information about the client from another professional, except as provided under state law.
2. Confidential information which indicates an immediate physical danger to any individual or to the client him/herself must be communicated to the appropriate or professional supervisor, even without the client’s consent. The supervisor should be notified and apprised of the information. The client must also be informed of this communication. Release of confidential information is addressed in the Texas Health and Safety Code, Chapter 611, and is also addressed in the American Counseling Association Code of Ethics: B.2.a. Serious and Foreseeable Harm and Legal Requirements The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception. Consultation should be sought when necessary and referrals to other health professionals

will be made when problems are outside the recognized boundaries of the intern's competence.

3. Written data must be appropriately filed. At no time are clients or non-practicum individuals allowed in the practicum area except as clients in the counseling rooms.

Video recording

Interns are responsible for supplying their own technology for recording their sessions, although the department may have video or audio recorders for loan. Interns will record all of their sessions. All interns must maintain the confidentiality of recordings of counseling sessions.

Student Liability Insurance

During the doctoral practicum and internships, students can be held responsible legally and financially for the results of their professional activities. Each student is required to obtain professional liability insurance which is designed to provide coverage for acts of malpractice, error, or omission in the performance of their duties whether they are actual or alleged. (Note: Acts that are held to be negligent are rarely deliberate). Insurance can be purchased through several agencies. Brochures are available in the supervised practicum area. Teachers may find that their supervised practicum activities are covered under their teacher's liability insurance. Some interns have purchased liability insurance through their homeowner's insurance policy. A copy of the intern's liability insurance should be given to the instructor, prior to enrollment in COUN 7337 or COUN 7339.

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 schedule of classes or the Graduate Catalog for that semester. For fall and spring graduates, a formal application and payment of the degree/diploma fee must be made in the Registrar's Office on or before the 12th class day of the semester in which the degree is to be conferred. Summer graduates will be required to file a formal application and pay the degree/diploma fee prior to the semester in which the degree is to be conferred. Specific dates can be found in the Academic Calendar. A student filing a degree application after the published deadline will be assessed a late fee. 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 six-eight years of enrollment in doctoral course work.

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 Doctoral Program Director must be obtained if circumstances prevent a candidate from attending commencement.

Equal Opportunity – Affirmative Action

Sam Houston State University policy and practice strongly support the goals of equal opportunity and affirmative action in its educational programs and activities. SHSU does not discriminate based on sex, religion, race, color, national origin, age, disability or other criteria prohibited by law in employment of faculty and staff, or admission and treatment of students, and both in terms of staff and programs we are moving ahead to comply with the goals and objectives of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972 and Executive Order 11246.

No otherwise qualified applicant for student enrollment shall be illegally denied admission to

Sam Houston State University on the above-mentioned basis.

Retention/Dismissal Procedure

It is the goal of the Counselor Education Doctoral Program to uphold the current 2014 Code of Ethics and Standards of Practice of the American Counseling Association which states that [counselor education programs] ... *1. assist students and supervisees in securing remedial assistance when needed, 2. seek professional consultation and document their decision to dismiss or refer students for assistance, and 3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.* (Section F.9.b.).

It is the professional responsibility of the Counselor Education Program faculty to ensure that students not only exhibit the knowledge and skills required of a professional counselor, **but also have the personality and relationship capacities to utilize those skills. Faculty must regularly review and discuss individual student's progress. Students are expected to model professional behavior throughout the program.**

Retention/Dismissal Related to Academic Performance

Academic dismissal will result from failure to maintain the university's required grade point average. The student should consult the graduate catalog (<http://www.shsu.edu/home/catalog.html>) regarding academic probation and suspension from degree programs. Any student who wishes to contest a final grade shall follow the provisions outlined in the Sam Houston State University Grievance Policy.

Retention/Dismissal Related to Non-Academic Limitations

A student who fails to demonstrate appropriate communication, interpersonal or professional skills, as identified by a faculty member, may be required by the department to seek remediation including, but not limited to, repeating courses and/or receiving counseling. In accordance with university policy, a student may be suspended or expelled for academic dishonesty, including, but not limited to, cheating, falsifying assignments and plagiarism. (www.shsu.edu/gradcat/degreerequirements.html). In addition, a student who demonstrates personal limitations that impede professional performance, who is harmful to clients, or who violates ethical standards, may be asked to leave the program.

If a faculty member has concerns regarding non-academic limitations of a student:

1. The faculty member will confer with the student regarding the concern, clarifying that the student's continuation in the program could come under review according to the program's Retention Procedure. The faculty member will document the meeting in a "memorandum to file," one copy of which will be given to the student, and another placed in the student's file.
2. If an agreement is not reached with the student, if the student fails to progress satisfactorily after the conference, or if the situation is of a nature that suggests program action might be necessary, the faculty member will bring the matter to the Doctoral Program Director and may consult with the Director regarding options. If resolution is not reached at this point, the Director may refer the matter to the Counselor Education faculty. Recommendations will be made and referred to the Department Chair.
3. The Department Chair will notify the student in writing of the recommendations of the Counselor Education faculty and notify the Dean of the College of Education. The Dean will review the matter and assure that due process was followed.

Evaluation of Instructors and the Program

In addition to students evaluating the instructor near the end of each course students take, graduates of the program are expected to participate in periodic program evaluations by completing and returning program evaluation forms mailed from the department. These forms will be sent out every three years to recent graduates, along with forms for the graduates to provide to their employer/supervisor who, in turn, complete and return the form to the department. All forms must be returned anonymously. A 70% response rate is needed by the department to provide information necessary to make changes to improve the program, and your participation will be greatly appreciated. The results of the surveys of graduates and supervisors/employers will be tabulated and summarized. Results will be distributed to students, the university administration, and the agencies with whom we have working relationships.

SHSU Grievance Policy

The following procedures are quoted directly from the “Process for Dealing with Student Grievance Cases”, University policy number APS 900823, revised May 4, 2018:

1. **PURPOSE** The purpose of this academic policy statement is to provide for the resolution of student academic grievances in a prompt and equitable manner.

1. **GENERAL**
 - 2.01 Under the provisions of this policy, academic grievances include disputes over:
 - a. Course and/or assignment grades, except cases of academic dishonesty (see Academic Policy Statement 810213 for procedures in cases of academic dishonesty)
 - b. Unauthorized class absences or tardiness
 - c. An instructor’s alleged unprofessional conduct related to academic matters
 - d. Withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs
 - 2.02 Allegations, questions, or appeals involving academic dishonesty, i.e., cheating, plagiarism, collusion, and/or abuse of resource materials, will be processed in accordance with the procedures set forth in Chapter VI of the Rules and Regulations, Board of Regents, The Texas State University System and addressed under Academic Policy Statement 910312 “Academic Probation, Suspension, and Termination”.
 - 2.03 If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean (or his or her designee), and Provost and Vice President for Academic Affairs (or his or her designee) form an opinion about the dispute and so advise the individual(s) involved. After considering the advice provided by any or all of the administrators participating in hearing the grievance, the individual(s) involved in the dispute shall retain the academic freedom to decline to change the original judgment in the matter. The University retains the obligation and right to adjust the record in accordance with the ultimate grievance decision.

2.04 If, in turn, the department/school chair, College Academic Review Panel, academic dean, or Provost and Vice President for Academic Affairs finds that a disputed action conflicts with federal or State law, University, college, or departmental policy, or with an instructor's stated class policy, a decision should be rendered in favor of the aggrieved student.

2.05 Degree programs in fields requiring governmental licensing to practice the profession may propose internal academic grievance procedures for matters including, but not limited to those listed in 2.01.d above. Once approved and signed by the provost, the program grievance procedures shall govern 2.01.d matters in that department and be the final authority over academic grievances in that program. Professional degree programs include, but are not limited to Clinical Psychology, Music Therapy, and Nursing.

3. COLLEGE ACADEMIC REVIEW PANEL 3.01 There shall be in each college a Standing College Academic Review Panel. The members of the panel shall be chosen by procedures established by the college dean. The panel will consist of three (3) faculty members and two (2) student members. The chair of the panel will be selected from the panel members by the appointees to the panel. A department/school chair or any party to the appeal being heard may not serve on the panel. At least two (2) faculty members and at least one (1) student member must be present for action to be taken.

3.02 The Academic Review Panel will be involved in an alleged grievance only after the procedures outlined in paragraph 4.01 through 4.04 below have been exhausted.

3.03 The Academic Review Panel will hear only appeals involving disputes over those matters set forth in paragraph 2.01.a through 2.01.d of this policy. Appeals regarding University/college degree requirements or student misconduct will not be addressed by the panel.

4. PROCEDURES The steps below are to be followed in pursuing an academic grievance (Sec 2.01, a-d):

4.01 The student must first appeal to his/her instructor for a resolution of the matter and must do so in writing within ten (10) working days following the posting of the grade, the absence or tardiness, or the alleged conduct.

4.02 The instructor must reply in writing to the aggrieved student within ten (10) working days following receipt of the appeal.

4.03 If an academic grievance is not satisfactorily resolved with the instructor, or the student does not receive a response from the instructor within ten (10) working days, the student may appeal to the chair of the academic department/school in which the complaint or dispute is centered. The student appealing must provide to the chair a written summary of the pertinent issues of the grievance within ten (10) working days of the date of the response of the instructor or when the response from the instructor was due. In addition, a student may include other faculty or staff members or any other informed individual who might act as advocates in support of his/her appeal.

4.04 The chair of the academic department/school in which the complaint or dispute is centered reviews the evidence provided by students and may request/review information provided by the instructor. The chair must respond to the student and the instructor with a written decision within ten (10) working days of receipt of a timely appeal.

4.05 If the student remains aggrieved after an appeal to the chair of the department/school, the student may, within ten (10) working days of receipt of the chair's decision, forward the written appeal (plus any other additional material) to the college dean in whose college the dispute arose with a request to have the case heard by the College Academic Review Panel. Within ten (10) working days of receiving the appeal, the Panel will investigate the alleged grievance and present such findings and recommendations as the Panel finds appropriate as soon as possible to the student and to other relevant parties, including the department/school chair and the faculty member(s) against whom the grievance is directed. During the panel hearing(s), all parties involved in the original grievance will be invited to appear before the Panel. The student may request either oral or written statements from advocates. The inclusion of these statements at the hearing(s) will be at the discretion of the Panel. Under no circumstances will advocates be permitted to directly question or cross-examine any person who is involved in the grievance. Legal counsel, if included by the grievant, may act only in an advisory capacity and may not be a directly active participant in the proceedings.

4.06 If a student wishes to appeal the Academic Review Panel resolution, he or she may, within ten (10) working days, request in writing that the grievance be forwarded to the college dean in whose college the dispute arose for review and adjudication. The Review Panel will forward all documents pertaining to the dispute to the dean, and the dean will inform the student, the instructor, and the administrators participating in the appeals process of the decision and the disposition of the matter within ten (10) working days of receipt of the appeal.

4.07 If a student wishes to appeal the college dean's decision, he or she may, within ten (10) working days, request in writing that the grievance be forwarded to the Provost and Vice President for Academic Affairs. The provost will receive all documents pertaining to the dispute from the Academic Review Panel and the dean for review. The provost, or his/her designee, will inform the student, the instructor, and/or the committee chair, and the administrators participating in the appeals process of the decision and the disposition of the matter within ten (10) working days of receipt of the appeal. The provost's decision is final.

PROCEDURES FOR RECOMMENDING STUDENTS FOR CREDENTIALING AND EMPLOYMENT

Endorsement Policy

CACREP Accreditation provides recognition that the content and quality of the program has been evaluated and meets standards set by the profession. The student, as a consumer, can be assured that appropriate knowledge and skill areas are included and that the program is grounded in standards. Students in the doctoral program are endorsed by the department's graduate faculty upon successfully completing their program. This endorsement applies to all related employment and credentialing. www.cacrep.org

Credentialing

Specific information regarding credentialing procedures (namely, LPC-Associate status, registering for the National Counselor Examination (NCE), and applying for Licensed Professional Counselor (LPC), can be found by searching the Professional Licensure for the State of Texas website. <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>

Employment

Student and alumni success is of utmost importance to Sam Houston State University and the College of Education. The doctoral director will serve as academic advisor until the student enrolls in the dissertation class at which time their designation dissertation chair becomes their program advisor. The faculty advisor will serve as both a guide and a mentor. The faculty advisor and other program faculty will serve to assist students in the exploration of their professional goals. Clinical experience obtained in practicum and internships, as well as experiential experiences required by several courses, will help familiarize the student to various aspects of being a counselor educator and supervisor. Student and alumni are encouraged to personally contact faculty members if needing letters of recommendation for graduate studies or employment purposes.