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HANDBOOK for MASTER'S COUNSELING PROGRAM
Department of Psychology, Counseling, & Special Education
Texas A&M University-Commerce
Commerce, TX 75429

202 Binnion Office Phone: 903/886-5637 Fax: 903/886-5780

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/psychologyCounselingSpecialEducation/default.aspx>

Department Head: Dr. Jennifer Schroeder

Counseling Master's Program Coordinator: Dr. Chester Robinson

The purpose of this guide is to provide information to assist students as they pursue the master's degree in counseling. Students should check the Graduate Catalog and our departmental web for additional information.



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STUDENT CHECKLIST

Master's Degree—Counseling

- _____ Apply to Graduate School. This includes:
- _____ Completing the *Application for Admission or Readmission* form
 - _____ Submitting current GRE scores (Verbal, Quantitative, and Writing)
 - _____ Submitting official transcripts of all undergraduate and graduate work.
- _____ Submit additional documents to the Graduate School as required by the Counseling Program. These include:
- _____ Three professional reference forms
 - _____ A writing sample in response to a prompt provided by the Counseling Program.
- Note: The Graduate School will forward the student's file, once completed, to the Counseling Program for faculty review. The Graduate School will initially admit students in Provisional status. Degree seeking students will not be allowed to progress through the program (e.g., completing a degree plan, field placement, etc.) until they are admitted into the program.**
- _____ After reviewing application materials, applicants meeting academic admission requirements may be invited to participate in group applicant interview. These interviews are held once per term (February, October, June). **After the interview**, the Counseling program will make a program admission recommendation (full admission, conditional/probationary admission, deny admission) to the Graduate School. The Graduate School will convey the "official" admission decision to the applicant.
- _____ If you plan to become a certified school counselor in Texas, apply online at http://teachcert.tamuc.edu/teacher/forms/professional_newform.asp for admission to the Professional Certification Program BEFORE completing a degree plan.
- _____ Meet with advisor to complete a degree plan only after full or probationary/conditional admission to the master's degree program.
- _____ Complete all level 1 courses (COUN 501, COUN 510, COUN, and COUN 516) and pass level 1 exam. Apply for COUN 516-Basic Counseling Skills the semester prior to enrolling in it. (School Counseling and Clinical Mental Health Counseling degree seeking students only—Student Affairs degree does not require COUN 516.). Check online for dates and deadlines for applying for COUN 516.
- _____ Meet program Admission to Candidacy requirements (School Counseling and Clinical Mental Health Counseling students must achieve a grade of A or B in COUN 501, COUN 510, and COUN 516 and pass the Level 1 Exam. Student Affairs students must achieve a grade of A or B in COUN 501, COUN 510, COUN 606, and HIED 540.)
- Note: School Counseling and Clinical Mental Health Counseling student's enrollment in Level 2 courses will be limited to 12 semester hours until the Level 1 exam has been passed and admission to candidacy granted. In addition, a degree plan must be filed prior to being permitted to enroll in COUN 551: Practicum.**
- _____ Apply for COUN 548-Advanced Counseling Skills (CMHC & SC students) the semester prior to enrolling in it. Check online for dates and deadlines for applying for COUN 548.
- _____ **Complete personal counseling requirement (Minimum of 10 sessions of individual counseling) as a COUN 516: Basic Skills course requirement. Requirement can be met at no charge through sessions in the Community Counseling & Psychology Clinic (Commerce; 903-886-5660), the Harold Murphy Clinic (McKinney; 469-302-6318) or through a counselor of student's choice (fees may apply and are the sole responsibility of the student). Student submits documentation of participation to COUN 516 Instructor of Record for placement in file.**
- _____ Complete all level 2 courses and pass level 2 exam. **Note: School Counseling and Clinical Mental Health Counseling students may not enroll in COUN 552: Internship until the Level 2 exam has been passed**
- _____ Apply for COUN 551-Practicum the semester prior to enrolling in it. (CMHC & SC students). Check online for dates and deadlines, and check catalog for pre-requisites.
- _____ Apply for COUN 552-Internship the semester prior to enrolling in it. Check online for dates and deadlines, and check catalog for pre-requisites.
- _____ Apply for comprehensive examination after majority of course work is completed. The comprehensive examination covers material from the Counseling core classes (501, 510, 512, 516, 517, 522, 528, 545, 551, 552, 595). Check online for dates and deadlines.
- _____ Apply for second semester of COUN 552 the semester prior to enrolling in it (CMHC & SC students). Check online for dates and deadlines.

MISSION STATEMENTS

- A. Counseling Program Mission Statement. The Program exists to promote the highest professional counseling standards at the master's and doctoral levels in educating exemplary counselors, student affairs professionals, counselor educators, researchers, and leaders. Specific mission statements for our master's-level options are:
- B. Clinical Mental Health Counseling Mission Statement. The Clinical Mental Health Counseling option exists to promote the highest professional counseling standards while educating exemplary counseling practitioners, generally from a diverse Northeast Texas population, for work in a variety of community and agency settings.
- C. School Counseling Mission Statement. The School Counseling option in the exists to promote the highest professional counseling standards while educating exemplary school counselors, generally from a diverse Northeast Texas population, for work in a variety of school settings.
- D. Student Affairs Mission Statement. The Student Affairs option in the exists to promote the highest professional student affairs standards while educating exemplary student affairs practitioners, generally from a diverse Northeast Texas population, to contribute positively and provide leadership as student affairs professionals in diverse student affairs settings.

METROPLEX CENTER

In addition to evening and summer classes on the Commerce campus, the Counseling Program offers numerous graduate-level counseling courses at its Metroplex Center at 2600 Motley Drive in Mesquite, Texas 75150. Phone 972/613-7591.

COLLIN HIGHER EDUCATION CENTER

The Counseling Program has Texas Higher Education Coordinating Board approval to offer a full complement of courses leading to the master's degree with specialties in Clinical Mental Health Counseling and School Counseling programs (as well as the PhD) at the Collin Higher Education Center at 3452 Spur 399, McKinney, TX 75069. Phone 972/599-3122.

COUNSELING CLINICS There are two clinics available to students/trainees in the counseling program.

- A. Community Counseling & Psychology Clinic. The Community Counseling & Psychology Clinic at Texas A&M University-Commerce is a training facility in which master's level students receive supervised practical experience in assessment, intervention, and consultation. The clinic's mission: To provide applied experience for graduate students in psychology, special education, counseling, and social work that emphasizes quality service to the public and university community, as well as a deep respect for the humanity and circumstances of its clients, the developing strengths and abilities of its trainees, and the fundamental principles that can help people solve their problems and move toward

more fulfilling lives. The Community Counseling & Psychology Clinic is located on the 1st floor of Binnion Hall. Please call for hours of operation.

- B. Harold Murphy Counseling Center. The Harold Murphy Counseling Center is a partnership between Texas A&M University-Commerce and the McKinney ISD. The center provides counseling services for children as well as their parents, and relatives currently enrolled in McKinney ISD. The counseling center also provides counseling services for employees of McKinney ISD. We offer adult, adolescent, couples, family, and group counseling. Other services include play therapy, sand-tray therapy, and psycho-educational assessment. The Harold Murphy Center provides professional and responsible services to clients who request them and professional, competent training for graduate students. The Harold Murphy Counseling Clinic is located at the Greer Annex Building located at 510 Heard St. McKinney, TX. Please call 469-302-3618 for hours of operation.

PROGRAM WEBSITE In addition to various printed materials for your information, students should regularly check our website at:

<http://www.tamuc.edu/academics/colleges/education/HumanServices/departments/psychology/CounselingSpecialEducation/counseling/mastersPrograms/default.aspx> for the latest online information from the department. This site is regularly updated with news, changes, forms, etc.

STATEMENT OF INFORMED CONSENT FOR SCHOOL COUNSELING AND CLINICAL MENTAL HEALTH COUNSELING STUDENTS

The School Counseling and Clinical Mental Health Counseling programs include laboratory (COUN 516; COUN 548) and field experiences (COUN 551 and 552) in counseling. These courses will include practicing counseling skills with student peers, being interviewed by counseling peers, and practicing newly-acquired and more advanced skills with actual clients at field sites. Important components of student evaluation will include receptivity to the giving and receiving of feedback (from peers, university instructors, and site supervisors) and ability to integrate such feedback into the student's counseling behaviors. Feedback will include supervisor observations (from course instructors, doctoral assistants, and site supervisors) of any limitations in counseling skills, professional practice, and personal qualities and behaviors that may inhibit the student's therapeutic abilities. Feedback (written and/or oral) will come in the classroom and lab settings, as well as in group and individual supervision sessions. Additional individual meetings with instructor, assistant, and/or field supervisor may be necessary. Progression through the sequence of COUN 516, COUN 548, 551, and 552 will depend upon a formative evaluation by the instructor that the student has acquired the skills necessary for the next level.

Due to the nature of counseling and the faculty's responsibility to educate effective counselors, students may

be encouraged to participate in experiential activities (including group) in courses other than COUN 516, 548, 551, and 552. Students' rights with regard to self-disclosure, however, are protected. Students are subject to the conditions of the Program's *Retention/Dismissal Procedure* included later in this guide.

STATEMENT OF INFORMED CONSENT FOR

STUDENT AFFAIRS STUDENTS The Student Affairs program includes a field experience (COUN 552). This course will include practicing skills with student peers and providing student services with clients at a field site. Important components of student evaluation will include receptivity to the giving and receiving of feedback (from peers, university instructors, and site supervisors) and ability to integrate such feedback into the student's professional behaviors. Feedback will include supervisor observations (from course instructors and site supervisors) of any limitations in skills, professional practice, and personal qualities and behaviors that may inhibit the student's performance. Feedback (written and/or oral) will come in the classroom as well as in supervision sessions. Additional individual meetings with the instructor and/or field supervisor may be necessary. Progression through COUN 552 will depend upon formative evaluation by the instructor.

Due to the nature of counseling and the faculty's responsibility to educate effective counselors, students may be encouraged to participate in experiential activities (including group) in courses other than COUN 552. Student rights with regard to self-disclosure, however, are protected.

Students are subject to the conditions of the Program's *Retention/Dismissal Procedure* included later in this guide.

ADMISSION

A. Admission to Graduate Studies Admission to Graduate Studies is not the same as admission to the master's degree program. Admission to Graduate Studies permits the student to enroll in graduate courses, but does not guarantee admission to our degree program. If a student's Counseling Program application is incomplete, the student may take up to, and including, 12 semester hours (typically 4 graduate courses) on prior to admission to Graduate Studies while gathering materials required for application for admission to the Counseling master's degree program. Any graduate coursework beyond 12 semester hours WILL NOT COUNT towards the MS/MEd.

The graduate school also has a Non-Degree Admission Status, for students who wish to take graduate courses but who do not intend to get a master's degree. If a student in "non-degree" status changes his/her mind and decides to pursue a master's degree, the university specifies that no more than 12 graduate credit hours taken in non-degree status can be applied towards a master's degree.

B. Admission to the master's degree program in Counseling. Students seeking a master's degree in Counseling must first apply to The Graduate School for admission. *In addition* to the Graduate School's required application materials, the Counseling Program requires

(a) three professional reference forms from persons who can address the applicant's academic and/or professional qualifications (b) a writing sample in response to a prompt provided by the Counseling Program, (c) GRE Verbal, Quantitative, and Writing scores, and (d) program approval for admission to our master's program. All admission/ application materials should be sent directly to the graduate school. Once all application materials are received in the Graduate School, they are forwarded to the Counseling Program for review. Our Counseling Master's Admission Committee reviews all completed application packets and recommends one of the following: Full admission, probationary/conditional admission, or admission denied.

- Full Admission Status in the Counseling Program
For full admission status into the master's program in counseling, a student must meet all Graduate School requirements for full admission and have approval of the Counseling Program. A student with full admission status who does not maintain the university's required minimum graduate GPA should consult the appropriate university graduate catalog regarding academic probation and suspension from graduate degree programs. Students with full admission status may file a degree plan.

- Probationary/Conditional Admission Status in the Counseling Program. If an applicant does not meet the requirements for full admission to the Counseling Program but is not denied admission by the Master's Admission Committee, the student is admitted on "probation" (conditional admission) to the degree program. A student in conditional admission has submitted all application materials, but is not rated highly enough to receive a recommendation of full admission. On probationary/conditional status, the student must complete COUN 501, COUN 510, COUN 522, and one from COUN 512, 517, or COUN 545 with a minimum GPA of 3.00. None of these four courses may be transferred from another university, and failure to achieve a 3.0 GPA after completing the first twelve hours from this list will result in suspension of the student from further graduate study in any degree program in the university for three years. In this situation, a suspended student wishing to return for further study toward a degree would have to re-apply for admission. **NOTE: Students who present with an overall undergraduate GPA of less than 3.0 will be admitted ONLY on probationary/conditional admission status. Students may file a degree plan while on probationary/conditional admission status.**

- Admission Denied by the Counseling Program A student not meeting the requirements for full admission or probationary/conditional admission will be denied admission to the master's degree

program in Counseling.

- **Non-Degree Status in the Counseling Program**

Students who take courses prior to full or probationary/conditional admission status must do so in NON-DEGREE status. This status also applies to students who hold a master's degree, desire/require additional coursework for licensures and/or certifications, but do not desire another master's degree. No more than 12 hours accumulated while the student is classified as a non-degree student can be applied to a graduate degree." If a student decides to change options from non-degree status to degree seeking status, the student must apply for admission to the degree program. Permission to take graduate courses in non-degree status neither guarantees nor implies full or probationary/conditional admission to the Counseling master's degree program. Students may not file a degree plan while in non-degree admission status.

DEGREE PLAN

Students must have *full* or *probationary/conditional* admission status in the program to file a degree plan. Once full or probationary/conditional admission status is granted, and an advisor has not contacted a student, a student should contact his/her program advisor to develop a degree plan as soon as possible. School Counseling students must also have applied for admission to the Professional Certification Program before a degree plan is written. The student will receive a copy of the degree plan. A signed, approved degree plan will be forwarded to the Graduate School for filing on the student's behalf. Students who have *non-degree* admission status are not in the master's degree program and are not eligible to file a degree plan. **NOTE: Students in the Community Mental Health Counseling and School Counseling programs must have a degree plan on file in order to proceed to Level 2.**

Care must be taken to select courses on the degree plan that also meet requirements for special credentials the student may be seeking such as licensure and/or certification as a school counselor. (See LICENSURE and SCHOOL COUNSELOR CERTIFICATION sections below for details.)

All work for the master's degree must be completed during the six years immediately preceding the date on which the degree is to be awarded. See the Graduate Catalog for details.

No more than 1/3 of the credit required for a master's degree may be transferred into this degree program from another accredited university. Also, COUN 516: Basic Counseling Skills, COUN 548: Advanced Counseling Skills, COUN 551: Practicum, COUN 552: Internship, and COUN 595: Research Literature & Techniques cannot be transferred. If transfer courses are to be included on the degree plan, a *Transfer/Substitution Course Request* form must be completed, signed by an advisor or the department head, and returned to The Graduate School. This form is available from The Graduate School and from the departmental office. An official transcript is also required in the Graduate School

office to verify transfer courses.

ADMISSION TO CANDIDACY (SCHOOL COUNSELING AND CLINICAL MENTAL HEALTH COUNSELING)

- Requirements for School Counseling and Clinical Mental Health Counseling master's degree-seeking students.** Admission to candidacy is a requirement beyond full admission status. To be admitted to candidacy for the School Counseling or Clinical Mental Health Counseling master's degree, the student must:
 - Receive a grade of B or higher in COUN 501, 510, 516 and 528;
 - Have a *degree plan* on file in the Department;
 - Pass the Level 1 Examination; and
 - Meet the GPA requirements for admission to candidacy as specified in the Graduate Catalog.
- Prerequisites to Level 2 Courses.** Students' enrollment in Level 2 courses will be limited to 12 semester hours until Program Admission to Candidacy requirements set forth above are met.

ADMISSION TO CANDIDACY (STUDENT AFFAIRS)

To be admitted to candidacy for the Student Affairs master's degree, the student must:

- Receive a grade of B or higher in COUN 501, COUN 510, COUN 606, and HED 540;
- Have a *degree plan* on file in the Department; and
- Meet the GPA requirements for admission to candidacy as specified in the Graduate Catalog.
- Students must meet the above requirements for Admission to Candidacy prior to beginning COUN 552.

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

PERSONAL COUNSELING

Students in the Clinical Mental Health Counseling and School Counseling programs are required to participate as a client in a minimum of 10 personal counseling sessions. Documentation, signed by the counseling service provider, must be submitted by the student prior to him or her being approved to enroll in COUN 551: Practicum.

CLINICAL SEQUENCE (SCHOOL COUNSELING AND CLINICAL MENTAL HEALTH COUNSELING)

The Clinical Mental Health Counseling and School Counseling program options require 15 semester hours of clinical experience: COUN 516 (Basic Counseling Skills, 3 hours), COUN 548 (Advanced Counseling Skills, 3 hours), COUN 551 (Practicum, 3 hours) and COUN 552 (Internship,

6 hours). COUN 551 and COUN 552 are field-based courses and courses involve placement and supervised experience at a site related to the student's degree plan option, regular campus meetings, and individual supervision.

- A. COUN 551 requires a minimum of 100 hours at the field site while COUN 552 requires approximately 600 (2x300) hours (a minimum of two semesters or one semester and a full summer) at the field site. **NOTE: Summer Internship experiences are only available for CMHC students or for School Counseling who may find placement at a "year-round" school (Director of Training and Placement approval is required for School placement). COUN 551 – Practicum is NEVER offered during summer sessions.**
- B. Students must receive a grade of "A" or "B" in COUN 516 and 548. Students must receive a grade of "Pass" in COUN 551 (Practicum) and COUN 552 (Internship).
- C. Students are required to complete Level 2 examination, personal counseling, and the program learning outcome assessment as outlined elsewhere in this handbook in order to be permitted to enroll in COUN 552.
- D. Degree-seeking students must have full admission to The Graduate School and meet Admission to Candidacy requirements prior to COUN 551.
- E. COUN 516, COUN 548, COUN 551, and COUN 552 (both semesters of 552) require a completed application and approval prior to enrollment. Applications must be submitted during the semester BEFORE the semester the student intends to take the course. Dates and application deadlines are posted on the program website at <http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/psychologyCounselingSpecialEducation/counseling/clinicalApplications/default.aspx> All clinical sequence course applications are submitted online from the program website and require a current student email address. Additional information about clinical sequence course applications is included in the *Practicum & Internship Handbook*, which is available for download from the program website. All School Counseling and Clinical Mental Health Counseling students are required to produce proof of liability insurance for the duration of 551 and 552. This should be arranged **prior to** entering the course.
- F. The progress of students in the clinical sequence (COUN 516, COUN 548, COUN 551, and 552) is reviewed regularly by Counseling faculty.
- G. All practicum and internship field sites must be reviewed and approved by the Director of Training and Placement according to program guidelines. For Student Affairs field sites, this review and approval is made in conjunction with the Coordinator of the Student Affairs program.
- H. **Use of regular employment site as a field site.** Students may use their employment site for practicum and/or internship only under the following conditions:
 - *Clinical Mental Health Counseling track trainees:* (1) The work setting is an agency providing a range of experiences, (2) students will perform duties different from those currently performed on the basis of a

bachelor's degree, and (3) the field site supervisor is different from the student's current work supervisor. Prior experiences will not count toward practicum/internship hours.

- *School Counseling-track trainees:* Only school counselor trainees who are employed as (1) Emergency Certified School Counselors or as (2) Probationary School Counselors may use their employment to count toward field placement hours, counting no more than 10 hours of their work week toward practicum and no more than 20 hours of their work week toward internship. Teachers in a school may use the school in which they teach as a practicum site. Prior experiences will not count toward practicum/internship hours.
- I. The Texas Education Agency (TEA) requires that School Counseling students be observed onsite and those observations be appropriately documented. Observations must be completed by faculty or contract personnel who hold educator certification issues by the Texas State Board of Educator Certification and who are assigned by the Director of Training and Placement or the Department Head. Assigned observers will contact students to plan 3 appropriate observation times during each long semester. (See Texas Administrative Code, Title 19, Part 7, Chapter 228).
 - J. School Counseling and Clinical Mental Health Counseling students should consult the current *Practicum & Internship Handbook* (available at the program website) for guidelines and details regarding clinical sequence courses.

INTERNSHIP (STUDENT AFFAIRS)

- A. The Student Affairs degree option does not include COUN 516, COUN 548, COUN 551, or the second semester of COUN 552. Only one semester of internship is required in the Student Affairs program.
- B. The Student Affairs program coordinator coordinates Student Affairs internship applications. Student Affairs students should contact the Coordinator of the Student Affairs Program for guidelines and details regarding internship.
- C. All Student Affairs students are required to produce proof of liability insurance for the duration of 552. This should be arranged **prior to** entering the course.
- D. Use of regular employment site as a field site. The program will allow this option for student affairs students. For specific information, contact the coordinator of the Student Affairs program.
- E. Progress of Student Affairs students in the internship is reviewed regularly by department faculty.

PROGRAM EXAMINATIONS (SCHOOL COUNSELING AND CLINICAL MENTAL HEALTH COUNSELING OPTIONS). Students in the Clinical Mental Health and School Counseling options must pass 3 different examinations in order to advance through and graduate from the program.

- A. Level 1 Examination: To advance from Level 1 to Level 2, students must pass the Level 1 examination. It is a

- multiple choice examination covering learning objectives from COUN 501, COUN 510, and information from the Master's Degree Student Handbook. Students must answer correctly 70% of the items to achieve a passing score. Students may attempt the Level 1 examination until it is passed. However, students with a second or more failed attempt(s) should contact their advisors for guidance in achieving a passing score on future attempts. The Level 1 Examination is offered once per term (September, February, June)
- B. **Level 2 Examination:** To complete Level 2, students must pass the Level 2 examination (formerly the specialty comprehensive examination). The Level 2 examination is specific to students' emphases. The Level 2 School Counseling examination covers learning objectives from COUN 514, COUN 520, COUN 534, and COUN 539. The Level 2 Clinical Mental Health Examination covers learning objectives from COUN 530, COUN 611, COUN 560/564, COUN 581/580, PSY 503, and PSY 507. Students must answer correctly 70% of the items to achieve a passing score. Students may attempt the Level 2 examination until it is passed. However, students with a second or more failed attempt(s) should contact their advisors for guidance in achieving a passing score on future attempts. The Level 2 Examination is offered once per term (September, February, June)
- C. **Master's Comprehensive Examination:** In order to be certified for graduation (and, for School Counseling students, to take the School Counseling TexES), students must earn a passing on the Counselor Preparation Comprehensive Examination (CPCE). As of Fall 2014, a passing score on the CPCE is defined as $z \geq -1.25$ (1.25 standard deviations BELOW the national mean) for the most recent nation mean reported by the Center for Credentialing in Education (CCE). The CPCE covers the 8 CACREP core academic areas, that include the following A&M-Commerce Counseling classes: 501, 510, 512, 516, 517, 522, 528, 545, 551, 552, and 595. The fees for this examination are established by the University Testing Office and the Center for Credentialing in Education. Students may register for this examination once All Level 2 courses, 551, and 595 have been completed. (*A Review Guide for the Master's Comprehensive Exam* is available at <http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/psychologyCounselingSpecialEducation/counseling/documents/reviewGuide2009.pdf>)
- D. **Registering for examinations:** Examination dates and times are typically announced via the departmental web at least 8 weeks before the test date. Students must register via the University Marketplace at least 4 weeks before the examination date.
- E. **Failing score and retake limit:** If a student achieves a failing score, the student must contact his or her advisor to develop a written plan of study for a second attempt. The plan is signed by the student, advisor, and department head and filed in the student's file. According to the Graduate Catalog, "Under extenuating circumstances, a third attempt may be granted but only

upon recommendation of the advisory committee [or department] and approval of the Dean for Graduate Studies and Research." Therefore, if a student fails a second time, the student must file an appeal to the Department Head to be considered for a third attempt. The Department Head only makes a recommendation—the Dean for Graduate Studies and Research makes the final decision as to whether or not a third attempt will be granted. Students who require a third attempt may opt for an oral examination before a committee of Counseling faculty and/or Counseling PhD student(s).

F. **Notification of results:** The student will receive a letter from the department head stating the results of the exam.

MASTER'S COMPREHENSIVE EXAMINATION (STUDENT AFFAIRS) Student Affairs program students do not take the CPCE part of the comprehensive exam. Rather, these students must pass a departmental comprehensive examination covering COUN 501, COUN 510, COUN 512, COUN 522, COUN 552, COUN 560, COUN 580, COUN 590, COUN 595, COUN 606, COUN 607, and HED 540. The student must pass each of the above courses with a grade of "A" or "B" before taking the comprehensive examination.

STUDENT APPEAL OF INSTRUCTOR'S EVALUATION If a student wishes to appeal an instructor's evaluation of his/her work, the first step is to discuss the problem with the instructor. If the student still wishes to appeal, he/she should consult the department head. The process for further appeal is outlined in University Procedure 13.99.99.RO.05, available in the offices of the department head, the college dean, and the provost and vice president for academic affairs and student services. This procedure is also available on-line at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.05StudentAppealOfInstructorEvaluation.pdf>.

REGISTRATION FOR GRADUATION Register to graduate by the deadline listed in the current catalog or course schedule. Carefully follow all university requirements regarding the final procedures related to the degree. If courses have been substituted for those printed on the degree plan, a form for substitute approval (available from the student's advisor or The Graduate School) must be completed prior to the registrar's final transcript audit. Make sure this completed form is on file in The Graduate School.

SCHOOL COUNSELOR CERTIFICATION To be certified as a professional school counselor, one must apply for admission to the *Professional Certification Program* in the A&M-Commerce Certification Office. This must be done online at http://teachert.tamuc.edu/teacher/forms/professional_newform.asp BEFORE completing a degree plan.

Prior to being permitted to *register* to take the TExES (the state's required examination for school counseling certification), the student (1) must meet the Counseling Program's requirements for Admission to Candidacy; (2) must pass the Level 2 examination (School emphasis); must

pass the Master's Comprehensive Examination (CPCE); and (3) must have completed successfully COUN 501, COUN 510, COUN 512, COUN 514, COUN 516, COUN 517, COUN 520, COUN 522, COUN 528, COUN 534, COUN 545, and COUN 548—with grades of A or B in 501, 510, 528, 516, 548 and no other grade below a C.

- A. Professional School Counselor Certification. The State Board for Educator Certification (SBEC) requires two years of approved K-12 classroom teaching experience, a master's degree, a passing score on the TExES, and the approval of a university counselor preparation program. Contact the office of the TExES coordinator (903/468-3082) or the A&M-Commerce Certification Office (903/886-5183) for information on the TExES. Contact our department (903/886-5637) for information regarding requirements for program approval.
- B. Emergency School Counselor Certification (Special Assignment Permit). Students who have not finished the academic requirements for full professional school counselor certification may apply to the state for an "emergency certificate" to be employed temporarily as a school counselor in a school that cannot otherwise locate an adequately qualified counselor. For the emergency certificate, the state requires 24 hours of graduate work, including at least 12 in "guidance and counseling." For the emergency permit, the state also requires two years of classroom teaching experience.
- C. Probationary School Counselor Certification. At the request of the state, the program developed standards for a probationary school counselor certificate. This alternative, as does the emergency permit above, allows a student to be employed temporarily as a school counselor without full professional school counselor certification. To receive our program's recommendation for a probationary school counselor certificate, the student must (1) have an approved degree plan on file, (2) have earned at least 24 semester credit hours of graduate courses that must include COUN 501, COUN 510, COUN 528, COUN 516, COUN 514, COUN 520, and COUN 522; (3) have no grade below a B in the above specified courses; (4) have two years of classroom teaching experience, (5) a letter from a school declaring intent to hire the person on probationary status, (6) a site supervisor who has at least two years of experience as a fully certified professional school counselor, and (7) have no grade below B in a course transferred from another university. The Counseling Program may approve substitutions of equivalent courses from another university, although no more than two of the five courses specified above may be approved as transfers. Contact the department for details regarding renewal of the one-year probationary certificate and for information about extending an emergency certificate via probationary certification.

LICENSURE **Licensure is not available for students in the 36-hour Student Affairs program.** If a School Counseling or Clinical Mental Health Counseling student is seeking to become a Licensed Professional Counselor (LPC),

the student must submit a completed application packet to The Texas State Board of Examiners of Professional Counselors at <http://www.dshs.state.tx.us/counselor/default.shtm>, 1100 West 49th Street, Austin, TX 78756-3183, phone 512/834-6658). The state currently requires the completion of a 60 semester hour program of graduate study and 3,000 hours of supervised counseling experience after completion of the graduate program. This is referred to by the LPC Board as "internship" and is not to be confused with the COUN 552 Internship course within our graduate program. Before beginning this post-degree experience, the student must obtain a TEMPORARY LICENSE from the LPC Board, designated as LPC-Intern. Consult with your 552 instructor, advisor, or directly with the LPC Board regarding the temporary license. Be aware of the problem created by the time required for a temporary license to be processed before the post-degree internship begins. One must pass the licensure exam (the National Counseling Examination, NCE), prior to applying for licensure.

CAREER PLACEMENT SERVICES Students who wish to use the university's placement service should contact the Career Services office for information regarding activating a placement file. Services provided by the Career Services office include sending copies of a student's credentials (including designated references) to potential employers; coordinating on-campus interviews with recruiters from business, government, and school districts; and providing information about major companies, school districts, graduate schools, job-search skills, and career planning. Videotapes on writing a resume and interviewing can also be viewed in this office.

Vacancy notices received from public schools, business and government, and higher education are posted daily in the Career Services office and are published twice each month. Bulletins from other universities and other job vacancy publications are also on file and available for student use in the Career Services Office.

The Psychology/Counseling/Special Education Department maintains a bulletin board on which positions are posted.

FINANCIAL AID The Office of Financial Aid & Scholarships has information regarding loans, grants, College Work-Study, on-campus employment and other types of financial assistance which are available for qualified graduate students. Financial Aid is available for students with full admission status only. The Office of Financial Aid is located in the One Stop Shop, Room 100, phone 903/886-5096. The Office of Veterans' Affairs, located in the One Stop Shop, Room 133, phone 903/886-5123, has information regarding Veterans' Administration educational benefits and the Hazelwood Act.

The Graduate School has information regarding several scholarships that are available for master's-level students. Additionally, several named scholarships are available to degree seeking students who have been fully admitted into a master's degree program.

Master's-level graduate assistantships are occasionally available in the department, although other units on campus (such as Student Affairs, College of Education Dean's Office, and Academic Advising) often have assistantships for which master's-level Counseling students are eligible.

FORMAL ENDORSEMENT POLICY Program faculty endorsement is given only:

- A. on the basis of evidence of demonstrated proficiency specifically in the vocational and/or credential area for which endorsement is sought,
- B. after the candidate has completed a substantial portion of the program, necessarily including supervised practicum and/or internship experiences during the program at A&M-Commerce and,
- C. for the professional credential for which the candidate has been prepared, necessarily including appropriate course work and practicum and/or internship placement(s).

COURSE SYLLABI Each instructor prepares syllabi for the courses he/she is currently teaching. Current syllabi for all departmental courses are maintained in the department and are available on request for review by enrolled and prospective students.

PROGRAM EVALUATION The Counseling Program periodically conducts formal program evaluations. Results of the most recent evaluations are available in the department office.

PROFESSIONAL ASSOCIATIONS A variety of professional associations have student members. As a whole, these associations provide many benefits, products, and services to counselors and counseling students. They promote public recognition of the profession, advocate counselor parity with other helping professionals, and represent counselors' interests before federal, state, and/or local government. Addresses for professional associations most directly related to our master's-level options are provided below.

General

American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304-3300 800/347-6647
<http://www.counseling.org/>

Texas Counseling Association
1204 San Antonio, Suite 201
Austin, TX 78701 800/580-8144
<http://www.txca.org/tca/>

Clinical Mental Health Counseling

American Mental Health Counselors Association
801 N. Fairfax St., Suite 304
Alexandria, VA 22314 800/326-2642

<http://www.amhca.org/>

Texas Mental Health Counselors Association
(contact TCA above)

School Counseling

American School Counselor Association
801 N. Fairfax St, Suite 310
Alexandria, VA 22314 800/306-4722
<http://www.schoolcounselor.org/>

Texas School Counselor Association
(contact TCA above)

Student Affairs

American College Personnel Association
One Dupont Circle, NW, Suite 300
Washington, D.C. 20036-3286 202/835-2272
<http://www.acpa.nche.edu/>

ADDITIONAL SUGGESTIONS

- A. Donate to a program scholarship foundation. Donations in any amount are welcomed. These foundations fund scholarships and awards for master's and doctoral students in the Counseling program. Foundations have been formed to honor the following former faculty:
Richard Lampe
John McQuarry
Harold Murphy
David Talbott
William Truax
Ruth Ann White
- B. Keep memberships current in **professional associations** such as TCA and ACA—attend conferences, network, serve as an officer, etc. Become a major contributor, in the tradition of A&M-Commerce, to your profession. Students can enhance their development by student membership in these groups—do not wait until graduation.
- C. Explore the possibility of entering our CACREP-accredited **doctoral program** after graduation and gaining full-time counseling-related work experience.
- D. Attend the annual fall **Ruth Ann White** and **Richard E. Lampe** and spring **Harold D. Murphy** Continuing Education Conferences.
- E. Keep your address, email address, and phone current with the department and inform us of the newsworthy events in your own personal and professional life (including name changes). Our department has a history of long-standing involvement with former students, so please keep us up to date.
- F. Participate in any program evaluation requests you receive from the department after you graduate. This will help us adjust our program to meet the changing needs of students and counselors and meet CACREP accreditation standards.

Retention/Dismissal Procedure – All Programs
 Counseling Program Texas A&M University—Commerce
Document effective beginning with the Summer, 2007 semester

All students admitted to Counseling programs will receive a copy of this document and a copy of the current Counseling Student Competency Evaluation upon acceptance into the program. It is the responsibility of the student to review this document and to inquire as to current revisions that may be applicable.

Academic dismissal will result from failure to maintain the university's required grade-point average. The student should consult the appropriate university catalog regarding academic probation and suspension from degree programs.

Any student who wishes to contest a final grade shall follow the provisions outlined in Texas A&M University-Commerce Procedure 13.99.99.R0.05.

In order to receive a master's degree and/or be recommended for school counselor certification, the student must pass the Counseling Program's *Master's Comprehensive Examination*. Students receiving a doctorate must pass the *Doctoral Comprehensive Examination*.

Master's program: The following course grades are required for progression in the clinical skills sequence: COUN 501 (Introduction to Counseling), COUN 516 (Basic Counseling Skills), COUN 548 (Advanced Counseling Skills) require grade of "B" or higher; COUN 551 (Practicum), COUN 552 (1st), and COUN 551 (2nd) require grade of "S".

Doctoral program: a course grade of "S" is required to progress from one doctoral internship to another.

In accordance with Texas A&M University-Commerce Procedure 13.99.99.R0.10 (Academic Honesty), a student may be suspended or expelled for academic dishonesty, including, but not limited to, cheating, falsifying assignments, and plagiarism. If the student disagrees with the charge or level of penalty related to academic honesty, University procedure 13.99.99.R0.10 provides the appeals process.

University Procedure 11.04.99.R0.16 (Graduate Academic Probation, Retention and Suspension) states "individual departments may reserve the right to suspend from their programs, students who, in their judgment, would not meet the professional expectations of the field for which they are training." (Revised April 2004). Therefore, 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 a clinical skills course and/or receiving counseling. 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.

The Counseling Program is obligated by professional ethics and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The *Code of Ethics of the American Counseling Association* (2014) includes the following:

F.5.a. Ethical Responsibilities. Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics* (2014). Students and supervisees have the same obligation to clients as those required of professional counselors.

F.5.b. Impairment. Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.9.a. Evaluation of Students. Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

F.9.b. Limitations. Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1) assist students 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.

*** It must be noted that all students in the Counseling Program are expected to abide by the American Counseling Associations most recent code of ethics.

Retention/Dismissal Procedure

If a faculty member has sufficient concern regarding the personal limitations of a student she/he should consult with colleagues and with the Department Head.

1. The faculty member will confer with the student, clarifying that the student's continuation in the program could come under review according to the Counseling Program's *Retention/Dismissal Procedure*. The faculty member will document concerns using a *Counseling Student Competency Evaluation* form (CSCE). If warranted, a remediation plan will be developed, including a review date. Copies of the completed CSCE and remediation plan will be placed in the student's Department file and given to the student. It is the responsibility of the faculty member to monitor the remediation plan according to the review date and provide follow-up documentation 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 Departmental action might be necessary, the faculty member will consult with the Department Head regarding options. If resolution is not reached at this point, the Department Head will refer the matter to the Departmental Retention Committee (DRC). The faculty member will provide the DRC with a written summary of the situation, other pertinent documentation, and his/her recommendation. The DRC may consult with other professionals as appropriate.
3. The Department Head will notify the student in writing that the DRC will review the matter and that the student may (a) prepare a written statement for the committee's consideration and (b) has the option to appear before the committee in person. If the student wishes to present a written statement to the DRC, this is due within 14 days of the date of the notification letter from the Department Head. If the student wishes to appear before the DRC in person, the student must notify the committee chair in writing within 14 days of the date of the notification letter from the Department Head. The DRC chair will establish the date, time, and location of the meeting and inform the student in writing.
4. The DRC will make its decision regarding the case and inform the student in writing, with a copy to the Department Head. If the student wishes to appeal, the appeal goes to the Dean for Graduate Studies and Research.

CLINICAL MENTAL HEALTH COUNSELING INFORMATION SHEET
Department of Psychology, Counseling, & Special Education
Texas A&M University-Commerce Commerce, TX 75429 903/886-5637

<u>Required 60 hours</u>			
<i>Level 1 Courses</i> (No prerequisites; 9 semester hours)	<i>Level 2 Courses</i> Prerequisites: Pass Level 1 Examination: Complete all Level 1 Requirements Courses (24 semester hours)	<i>Open Courses</i> (No Prerequisites; 15 semester hours)	<i>Level 3 Courses</i> Prerequisites: Pass Level 2 Examination, Complete Personal Counseling Requirement (12 semester hrs.)
*COUN 501: Intro. to Coun. Prof. *COUN 510: Coun. Theor. & Tech. *COUN 516: Basic Coun. Skills <i>Degree plan must be filed to proceed to Level 2</i>	Specialty Courses (24 semester hrs) COUN 530: CMH Coun. PSY 503: Adv. Abnormal Psych. PSY 507: Pharmaco-Therapy COUN 611: Intro. to M&F Coun. COUN 560: Crisis Intervention COUN 581: Coun. Subs. Abusers Core Course (3 semester hours) *COUN 528: Group Dyn. & Proc. COUN 548: Adv. Coun. Skills	COUN 512: Career Development COUN 517: Assessment in Counseling COUN 522: Coun. Div. Pops. COUN 545: Dev. Issues & Strat. / Coun. Elective – 3 semester credit hours	COUN 595: Res. Lit. & Tech. Clinical Sequence COUN 551: Practicum COUN 552: Internship 1 COUN 552: Internship 2

*Admission to Candidacy requires grades of B or higher in all Level 1 courses. Admission to Candidacy status is a prerequisite for all Level 2 courses.

The courses above include course requirements for counselor licensure (LPC) in Texas. Licensure requires additional supervised post-degree experience, as indicated elsewhere in this handbook.

An advisor in the department will assist students with the selection of an elective course that will best meet the individual student's needs as a clinical mental health counselor.

CACREP Clinical Mental Health Counseling Objectives

Students in the Clinical Mental Health Counseling program will identify, describe, explain, and/or apply knowledge of:

1. pertinent developments in historical, philosophical, societal, cultural, economic, and political contributions to the mental health movement;
2. the role(s), functions, and professional identity of counselors in a variety of clinical mental health practice settings;
3. policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to clinical mental health counseling;
4. ethical and legal considerations specifically related to the practice of clinical mental health counseling (e.g., ethical codes of various professional counseling organizations);
5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in clinical mental health counseling;
6. the roles of clinical mental health counselors in various practice setting and the relationships between counselors and other professionals in these settings;
7. organizational, administrative, fiscal, and legal dimensions of clinical mental health practice settings and institutions;
8. theories and strategies of clinical mental health needs assessment in designing, implementing, and evaluating clinical mental Health Counseling interventions, programs and systems;
9. general principles of clinical mental health intervention, consultation, education, and outreach; and characteristics of human services programs and networks (public, private, and volunteer) in local communities;
10. characteristics of individuals seeking clinical mental health

counseling services, including but not limited to the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence;

11. principles and methods of program development and service delivery for a normally developing clientele, including but not limited to prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help;
12. effective strategies to promote client understanding of and access to community resources;
13. principles and models of biopsychosocial assessment, including techniques, and/or methods for conducting an intake interview, case-conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate treatment plans with regard to planning counseling interventions and tracking client progress;
14. principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual;
15. effective strategies for client advocacy in public policy and governmental relations; and
16. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling services, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

Program Learning Objectives

In addition to the CACREP objectives, the program embraces the following overarching learning objectives for the Clinical Mental Health Counseling specialty area:

CMHC students will be able to:

1. Offer a client diagnosis, given the client's presentation, personal history, and presenting problem.
2. Conceptualize a client/client presenting issue within the scope of the student's theory-of-choice.
3. Develop multiple treatment plans based upon a client diagnosis and conceptualization.
4. Discuss possible pharmaco-therapy treatments, given a particular client diagnosis, including drug biochemistry, drug class, side effects, and adverse drug reactions (ADRs).

SCHOOL COUNSELING INFORMATION SHEET
Department of Psychology, Counseling, & Special Education
Texas A&M University-Commerce Commerce, TX 75429 903/886-5637

Required 60 hours			
Level 1 Courses <i>(No prerequisites; 9 semester hours)</i>	Level 2 Courses <i>Prerequisites: Pass Level 1 Examination: Complete all Level 1 Requirements Courses (18 semester hours)</i>	Open Courses <i>(No Prerequisites; 12 semester hours)</i>	Level 3 Courses <i>Prerequisites: Pass Level 2 Examination, Complete Personal Counseling Requirement (12 semester hrs)</i>
*COUN 501: Intro. to Coun. Prof. *COUN 510: Coun. Theor. & Tech. *COUN 516: Basic Coun. Skills <i>Degree plan must be filed to proceed to Level 2</i>	Specialty Courses (18 semester hrs) COUN 514: School Counseling COUN 520: Adv. School Coun. COUN 534: Coun. Chil. & Adol. COUN 539: Intro to Play Therapy Courses (3 semester hours) *COUN 528: Group Dyn. & Proc. COUN 548: Adv. Coun. Skills	COUN 512: Career Development COUN 517: Assessment in Counseling COUN 545: Dev. Issues & Strat. / Coun. COUN 522: Coun. Div. Pops	COUN 595: Res. Lit. & Tech Clinical Sequence COUN 551: Practicum COUN 552: Internship 1 COUN 552: Internship 2

*Admission to Candidacy requires grades of B or higher in all Level 1 courses. Admission to Candidacy status is a prerequisite for all Level 2 courses.

The courses above **do not** include all course requirements for counselor licensure (LPC) in Texas. Licensure requires a minimum of 60 semester hours, including PSY 503 and one course from COUN 513, 564, or 611 and additional post-degree supervised experience. Regarding courses, the school counselor who also desires the LPC should complete School Counseling master's degree, PSY 503, either COUN 513, 564, or 611, and an additional 3-semester hour elective (PSY 507 is recommended). The additional courses need not be included on the student's master's degree plan in order to count toward licensure.

An advisor in the department will assist students with the selection of an elective course that will best meet the individual student's needs.

CACREP School Counseling Objectives

Students in the school counseling program will identify, describe, explain, and/or apply knowledge of:

1. the foundations of professional school counseling including (a) history, philosophy, and trends and current issues in school counseling; (b) relationship of the school counseling program to academic and student services and to other professional and support personnel; (c) the school setting and curriculum plus strategies for enhancing the learning environment; (d) legal and ethical considerations related to school counseling; (e) the impact of diversity on the school environment, students, and the counseling program; (f) opportunities and barriers that affect student development; (g) the effective use of technology in a school counseling program; and (h) professional organizations for school counselors;
2. how to collaboratively plan, implement, evaluate and advocate for a comprehensive developmental counseling program that includes the four components (a) Guidance Curriculum, (b) Responsive Services, (c) Individual Planning, and (d) System Support. They will identify, describe, and/or explain how to collaborate with others to determine the relevant balance among the four components to meet student and community needs. They will demonstrate understanding of the methods of organizing personnel, physical resources, and activities in relation to defined needs, priorities, and objectives in order to maintain the school counseling program's contribution to the total educational program;
3. how to apply proactive measures, through a guidance curriculum and individual planning, to assist all students to develop and apply skills for educational, career, personal, and social growth during school years and beyond;

4. how to provide individual and group counseling to those students whose developmental needs, personal concerns, or problems affect their continued educational, career, personal or social development;
5. how to advocate for students and to function as a consultant in providing professional expertise to help faculty, staff, administrators, parents, and other community members understand individual behavior and human relationships. School counseling students will be able to interpret relevant information to these persons concerning the development and needs of students;
6. how school counselors as coordinators can bring together people and resources in the home, school, district, and community to support students' optimal academic, career, personal, and social development; and how to work with students' parents or guardians, and/or school personnel, to facilitate referrals appropriately to other resources;
7. how to interpret standardized test results and other available student assessment data to promote sound decision making among students and others involved in students' development. They also demonstrate the knowledge necessary to promote understanding of ethical and legal uses and limitations of assessment; and
8. the importance of professionalism (e.g., following and/or improving professional rules, policies, and regulations; increasing inclusiveness in the school environment; maintaining collaborative inter-professional relationships; applying professional work habits; and continuing professional development) and demonstrate this understanding in their practicum and internship placements.

Program Learning Objectives

In addition to the CACREP objectives, the program embraces the following overarching learning objectives for the School Counseling specialty area:

SC students will be able to:

1. Detail a comprehensive guidance plan given a chosen population (elementary school, middle school, high school)
2. Within the scope of a comprehensive guidance plan, detail how teachers, administrators, and parents/guardians would be involved.
3. Within the scope of a comprehensive guidance plan, detail how one might address problems/complaints/issues presented by teachers, administrators, and/or parents/guardians.

STUDENT AFFAIRS INFORMATION SHEET
Department of Psychology, Counseling, & Special Education
Texas A&M University-Commerce
Commerce, TX 75429
903/886-5637

<u>Required</u> (36 semester hours, no electives)		
COUN 501* - Intro to Coun Prof COUN 510* - Coun Th & Tech COUN 512 - Career Development COUN 522 - Coun Diverse Pops	COUN 560 - Crisis Int: Th & Prac COUN 595 - Research Lit & Tech COUN 580 - Chem Dependency in Persp HIED 540* - Amer. Comm. Coll.	COUN 590 - Legal Iss in Col St Aff COUN 606* - St Aff Serv in Higher Ed COUN 607 - The Cont Coll Student COUN 552 - Internship (pass Comprehensive Examination)

*Admission to Candidacy requires grades of B or higher in COUN 501, COUN 510, COUN 606, and HIED 540.

Student Affairs Program Description

Leading to a Master of Education degree, the Student Affairs program in the Department of Psychology, Counseling, & Special Education at Texas A&M University emphasizes professional training integrating academic preparation with practical experience. The Program has developmental and educational orientations and includes academic preparation in student development, organization and administration of student affairs, interpersonal communication skills, student issues, understanding diversity, and research. A semester-long internship affords students an opportunity for the practical application of skills and academic knowledge. Graduates are prepared to work as student services specialists in diverse student affairs settings such as residence life, student activities, academic advising, career services, multicultural services, orientation, admissions, and TRIO programs in colleges, universities, and community colleges.

Student Affairs Program Objectives

Students in the Student Affairs program will identify, describe, explain, and/or apply knowledge of:

1. the history, philosophy, and current issues related to the student affairs profession and relate them to the role and function of student affairs in higher education, including program design, implementation, management, and evaluation within the diverse higher education community;
2. legal and ethical issues with regard to students and student affairs;
3. theories of student affairs and student development involving both traditional and nontraditional students within differing campus environments;
4. assessment methods, including needs and outcomes, as well as the benefits to be derived from conducting such assessments;
5. theories and models applicable to groups and organizations, including organizational culture, behavior, development, management and change; consultation; leadership personnel selection, supervision, and evaluation; conflict resolution; decision making; and, policy and procedure development, including fiscal, programmatic, and personnel; and
6. processes and procedures that promote academic success and positive interpersonal relationships and enhance career development and leadership and followership training and development

Counseling Student Competency Evaluation (CSCE)

Department of Psychology, Counseling, & Special Education

Texas A&M University—Commerce

Student _____

Today's Date _____

Faculty _____

Course Number _____

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

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

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

0 = No Concern 1 = Concerned 2 = Highly Concerned

Professionalism

- | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. The student conducts himself or herself in a manner consistent with the professional and ethical standards of the Department of Counseling. | 0 | 1 | 2 |
| 2. The student demonstrates a respectful attitude toward peers, professors, and others. | 0 | 1 | 2 |
| 3. The student demonstrates sensitivity to real and ascribed differences in power between him/herself and others. | 0 | 1 | 2 |
| 4. The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice. | 0 | 1 | 2 |
| 5. The student regularly attends class, is on time for class, and stays for the full class meeting time. In field placements, the student establishes and maintains a regular schedule of attendance and service for the entire semester. | 0 | 1 | 2 |
| 6. The student willingly increases knowledge (and implementation) of effective counseling strategies. | 0 | 1 | 2 |
| 7. The student presents a professional image and demeanor at field placement sites. | 0 | 1 | 2 |

General Competency

- | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise. | 0 | 1 | 2 |
| 2. The student takes responsibility for compensating for his/her deficiencies in a timely manner. | 0 | 1 | 2 |
| 3. The student takes responsibility for assuring client welfare when faced with the boundaries of her/his expertise. | 0 | 1 | 2 |
| 4. The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, supervision, or experience. | 0 | 1 | 2 |
| 5. The student demonstrates basic cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems. | 0 | 1 | 2 |
| 6. The student demonstrates oral and written language skills consistent with a graduate level education. | 0 | 1 | 2 |
| 7. The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors. | 0 | 1 | 2 |

Social & Emotional Maturity

- | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients. | 0 | 1 | 2 |
| 2. The student is honest. | 0 | 1 | 2 |
| 3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her counseling work. | 0 | 1 | 2 |
| 4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors. | 0 | 1 | 2 |
| 5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. | 0 | 1 | 2 |
| 6. The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists. | 0 | 1 | 2 |
| 7. The student contributes appropriately to classroom and supervisory discussions and is not disruptive in classroom, field placement, or supervisory settings. | 0 | 1 | 2 |

Integrity and Ethical Conduct

- | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. The student refrains from making statements which are false, misleading, or deceptive. | 0 | 1 | 2 |
| 2. The student avoids improper and potentially harmful dual relationships | 0 | 1 | 2 |
| 3. The student respects the fundamental rights, dignity, and worth of all people. | 0 | 1 | 2 |
| 4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. | 0 | 1 | 2 |
| 5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. | 0 | 1 | 2 |
| 6. The student adheres to the professional standards outlined in the ACA Code of Ethics (2014). | 0 | 1 | 2 |

Clinical Competency

- | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. The student understands and accepts the importance of implementing the core conditions of counseling: unconditional positive regard, genuineness, and empathy. | 0 | 1 | 2 |
| 2. The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy. | 0 | 1 | 2 |
| 3. The student demonstrates a capacity for understanding the influence of others on his/her own development (e.g., family of origin). | 0 | 1 | 2 |
| 4. The student demonstrates a willingness and an ability to explore her/his own emotions, behavior, and cognitions in order to enhance self-awareness and self-knowledge. | 0 | 1 | 2 |
| 5. The student consistently demonstrates excellent interpersonal skills, exhibiting a genuine interest in and appreciation of others, a respect for others, and an ability to interact with others in an appropriate manner. | 0 | 1 | 2 |
| 6. The student demonstrates a potential for working effectively with distressful emotions (his/her own and the emotions of others). | 0 | 1 | 2 |

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Remediation Plan

(to accompany the Counseling Student Competency Evaluation if necessary)

Student Name: _____ Date: _____

Remediation Plan:

Follow-up appointment: _____

Faculty Signature

Student Signature