

Ph.D. IN COUNSELING & COUNSELOR EDUCATION

STUDENT HANDBOOK



Counseling & Human Services Programs

Texas Christian University
Fort Worth, Texas 76129

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TCU Box 297900
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Dear Students:

Congratulations and welcome to the TCU Counseling & Counselor Education program!

The Counseling & Counselor Education Student Handbook is designed to inform students about various aspects of the program from start to finish. As such, we provide information about the program, required classes throughout the program with required pre-requisites, field experience, and requirements for degree candidacy.

The program faculty are continually working to make improvements to maintain a program that is the most educationally beneficial to our students; therefore, changes to the Student Handbook are ongoing and any updates will be distributed to students via e-mail from the Program faculty. Any changes will be implemented upon notification. Our goal is to create a program that offers meaningful educational experiences to help create ethical and competent counselors.

If you have any questions after reviewing the Student Handbook, feel free to contact your assigned advisor for more information. We work to create an environment where students feel supported and are willing to assist students through their educational journey and personal and professional growth.

Sincerely,

Counseling & Counselor Education Program Faculty and Staff



Overview of the Counseling and Counselor Education Program

Mission and Program Objectives

Texas Christian University's mission is "to educate individuals to think and act as ethical leaders and responsible citizens in the global community," and the mission of the TCU College of Education is to prepare exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners. Similarly, the Counseling & Counselor Education Program aims to prepare counselors to become reflective and ethical leaders in the counseling field and in service to their community.

Specific program objectives include the following:

1. Prepare advanced professional practitioners in counseling, counselor education and systems intervention with particular emphases on strength-based approaches to work with diverse populations and settings
2. Provide quality doctoral training for future educators, researchers and clinicians who wish to emphasize clinical applications that promote the health, quality of life and well-being of children, adolescents, young adults and their families
3. Increase understanding of current research and practice in the field, as well as to engage in their own original scholarship
4. Cultivate expertise in clinical supervision and constructivist teaching practices

Philosophy

The Counseling & Counselor Education Program prepares counselors to take leadership positions in counseling, counselor education, supervision, and program implementation and evaluation in schools, academia, and communities. Its purpose is to provide quality doctoral training for future educators, supervisors, researchers and counselors who emphasize and promote health and wellness with diverse populations across the lifespan.

Students of TCU's Counseling & Counselor Education program enter a community of collaborative and nurturing relationships among students and faculty, bonds that continue long after graduation. While in the program, students develop competence in counseling and also a network of people, skills, and resources.

The Counseling & Counselor Education Program at TCU upholds the American Counseling Association's (ACA) Code of Ethics. In addition to reading this Handbook, students must read and adhere to the ACA Code of Ethics, which may be found online at the following website:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

The Counseling & Counselor Education Program at TCU additionally adheres to the Association for Counselor Education and Supervision (ACES) best practices. In addition to reading this Handbook, students can learn more about ACES best practices, which can be found online at the following website:

<https://acesonline.net/>

This Handbook may serve as a guide, but students should adhere to the TCU Graduate Catalog and information obtained from their academic advisor. *Last updated September 2024*

Administration

The Counseling & Counselor Education program is a doctoral program within the College of Education (COE). Dr. Jan Lacina serves as the Senior Associate Dean for Research, Graduate Studies and Strategic Partnerships in the COE at TCU and may be contacted at j.lacina@tcu.edu. This program is housed in the department of Counseling, Social Change, and Inquiry. Dr. Gabriel Huddleston serves as the department chair and may be contacted at g.huddleston@tcu.edu.

Information specific to graduate studies in the College of Education may be located at <http://coe.tcu.edu/graduate-overview/>. At this site, students can explore graduate programs, obtain information about general financial aid, and link to other related items. The Graduate Catalog is maintained on the website of the Registrar and may be found online at the following website: <http://tcu.smartcatalogiq.com/current/Graduate-Catalog>

NOTE: Students should be aware that while every effort is made to keep this handbook up to date, in the event that there is a discrepancy between this handbook and the Graduate Catalog in effect when the student first enrolled, the guidelines and requirements as set forth in the applicable Graduate Catalog take precedence. However, should certification or licensure requirements change before a new catalog is available, the new requirements must be followed. Students will be notified of these changes.

Department of Counseling, Societal Change, and Inquiry

The department of Counseling, Societal Change, and Inquiry (CSIN) is composed of four distinct programs: Counseling, Youth Advocacy and Educational Studies (YAES), Interdisciplinary Inquiry, and Curriculum Studies. Each program is led by a program coordinator, who is selected by the department chair in consultation with the faculty members of the respective program. Dr. Marcella Stark is currently serving as the program coordinator for Counseling. Our department is committed to creating a learning environment fostering academic excellence, social responsibility, and personal growth. Our core commitments guide our teaching, research, and service, helping us to develop policies and procedures that align with our values. These commitments include: 1) community engagement, 2) interdisciplinary learning, and 3) equity and justice. We believe these core commitments guide our department towards academic excellence, social responsibility, and personal growth. More specifically, these commitments will help all members of the department, from faculty to students, create a positive impact in our communities, the nation, and the world.

Accreditation

Texas Christian University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master, and doctoral degrees. The College of Education is also accredited by the Texas Education Agency.

Currently, only the CMHC program is CACREP accredited. However, this doctoral program is aligned with CACREP standards, and we will apply for accreditation in the upcoming years.

Faculty & Staff

Administration

Frank Hernandez, Ph.D.

Dean, College of Education

Jan Lacina, Ph.D.

Senior Associate Dean for Research, Graduate Studies and Strategic Partnerships

Gabriel Huddleston, Ph.D

Department Chair for Counseling, Societal Change, and Inquiry

Counseling Core Faculty

Cebrail Karayigit, Ph.D., Dr. Karayigit is an Associate Professor in the Counseling & Human Services program. Prior to teaching in higher education, he gained extensive counseling experience with diverse groups of students for school and clinical settings in various geographical locations. He is a Licensed Professional Counselor (LPC) and Nationally Certified Counselor (NCC). His research interests are in the areas of meaning in life among emerging adults and multicultural counseling. As a counselor educator, he is equally comfortable toggling between teaching courses on school counseling, general counseling, clinical mental health counseling, and associated courses in the counseling curriculum.

Emily D. Michero, Ph.D., Dr. Emily Michero is an Assistant Professor of Professional Practice and Clinic Director in the Counseling & Human Services Program. Dr. Michero holds a Ph.D. in Counselor Education and Supervision from the University of North Texas. She is a Licensed Professional Counselor and board-approved supervisor (LPC-S) in the state of Texas and has over 15 years of clinical experience. Her clinical experiences include schools, outpatient treatment centers, inpatient hospitals, university clinics, and private practice. Dr. Michero has taught master's level courses in Advanced Counseling Skills, Practicum, Internship, Development across the Lifespan, and Adolescent Counseling. As an LPC-S, she has provided supervision for master's students, doctoral students, and Licensed Professional Counselor Associates.

Citlali Estela Molina, Ph.D., LPC, CSC, NCC., Dr. Molina is an Associate Professor in the Counseling & Human Services program. Dr. Molina is a seasoned school counselor, counselor educator, and program coordinator. Drawing from her experience of over 17 years in public education, she delves into understanding teacher-student relationships, particularly through culturally responsive, evidence-based interventions such as Social Emotional Learning and Mindfulness-based approaches. She also works to empower counselors to advocate for underserved students and families.

Marcella D. Stark, Ph.D., Dr. Marcella Stark is an Associate Professor in the Counseling & Human Services Program and serves as its program coordinator. Dr. Stark's Ph.D. is in Counselor Education and Supervision. She holds licensure in Texas as a Licensed Professional Counselor and board-approved supervisor (LPC-S) and has over 10 years of clinical experience in university counseling. Her research focuses on solution-focused supervision, use of sandtray in supervision, supervisee contribution, counselor training, and mentoring within the counseling profession. Dr. Stark has taught master's level courses in Counseling Theories, Career Development, International Practices in Counseling, Assessment

in Counseling, Pre-Practicum, Field Experience in Student Affairs, and Practicum, as well as doctoral courses in counselor supervision and teaching practices.

Elizabeth R. Taylor, Ph.D., Dr. Elizabeth Taylor is a Professor in the Counseling & Human Services Program and serves as the Counseling Practicum/Internship Coordinator. She has been in education for 40 years as a special education teacher and educational diagnostician, as a school counselor, as an adjunct instructor for several universities, and an assistant professor at the University of Texas Health Science Center at San Antonio. She also served for seven years as an associate dean at TCU in the College of Education. Her licensures and certifications include: Licensed Professional Counselor and board approved supervisor, Licensed Marriage and Family Therapist, Registered Play Therapist and Supervisor, Certified School Counselor, and approved family mediator. She has worked in public and private schools, hospital settings, private practice, and community agencies. She teaches master's level courses, including Helping Relationships, Small Group Dynamics, DSM-Diagnosis and Treatment, Abnormal Psychology, and practicum, as well as doctoral classes in strength-based approaches in counseling, advanced counseling theories, and advanced group process.

Non-Core Faculty

Kathleen Kyzar, Ph.D., Dr. Kyzar is an associate professor, and her research centers on developing equitable family-school partnership practices and programming in early childhood/elementary settings, and evaluating the effects of such programming on learner, family, and educator outcomes. Her research has been published in top-tier academic journals within the special education/early childhood field, and she is a co-author on the forthcoming Pearson textbook, *Families and Professionals: Trusting Partnerships in General and Special Education*. Dr. Kyzar enjoys teaching courses related to early childhood education, family-school partnership practices and programming, and quantitative research methodology. She is an active member of the Council for Exceptional Children's Division for Research Committee on Research and Families of Individuals with Disabilities, which focuses on including individuals with disabilities and their families in research, and dissemination and promoting ongoing communication between research, family, and practitioner communities. Through her research, teaching, and service, she aims to support schools and families in building and maintaining trusting partnerships that benefit student academic and behavioral learning.

Pablo Montes, Ph.D., Dr. Montes is an Assistant Professor of Curriculum Studies at Texas Christian University and received their Ph.D. in Cultural Studies in Education from the University of Texas at Austin (with an emphasis on Native American and Indigenous Studies and Mexican American and Latine Studies). Their main research interests are at the intersection of queer settler colonialism, indigeneity, and Land education. Their current project emphasizes the transformational learning spaces that Two-Spirit, Queer, and Trans Indigenous educators create alongside their Indigenous community, with Land, and other Queer Indigenous people. Dr. Montes is also a community-based scholar, serving as the Native Youth Director for the Indigenous Cultures Institute based in San Marcos, TX from 2017-2021. In this role, they developed Indigenous-based curriculum for a summer encounter dedicated to serving Indigenous and Latinx youth in the San Marcos area.

Cathryn Van Kessel, Ph.D, Dr. Van Kessel is an associate professor of curriculum studies and is a former secondary social studies and Latin teacher from Canada. Her research focuses on how different conceptualizations of evil function in the context of education within and beyond the classroom, with a

keen interest in youth conceptualizations as well as a variety of understandings from philosophy, psychology, and social theory. She is particularly enthusiastic about interpretations of evil that implicate ordinary people to uplift pursuits of justice. Toward this end, she finds it helpful to put evil in conversation with concepts like radical love as well as in relation to existentialism, decolonial options, and posthuman theories.

Staff

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Program of Study

Counseling and Counselor Education Ph.D. (60 hours)

The Ph.D. in Counseling and Counselor Education focuses on providing students with a 60-hour, rigorous, strength-based program to prepare students for the qualifying exam and dissertation.

EDGU 70793	Strength-Based Theories: Assessment, Research, and Practice
EDGU 70383	Advanced Study in Counseling Theories and Techniques
EDGU 70393	Advocacy and Leadership in a Diverse Society
EDGU 70023	Teaching Helping Relationships
EDGU 70143	Teaching Practices in Counselor Education
EDGU 70223	Supervision in Counseling
EDGU 70323	Advanced Group Leadership
EDGU 70403	Advanced Practicum in Counseling
12 hours of research courses (e.g., Qualitative Inquiry, Intro to Quantitative Research) to be approved by advisor	
6 hours of electives (may include apprenticeship in teaching, supervision, or research) to be approved by advisor	
EDGU 70503	Doctoral Internship in Counseling (Clinical)
EDGU 70603	Doctoral Internship in Counseling (Nonclinical)
EDGU 70073	Intro to Dissertation
EDUC 90980	Dissertation (3-6 hours, pre-proposal)
EDUC 90990	Dissertation (3-6 hours, post-proposal)

Curriculum

The information provided in this section defines required and available courses for the completion of the Doctorate in Counseling & Counselor Education.

EDGU 70023 Teaching Helping Relationships

Development of theory and practice regarding skill and process training with beginning counselors. Emphasis is on didactic strategies, as the course includes teaching and mentoring. This course will be taught conjointly with EDGU 50223, Helping Relationships

EDGU 70073: Introduction to Dissertation

This course is an in-depth study of the fundamental concepts and tools of research applied to counseling problems. Each student will prepare a detailed dissertation outline and present a mock-dissertation proposal presentation.

EDGU 70143 Teaching Practices in Counselor Education

Development of theory and practice regarding training beginning counselors in the techniques, strategies, and methods of counseling.

EDGU 70223 Supervision in Counseling

Prerequisite: Permission from instructor. Provide supervision of counselors-in-training under the supervision of supervising professor in class, schools, or agencies; examination of helper-helpee relationships through audiotape, videotape, observation, and in-class performance; the development of personal theory and strategies based on established theories and best practices of supervision in counseling.

EDGU 70323 Advanced Group Leadership

Application of advanced methods in group leadership integrating current theoretical knowledge with parallel experiences in intervention and techniques. Use of creative processes to facilitate group exploration and small group dynamics for counselor trainees.

EDGU 70383 Advanced Study in Counseling Theories and Techniques

This class explores the original and current writings and applications of major theories in individual counseling.

EDGU 70393: Advocacy and Leadership in a Diverse Society

This course aims to provide students with the knowledge, skills, and qualities to succeed as leaders and advocates throughout their careers. The seminar is designed to challenge students to reflect on what they want to accomplish in their own careers and offers a behind-the-scenes look at becoming a culturally responsive leader and effective advocate in a diverse society.

EDGU 70403: Advanced Practicum in Counseling

The Advanced Practicum in Counseling focuses on doctoral students' clinical practice and is designed to meet CACREP accreditation standards which require 40 hours of supervised clinical experience providing counseling to clients and supervision of master's students in clinical settings.

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EDGU 70503: Doctoral Internship in Counseling (Clinical)

The Doctoral Counseling Internship (clinical) focuses on doctoral students' clinical practice and meets CACREP standards requiring 300 hours of supervised clinical experience as well as supervision of master's students in clinical settings through triadic supervision.

EDGU 70603: Doctoral Internship in Counseling (Nonclinical)

This semester of Doctoral Internship in Counseling (Non-clinical) is designed to meet the CACREP accreditation standards and provide supervised experiences in teaching, research and scholarship, or leadership and advocacy. The Doctoral Internship requires 300 hours of supervised work, weekly class meetings, and individual meetings with approved supervisor. Prior to enrollment, a faculty advisor and student will co-develop an internship plan with activities necessary to comprehensive preparation as a counselor educator and relevant to the student's specific career goals.

EDGU 70793 Strength-Based Theories: Assessment, Research, and Practice

This class focuses the learner on the historical and current knowledge regarding strengths-based assessments, research, and practice form different disciplines and how these are and can be applied to current practice and program development.

EDUC 60043: Action Research

This course is designed for students who want to study the theoretical and practical aspects of action research. A unique feature of action research is that the researcher is often simultaneously a participant in the study resulting in some significant differences from other types of quantitative research. Students will read various examples of action research and design an action research study.

EDUC 70823: Inquiry Seminar

A series of seminar classes that explore issues in inquiry and research, their context and connections with learning and education and the scholars who have contributed to our current understanding.

EDUC 70953: Research in Education

Students are expected to gain an appreciation of the complexities of the research process, ways of conducting research, and a sense of the power and constraints of the various perspectives within which educational questions are pursued

EDUC 70963: Qualitative Inquiry

This course theoretically and practically explores qualitative inquiry as interpretive, constructivist, and naturalistic forms of research. The course will focus on understanding the philosophical assumptions and historical context of qualitative inquiry, and students will work on research projects throughout the semester in order to learn and practice research design, IRB proposal writing, data collection, data management, data analysis, and writing for research presentations and professional publication. Course assignments will assist students in developing the skills and talents necessary for qualitative researchers. The ethics of qualitative inquiry and the ways it attends to the positionality of researchers, research participants, and researcher-participant relationships will also be explored.

EDUC 70973: Advanced Qualitative Inquiry

Students further develop the theoretical and practical skills and talents necessary for qualitative researchers by working on individual research projects. Students should enter the course with a developed research proposal so they can focus on data collection, analysis and writing. The course explores various

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forms of qualitative inquiry, which may include narrative inquiry, phenomenology, grounded theory, life history, and other forms, as well as the ethics of qualitative inquiry.

EDUC 70983: Intro Quantitative Research

This course addresses how to critically read and thoughtfully conduct quantitative research in applied settings.

Professional Liability Insurance

Doctoral students are required to acquire professional liability insurance.

Professional Counseling Organizations

Membership in professional organizations is an important aspect of professionalism. Joining a professional organization reflects commitment to the counseling field, in general, as well as your specified areas of interest. Counselors, counselor educators and supervisors should obtain membership in professional associations to stay current in the field and keep up-to-date of new trends and issues. Active participation in professional associations is vital to professional success as professional organization membership enhances professional identity and may be organized around specific interest and practice areas.

Joining at least one professional counseling organization is strongly encouraged as it may be advantageous for graduate students on many levels. Benefits of student membership may include but are not limited to:

- student affiliate membership rates
- subsidized conference fees
- professional newsletters and journals
- opportunities for professional involvement

Some examples of counseling organizations include:

State/Regional Level:

Southern Association for Counselor Education & Supervision (SACES)

<https://saces.wildapricot.org/>

Texas Association for Counselor Education & Supervision (TACES)

<https://taces.txca.org/>

Texas Counseling Association (TCA)

<https://www.txca.org/>

National Level:

American Counseling Association (ACA)

<https://www.counseling.org/>

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Association for Counselor Education & Supervision (ACES)

<https://acesonline.net/>

American School Counseling Association (ASCA)

<https://schoolcounselors.org>

Professional Development Activities

Students are encouraged to engage in professional development activities in addition to joining professional counseling organizations. Specifically, students are encouraged to join the TCU counseling closed Facebook group which posts announcements for professional development opportunities in the area. To be added to the group, students send a request to Dr. Marcella Stark, the group administrator. In addition, students presenting at conferences are able to apply for financial aid through the university to defray travel costs.

[\(TAC §227.1\(d\)\)](#)

Campus Services

Learning Environment

TCU boasts an endowment of over \$1.5 Billion, and is home to an accomplished student body of more than 10,000 students from around the nation and the globe. The College of Education projects no decrease in the level of support in the near future.

The construction of the 24,000 square foot Bailey-Palko Complex for the College of Education in 2007 demonstrates TCU's support for a quality-learning environment. This state-of-the-art facility houses the Counseling & Human Services Program.

Financial Assistantships and Resources

TCU provides opportunities for financial aid to graduate students. The academic deans make most financial aid appointments. The following appointments are available:

- **Teaching, Research, or Graduate Assistantships** provide a partial or whole tuition grant and often include a stipend for the academic year for teaching assignments or equivalent research and/or departmental duties. The maximum assignment is two classes or three labs each semester, equivalent research duties, or a combination of research and teaching duties.
- **Fellowships and Scholarships provide tuition grants** including a stipend and require no duties. Appointments are typically for nine or twelve months.
- **Technology Resources Graduate Assistantships** provide tuition and stipends for an academic year. These appointments require half-time duties in Technology Resources and are available to graduate students regardless of field or specialization. Summer half-time appointments are also available.

The Counseling & Human Services Program is committed to providing support to graduate students. TCU's College of Education provide generous financial aid. For more information, please visit this link:

<https://coe.tcu.edu/financial-aid/>

Mary Couets Burnett Library

The TCU library employs approximately 50 library personnel who are available to assist students with scholarly inquiry, study, and research.

The TCU library provides the following for use by TCU students, faculty, and staff:

1. 100 workstations running Windows 7 and equipped with base PC software described below. Hardware includes at least 19" monitors, 1GB RAM, all with CD-R/RW drives.
2. 4 PC multimedia workstations equipped with additional peripheral hardware and software, as described below.
3. 10 iMac computers running OS X, with software packages described below
4. 5 of the iMac computers are equipped with HP Scanjet N6310 scanners
5. 4 workstations on height-adjustable tables to accommodate wheel-chair access
 - 1 ADA (Americans with Disabilities Act) station on a height adjustable table, equipped with software for use by the visually impaired
 - Canon DR-1210C color scanners

Technical Support

All TCU students are provided accounts to access the TCU email system, the campus network, file storage, and the myTCU portal.

You may contact the Information Technology (IT) support help desk for help with IT related applications, connecting to the TCU network, or other technology related concerns. The IT department can help students via phone, chat, in-person visits, or remote support tools. You may contact IT at 817-257-5855 or visit their walk-up location on the first floor of the Mary Couets Burnett Library.

TCU Counseling and Mental Health Center

The TCU Counseling and Mental Health Center provides a variety of professional services, including short-term counseling, medication management, psychiatric consultation, and referrals. Counseling services are provided by licensed psychologists, licensed professional counselors, licensed social workers, and graduate level trainees under the supervision of a licensed staff therapist. A board-certified consulting psychiatrist provides psychiatric services.

Approximately ten full-time staff, the majority of whom are licensed professionals provide the following services:

Individual, Couples, and Group Counseling services consist of short-term counseling for students seeking assistance with challenges of college and life. Counseling sessions typically last 45-50 minutes. Stress, academic pressures, relationships and family concerns, depression, test anxiety, disordered eating, grief, and self-esteem issues are some common reasons students request counseling. Personal growth and various support groups are formed to meet the needs of students on specific issues.

Crisis Intervention: In case of emergencies, a crisis counselor is available Monday through Friday from 8:30 a.m. to 4:30 p.m. Campus police assist with after-hours emergencies.

Psychiatric Services: Psychiatric evaluations and consultations are available for students who are using counseling services. Students seeking long-term medication management who are not in counseling will be referred to providers in the community.

Consultations: Counseling and Mental Health Center staff members are available to consult with concerned family, friends, faculty members, or staff about a student in need. The Center abides by laws protecting the privacy of our clients.

Writing Center

The Writing Center is located in Reed 419 and an annex is located in the Tom Brown Pete Wright Commons on the second floor. The graduate writing center is set up to help students in the organization, style, clarity, citations of sources, bibliographies, grammar, and punctuation. The Graduate Center Writing Center also offers workshops on relevant areas of interest. You may contact the writing center online at <http://www.wrt.tcu.edu/> or by phone 817-257-7221 to schedule an appointment.

Froggie Five-0

Froggie Five-0 is the student escort service at TCU. Providing well over 3,000 escorts a month, Froggie-Five-0 is intended as a safety program, not a taxi service. Priority is given to people walking alone and those who need an escort to or from remote areas of campus. While TCU Police officer escorts are offered 24 hours a day, 7 days a week, student escorts operate between the hours of 8 p.m. and 1 a.m. If you need someone to walk with you from the parking lots to your residence hall or provide transportation (when available), call for Froggie-Five 0. Use the emergency phones at various locations near parking lots and around campus or dial 817.257.7777 at any time to request the service. Visit <https://police.tcu.edu/froggie-5-0/> for more information.

Travel Grants

The Graduate Student Travel Grant Program has been established to support travel of graduate students related to research. Funds may be used by graduate students to present the results of their TCU research or to conduct research related to their field of study. Students from all academic departments are welcome and encouraged to submit grant applications. While co-funded by the Graduate Student Senate, the Office of Graduate Studies administers the graduate student travel grants. Maximum award is **\$400** for domestic travel and **\$800** for an international destination. Limited funds are available; grant award will be determined, up to the fund limits, by the Associate Provost's office. Priority will be given to students who have not received a previous travel award, and students may not receive more than one award during an academic year (June 1 through May 31). For information and applications, visit [Graduate Studies | Travel Grants \(tcu.edu\)](#)

Policies and Procedures

The procedures for recommendation of students for credentialing and employment is specific to the TCU Ph.D. Counseling & Counselor Education program. All other policy and procedure information for this Handbook were gathered from the online TCU Graduate Student Catalog (<http://tcu.smartcatalogiq.com/current/Graduate-Catalog>). The information is included below but more

detail can be found on the website. In case of discrepancy between the online TCU Graduate Student Catalog and this TCU Counseling & Counselor Education Program Student Handbook, please refer to the online Graduate Student Catalog for the most up-to-date information regarding policies and procedures.

Transfer Credit

Students may transfer 6 hours for the Counseling & Counselor Education program; the transfer courses must be approved by your advisor. Any additional transfer hours must be approved by the department chair. Upon transfer course completion, complete and return the Transfer Credit Request form, signed by you and your advisor, to the College of Education Graduate Studies office. Two official copies of your transcript must be on file in the College of Education Graduate Studies office. Course descriptions of the classes you wish to transfer must also be on file or included with this form before your request can be reviewed. The completed request forms will be provided to the Associate Dean for additional processing and decision on acceptance or rejection of the request. The Transfer Credit Form and transfer credit transcripts must be received in the College of Education Graduate Studies office no later than 45 days prior to graduation. The Transfer Credit Form can be found in the Forms section of this student handbook.

Assessment of Professional Competency and Dispositions

CACREP Standards require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions first with respect to universal counselor functions and secondly with respect to their CACREP specialized practice areas (e.g., counselor education and supervision). Counselor education program faculty must continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.

When are Professional Competency and Dispositions Assessed?

Phd graduates must show competent skill in counseling, supervision, and teaching. Counseling competency will be assessed during Advanced Practicum and Clinical Internship using the [Professional Counseling Performance Evaluation-Doctoral \(PCPE-D\)](#). Supervision competency will be assessed during Supervision and Clinical Internship through the [Supervision Case Study assignment](#). Teaching competency will be during Teaching Practices in Counselor Education and Non-Clinical Internship (if applicable) through the [Portfolio Evaluation](#), as well as through Comprehensive Examinations. Professional Dispositions are assessed at least once annually by core counseling faculty using the [Professional Dispositions Competency Assessment \(PDCA-R\)](#). Students who received low ratings (e.g., 1 or 2) will be assessed in the following long academic term (i.e., fall or spring) to monitor improvement.

What is the Process for Assessment of Dispositions?

1. Counseling core faculty meet, as a group, to assess each candidate's dispositions and complete the assessment form.
2. At least one core faculty member will review the PDCA-R form with the student after the completion of faculty assessment.
3. Students will sign the rating form indicating they have reviewed their ratings with a faculty member and agree to the ratings and recommendations, if applicable. If the student does not agree with the recommendation and wishes to appeal, information regarding the appeal process is below.

4. If the student earns a 1 or 2 rating on dispositions, indicating the student is below expectations, the counseling core faculty will note recommendation(s) on the rating form. Additionally, low ratings *may* warrant an Academic Performance & Professionalism Warning
5. If the student earns another low rating in subsequent semester(s), an Academic Performance & Professionalism Warning will be issued.

Student Disposition & Skills Appeals

A student has the right to appeal the decision and recommendations of the core counseling faculty. The recommendations appeal must be made to the core counseling faculty within ten (10) business days of the review meeting when student received information about the program decision and recommendations. The counseling core faculty committee shall review the case and provide the student with an opportunity to speak on his/her behalf. The counseling core committee may interview any stakeholders including, but not limited to, faculty or staff who have previously assessed or provided documentation of past dispositions. After reviewing all documentation, and interviewing all relevant parties, the counseling core faculty will deny or accept the appeal, with or without conditions.

Academic Conduct, Warning, and Appeals

An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its mission. In such a community, faculty, students and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations that can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a "sense of fair play," which is used when these standards are violated. More information regarding definitions of academic misconduct, procedures for dealing with academic misconduct, and sanctions can be found at the following website: <http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Academic-Conduct>

The requisite GPA for graduate students is outlined in the online TCU Graduate Student Catalog: <http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Policies-and-Procedures/Academic-Warning>

In the event a student questions the appropriateness of a grade assigned for a course or the results of another critical component of a degree requirement (e.g., comprehensive examinations), the student must first discuss the matter with the faculty member(s). These discussions between the faculty member and student should be initiated by the student as soon as possible after the grade is assigned. In the event that the faculty member(s) agrees to change the grade/decision, the normal process for changing a grade shall be followed. If the student wishes to appeal the faculty's decision after these discussions, he/she must follow the formal grade appeals process outlined in the online TCU Graduate Student Catalog: <http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Academic-Conduct/Grade-Appeals>
More information, including deadlines, regarding formal grade appeals to the appropriate administrator, academic dean, or academic appeals committee can be found at this site.

Professional Behavior Standards

Graduate students at TCU occupy a unique position in the student body. They are more mature individuals with a defined perspective for the future and a high degree of both motivation and ability. In some instances, they are both seeking advanced knowledge and transmitting knowledge through their assignments as teaching or research assistants.

Graduate students are expected to be familiar with and adhere to the published academic policies, rules, regulations and procedures of the University, as well as appropriate local, state and federal laws. The guiding principle is to conduct oneself in a manner that reflects well on the individual, the University and the academic process.

In addition to standards of professional behavior found on the online TCU Graduate Student Catalog (<http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Policies-and-Procedures/Professional-Behavior-Standards>), students in the Counseling & Counselor Education Program will learn the ethical and legal standards that they will need to uphold depending on the program, licenses, and certifications they seek. All students must follow the *ACA Code of Ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Failure to follow the *Code of Ethics* will result in disciplinary action, which could include withdrawal from the Counseling & Counselor Education program.

Violations

Students may be dismissed from individual courses with a grade of "F" for lack of academic progress or for conduct deemed to be contrary to the professional or ethical standards of the counseling profession upon the recommendation of the responsible faculty member and the approval of the academic dean. Additionally, violations of conduct relative to expected standards of professional behavior will be subject to disciplinary action up to and including expulsion from the University. Specific policies and procedures may be located at:

<http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Policies-and-Procedures/Dismissal-Suspension-or-Expulsion>

Student Retention, Remediation, and Dismissal

The Program's core faculty meets regularly (two to three times per month) and discusses any points of concern noted by core and non-core faculty. The student's grades, performance indicators, and dispositions and skills reviews are taken into account to determine if problem has been identified previously. If problem is serious (requiring immediate action) and/or pervasive, the Academic Performance and Professionalism Warning (APPW) process will be initiated. The process operates as follows:

- The faculty member completes the APPW form describing the concerns and indicating potential strategies and solutions to resolve the problem.
- A conference between the student and two faculty members is required to complete the APPW form. During the conference, the parties will discuss the student's understanding of the concerns, generate potential solutions, and agree upon a course of action. The APPW contract will be signed by the student and faculty members. If the student fails to respond or attend a conference, the two faculty members will complete the form and notify the student via certified mail.
- The completed form is submitted to the associate dean, the student and The Dean of Students.
- Any student receiving two notices through this process may be considered for dismissal from the COE.
- Except in an unusually severe or critical situation (e.g., plagiarism, cheating, threat of harm to others, etc.), no single retention notice will result in a student being dismissed from the program.
- These notices do not become part of a student's permanent academic record.

Comprehensive Exam

Doctoral students in Counselor Education and Supervision are required to complete a comprehensive examination as a prerequisite for candidacy. This examination is designed to ensure that students are well-prepared to undertake their dissertation projects and advance their careers as skilled and innovative counselor educators. This process also ensures that students are well-prepared to advance to the dissertation phase and to make meaningful contributions to the field of counselor education and supervision.

Comprehensive exams must be completed during enrollment in EDGU 70073 (Introduction to Dissertation), which is offered in the Fall Semester of the third year. In exceptional cases, students may be permitted to complete the exam earlier in their program.

Examination Format:

1. Students will select a potential dissertation topic and deliver a presentation to the counseling core faculty. The presentation should address various aspects of the proposed research, including its necessity, theoretical framework, and methodology. This presentation integrates coursework with dissertation preparation and helps establish a solid foundation for the research proposal. The presentation must be completed before the fall break of the third year.
2. Following the presentation, students will receive three questions from the committee. The questions will also focus on areas that contribute directly to the dissertation and the professional roles in: 1. Counseling, 2. Supervision, 3. Teaching, 4. Research and Scholarship, and 5. Leadership and Advocacy.
3. Students will have four weeks to submit their written responses to the three questions. Each response should be a comprehensive, 10-15 page paper (non-inclusive of cover page and references) addressing each of the questions (rubrics and additional guidelines will be provided). After receiving the questions from the committee, students will have four weeks to submit their responses. The counseling faculty committee will provide feedback on the written responses within three weeks of receipt.

PhD Portfolio Requirement

All students are required to complete both class and portfolio requirements. As part of clinical internship course (300 hours), students will engage in clinical and supervision activities, some of which will take place at the clinic. As part of non-clinical Internship course (300 hours), student may choose between teaching, research, and leadership/advocacy to complete internship requirements. Focus areas may be included both internships and in apprenticeships, developed with major advisor. For instance, if you are choosing to focus on teaching in non-clinical internship, you will work with your major advisor to develop an apprenticeship course with a faculty member teaching the course.

	Class Requirement	Portfolio	Internship Focus Area
Counseling (inclusive of Adv Practicum course and clinical internship)	3-4 clients a week at the clinic during Adv. Practicum. Demonstrate ability to conduct intake, crisis	Total of 100 hours of direct counseling over the course of four semesters. Maintain at least 2 clients at clinic for	

	assessment, and ongoing counseling. Artifacts: de-identified case presentation that includes intake, crisis assessment, and client conceptualization	the first four long semesters. Artifact: time log for each semester Lead or co-lead one counseling group Artifact: group plan and summary	
Supervision (inclusive of Supervision course and clinical internship)	Supervise one triadic group throughout semester Artifact: supervision case study	Supervise two additional supervision groups Artifact – two groups designated in supervision timelog	
Teaching (inclusive of Teaching Practices course; possibility)	Teach one class period of one course Artifacts: teaching demonstration, course development portfolio	Co- teach class over duration of semester. Artifact: syllabus for class co-taught and evaluation by students and co-teacher	Additional co-teaching of two classes Artifact: syllabus for class co-taught and evaluation by students and co-teacher
Research	Dissertation Proposal Draft	Present at a state or national conference Submit article for publication or grant proposal Participate in research team (outside of dissertation; e.g., with faculty, with fellow students) Pass on research portion of qualifying exam	A second article and a second presentation. Student should be first author/presenter on both.
Leadership/Advocacy	Leadership & Advocacy Immersion Project (volunteer w/ group or organization)	Become active participant in CSI <u>AND</u> at one or more state or national counseling organizations	Serve as member of a committee or board of a counseling leadership organization or mental health advocacy group

		Volunteer at one or more state or national counseling conference	Develop advocacy plan with faculty advisor
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Forms and Documents

While the forms and documents that follow this page are specific to the Counseling & Counselor Education program graduate students should also be familiar with the College of Education (COE) documents and forms posted at <https://coe.tcu.edu/forms-documents/>. The following is a list of links to the important documents and forms posted at this site such as the Transfer Credit Request, and Intent to Graduate, among others.

- [Request for Change of Graduate Faculty Advisor Form](#)
- [FERPA Consent Form](#)
- [Travel Grant Information](#)
- [Graduate Student Travel Policy and CoE Graduate Travel Application](#)
- [Information and Deadlines for Graduation](#)
- [Intent to Graduate form](#)
- [Transfer Credit Request](#)