

Master of Science in Professional Counseling and Master of Science in School Counseling

MASTER'S STUDENT HANDBOOK



**DEPARTMENT OF COUNSELING & EDUCATIONAL PSYCHOLOGY
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INTRODUCTION

The purpose of this handbook is to provide students with information concerning the Department of Counseling and Educational Psychology (CNEP) at Texas A&M University-Corpus Christi. Programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The handbook provides prospective and current students with relevant information, departmental policies, requirements, duties, and expectations set forth by the Department. Students admitted into the CNEP program are provided with a copy of the handbook at either the fall or spring student orientations, during their matriculation in the Introduction to Counseling course (CNEP 5304), or by downloading it from the CNEP Department website http://cnep.tamucc.edu/current_students.html.

It is the responsibility of the student to read and become familiar with the information in the handbook. Students must confirm acceptance of the duties, expectations, and responsibilities outlined in this handbook by signing the **Statement of Understanding (see Appendix F)**. Submission of the signed Statement of Understanding is mandatory during the first semester of enrollment. The signed Statement of Understanding will generally be submitted to the departmental administrative assistant, Rachel Perez, via email at Rachel.perez@tamucc.edu.

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ADJUNCT FACULTY

Adjunct faculty members teach courses as needed in the department. The adjunct faculty teaching in any specific semester will change according to need. To reach adjunct faculty members, either contact them through your BlackBoard course shell or through the email contact they provide in the course syllabus. You may also contact the CNEP office.

PROGRAM INFORMATION**Mission Statement**

The Department of Counseling and Educational Psychology at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares counselors representing diverse backgrounds and experiences to serve the educational and mental health needs in the global community. Students from the South Texas region and beyond are trained in core counseling courses to successfully work in school, community, and mental health settings. Graduates demonstrate a comprehensive in-depth knowledge base in counseling as well as the clinical skills necessary to be effective counselors.

Overview

Texas A & M University-Corpus Christi, through the College of Education and Human Development (COEHD), offers two Master of Science (M.S.) degrees preparing top level counselors to work in clinical mental health settings; hospitals; school systems; marriage, couple, and family counseling centers; and private practice. The **Master of Science in Professional Counseling** (60 semester hours) offers training in three major areas: a) clinical mental health counseling, b) marriage, family, and couples counseling, and c) addictions counseling. Upon completion of the degree program, students will have met all relevant Texas Licensed Professional Counselor (LPC) educational requirements. Students who complete the marriage, couple, and family counseling emphasis will also meet Texas Licensed Marriage, Couple and Family Therapist (LMFT) educational requirements. The **Master of Science in School Counseling** (60 semester hours) prepares students to counsel in PK-12 school settings. Upon completion of the degree program, students will have met all relevant educational requirements for Texas Education Agency school counselor certification and Texas professional counseling licensure (LPC). Students seeking school counseling certification should consult with the school counselor program coordinator and the certification office on campus regarding current state certification requirements to ensure eligibility prior to graduation. Each student's personal and professional development is periodically reviewed by faculty. Students who fail to demonstrate basic knowledge, personal skills,

communication skills, interpersonal skills, and/or counseling skills will be asked to seek remediation or may be dismissed from the program.

Both the M.S. in Professional Counseling (all three specialty tracks) and the M.S. in School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The overall philosophy of the CNEP Department is to prepare master's-level counselors with academic, professional, and personal credentials to perform at a high level of effectiveness in their anticipated work settings. Individual, systems, and integrated training are emphasized with a focus on understanding and applying evidence-based research findings that demonstrate effectiveness in counseling.

Current objectives and student learning outcomes of the CNEP programs are reflected in the core course requirements as mandated by national accreditation standards and licensure boards. Objectives are drawn from current CACREP Standards; the professional literature; and input from faculty, students, graduates, and community members. Through coursework, practicum, internship, research, and successful completion of the comprehensive examination, students are expected to meet all overall program objectives and learning outcomes, as well as specific course objectives and coursework learning outcomes. Students should be prepared to demonstrate success in accomplishing learning outcomes. In addition, students must be familiar with and have access to computer technology in order to participate in on-line course activities and communicate with faculty and other students.

Overall Program Objectives and Student Learning Outcomes

Graduates of the masters programs in Professional Counseling and School Counseling will:

- Develop a theoretical and psychological base of counseling.
- Demonstrate individual and group counseling skills.
- Demonstrate research, measurement, and evaluation expertise.
- Demonstrate personal growth and professional development.
- Demonstrate knowledge and understanding of cultural differences.
- Demonstrate understanding of advocacy and social justice.

Specific Program Objectives and Student Learning Outcomes

Professional Orientation and Ethical Practice: studies that provide an understanding of all of the following aspects of professional functioning.

Graduates of the master's programs in Professional Counseling and School Counseling will:

- Demonstrate understanding of the history and philosophy of the counseling profession.
- Demonstrate understanding of professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communication.

- Demonstrate understanding of counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event.
- Demonstrate self-care strategies appropriate to the counselor role.
- Demonstrate understanding of counseling supervision models, practices, and processes.
- Demonstrate knowledge of professional organizations, including membership benefits, activities, services to members, and current issues.
- Demonstrate knowledge of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
- Demonstrate understanding of the role and process of the professional counselor advocating on behalf of the profession.
- Demonstrate understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- Demonstrate understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Social and Cultural Diversity: studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

Graduates of the master's programs in Professional Counseling and School Counseling will:

- Demonstrate understanding of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.
- Demonstrate synthesis of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients.
- Demonstrate understanding of theories of multicultural counseling, identity development, and social justice.
- Demonstrate competencies in individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.
- Demonstrate understanding of counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.
- Demonstrate understanding of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Human Growth and Development: studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

Graduates of the master's programs in Professional Counseling and School Counseling will:

- Demonstrate understanding of theories of individual and family development and transitions across the life span.

- Demonstrate understanding of theories of learning and personality development, including current understandings about neurobiological behavior.
- Demonstrate understanding of the effects of crises, disasters, and other trauma-causing events on persons of all ages.
- Demonstrate understanding of theories and models of individual, cultural, couple, family, and community resilience.
- Develop a general framework for understanding exceptional abilities and strategies for differentiated interventions.
- Demonstrate understanding of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
- Demonstrate understanding of theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.
- Demonstrate understanding of theories for facilitating optimal development and wellness over the life span.

Career Development: studies that provide an understanding of career development and related life factors.

Graduates of the master’s programs in Professional Counseling and School Counseling will:

- Demonstrate understanding of career development theories and decision-making models.
- Demonstrate understanding of career, avocational, educational, occupational and labor market information resources, and career information systems.
- Demonstrate knowledge of career development program planning, organization, implementation, administration, and evaluation.
- Demonstrate knowledge of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.
- Demonstrate knowledge of and skills in career and educational planning, placement, follow-up, and evaluation.
- Demonstrate knowledge of and skills in use of assessment instruments and techniques relevant to career planning and decision making.
- Demonstrate knowledge of and ability to utilize career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

Helping Relationships: studies that provide an understanding of the counseling process in a multicultural society.

Graduates of the master’s programs in Professional Counseling and School Counseling will:

- Demonstrate an orientation to wellness and prevention as desired counseling goals.
- Demonstrate counselor characteristics and behaviors that influence helping processes.
- Demonstrate essential interviewing and counseling skills.

- Demonstrate understanding of counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions as well as begin to develop a personal model of counseling.
- Demonstrate understanding of a systems perspective that provides understanding of family and other systems theories and major models of family and related interventions.
- Demonstrate understanding and ability to utilize a general framework for understanding and practicing consultation.
- Demonstrate understanding of crisis intervention and suicide prevention models, including use of psychological first aid strategies.

Group Work: *studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.*

Graduates of the master’s programs in Professional Counseling and School Counseling will:

- Demonstrate understanding of the principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.
- Demonstrate understanding of group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.
- Demonstrate understanding of theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
- Demonstrate understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
- Demonstrate accumulation of direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Assessment: *studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.*

Graduates of the master’s programs in Professional Counseling and School Counseling will:

- Demonstrate understanding of historical perspectives concerning the nature and meaning of assessment.
- Demonstrate understanding of basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.
- Demonstrate understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
- Demonstrate understanding of reliability.
- Demonstrate understanding of validity.

- Demonstrate understanding of social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.
- Demonstrate understanding of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Research and Program Evaluation: studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Graduates of the master’s programs in Professional Counseling and School Counseling will:

- Demonstrate the importance of research in advancing the counseling profession.
- Demonstrate understanding of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.
- Demonstrate understanding of statistical methods used in conducting research and program evaluation.
- Demonstrate understanding of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications.
- Demonstrate understanding of how to use research to inform evidence-based practice.
- Demonstrate understanding of and ability to utilize ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

In addition to the outcomes listed above, each program requires students to meet learning objectives in knowledge-based and skills and practice domains. Those learning objectives are outlined in syllabi for coursework.

Programs in Counseling and Educational Psychology

The Counseling and Educational Psychology Department currently offers two M.S. degrees: Professional Counseling and School Counseling. The Professional Counseling degree offers three master’s-level programs. These include Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and Addictions Counseling. A doctoral program, Ph.D. in Counselor Education, is also available. All degrees and programs are accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Both master’s degrees and all master’s programs are 60 hours. All programs share 45 semester hours of core courses and one 3-hour institutional research requirement course which are taken by all students. Those include:

INSTITUTIONAL RESEARCH COURSE (3 semester hours)

EDFN 5301 Introduction to Research

CORE COURSES (45 semester hours)

CNEP 5304 Introduction to Counseling*
 CNEP 5306 Career Counseling
 CNEP 5308 Counseling Theories*

CNEP 5312	Addictions Counseling
CNEP 5314	Theory and Practice of Multicultural Counseling
CNEP 5327	Ethical and Legal Issues in Counseling*
CNEP 5328	Abnormal Human Development and Behavior
CNEP 5354	Developmental Issues in Human Personality and Behavior
CNEP 5361	Group Counseling
CNEP 5371	Psychometrics
CNEP 5381	Psychodiagnosis and Treatment Strategies*
CNEP 5384	The Counseling Process*
CNEP 5397	Practicum**
CNEP 5698	Internship I
CNEP 5698	Internship II

The M.S. in School Counseling degree also requires:

CNEP 5316	Developmental School Counseling**
CNEP 5315	Responsive Services in Schools
CNEP 5318	Consultation in School Settings
CNEP 5326	Family Counseling w/Children & Adolescents

Each specific program within the M.S. in Professional Counseling degree also have additional course requirements as follows:

Clinical Mental Health Counseling

SPECIAL EMPHASIS COURSES (12 semester hours)

CNEP 5319	Introduction to Clinical Mental Health Counseling**
CNEP 5320	Intro to Marriage, Couple, & Family Counseling
CNEP 5322	Strategies in Family Counseling or
CNEP 5324	Counseling Couples
CNEP 5375	Clinical Mental Health Counseling Strategies

Marriage, Couple, and Family Counseling

SPECIAL EMPHASIS COURSES (12 semester hours)

CNEP 5320	Introduction to Marriage, Couple, and Family Counseling**
CNEP 5322	Strategies in Family Counseling**
CNEP 5324	Counseling Couples
CNEP 5326	Family Counseling with Children and Adolescents

Addictions Counseling

REQUIRED SPECIAL EMPHASIS COURSES (9 semester hours)

CNEP 5313 Theories and Techniques in Substance Abuse Counseling**
CNEP 5321 Advanced Strategies in Process Addictions and Substance Abuse Counseling
CNEP 5323 Counseling and Holistic Wellness
ELECTIVE (3 semester hours to be chosen in consultation with faculty advisor)

** These courses are **required** for admission to practicum. Please note that four core courses (including 5304 and 5308) are required for admission to 5381 and 5384.*

***These additional courses are **required** for admission to internship, and may be taken before or currently with practicum.*

Course Sequencing

Courses in the graduate program in the Counseling & Educational Psychology Department at Texas A & M University-Corpus Christi are designed to provide a gradual skill-building experience, beginning with the introductory course CNEP 5304, and culminating with the internship experience.

Course sequencing is utilized to maximize the student learning process. Students are responsible for reviewing the catalog and schedule to be certain that all prerequisites are met before they enroll in courses. Some courses are offered once per year or every other semester. Please see Appendix A for a list of typical course offerings by semester. Students should also keep in mind that the Comprehensive Examination is generally taken during Practicum; thus, completion of coursework regarding areas covered on the exam prior to practicum is strongly recommended. **Consult with your faculty advisor regarding your course selection.**

A minimum of 12 semester hours of core counseling courses must be completed, including CNEP 5304, CNEP 5308, before students may register for CNEP 5381 or 5384. Students must request permission to enroll in CNEP 5381 and 5384 from the course instructor, who will then notify the administrative assistant to issue the permit to register. A copy of your Degree Works must be attached to your email request. CNEP 5327, Ethical and Legal Issues in Counseling must be completed prior to registration in Practicum. In addition, some specialty courses plus practicum must be completed prior to admission to **internship**. These specialty courses are CNEP 5316 (Developmental School Counseling) for school counseling students, CNEP 5319 (Introduction to Clinical Mental Health Counseling) for clinical mental health counseling students, CNEP 5320 (Introduction to Marriage, Couple and Family Counseling) and CNEP 5322 (Strategies in Family Counseling) for marriage, couple, and family counseling students, and CNEP 5312 (Addictions Counseling) and CNEP 5313 (Theories and Techniques in Substance Abuse Counseling) for addictions counseling students. Examples of possible course sequencing for 6- and 9- credit hour course loads are included in Appendix B.

Practicum and Internship

Students must apply for Practicum and Internship *by the last regular class day* of the semester preceding the one in which they wish to take the course. During the semester preceding enrollment in Practicum, students are required to complete a practicum/internship application and attestation document which are to be turned in to the departmental administrative assistant. Applications are available on-line (see Practicum/Internship Handbook on departmental webpage) and in the departmental literature area. In addition, the application

material must include a copy of current DegreePlanner documentation which includes all courses on the degree plan, grades for completed courses, and courses in process. All submissions must be in hard copy. Please note: if the area of emphasis has been changed, students should ensure the change is reflected on DegreePlanner.

When the completed application is received, Dr. Marvarene Oliver or Dr. Michelle Hollenbaugh, Practicum/Internship Co-Coordinator, will verify eligibility and approve each student meeting the criteria. The departmental administrative assistant will then enter permits which allow enrollment in courses requested. Students must apply **for each semester** they wish to enroll.

PRIOR TO ENROLLING IN PRACTICUM, SPECIFIC COUNSELING COURSEWORK MUST BE COMPLETED. Please see the Graduate Catalog as well as earlier sections of this Handbook for specific information about prerequisites. In addition, students are required to complete a practicum/internship orientation program in BlackBoard before a permit to enroll the following semester will be issued. The program is required prior to *each* semester in which students will take practicum/internship. **Completion of the program and passing the quiz at the conclusion of the program is mandatory.**

Practicum

Practicum for graduate students in counseling is one of the most important professional preparation activities. The practicum experience is designed to allow students to apply and synthesize the knowledge and skills from previous learning. Students are also given opportunities to develop and practice new skills in a supervised environment. Practicum requires weekly group supervision in addition to individual site supervision and individual or triadic university supervision. Thus, practicum students receive an average of 1.5 hours of group supervision a week as well as 2 hours of individual/triadic supervision each week.

Students enrolled in practicum must obtain a copy of the *Practicum/Internship Manual*, which is available electronically on the departmental website as well as from the practicum instructor. Students must complete a total of 100 clock hours, at least 40 of which are required to be direct client contact hours. Neither group nor individual/triadic university supervision count as a part of the 100 hours required for practicum. Students should consult the Practicum/Internship Handbook for practicum objectives and student learning outcomes.

Internship

The internships for graduate students in Professional Counseling and School Counseling are considered the most important and comprehensive professional experience in the counseling programs. Internship is designed to allow students to apply skills and knowledge previously gained in a supervised setting compatible with their ultimate choice for an introductory professional work setting. To ensure that the student's individualized career goals are met during the internship experience, arrangements for the internship are planned in collaboration involving the student, the on-site supervisor, the Practicum/Internship Co-Coordinator, and the student's supervising professor at Texas A&M University-Corpus Christi.

Students are required to apply for internship in the semester prior to enrollment in this course. Students should have an internship site selected and have contact with the site prior to enrollment in the internship course. The internship site may be the same site at which the student completed practicum hours; however, a **new site agreement is required for each semester**. Experiences are expected to be broader in scope and moving toward the level of work expected of an entry-level counselor. The *Practicum/Internship Manual*, which can be found on the departmental website or obtained from the internship instructor, is required. Students should consult the manual for internship objectives and student learning outcomes.

Prior to enrolling in the Internship, students must have successfully completed Practicum (CNEP 5397). Additional prerequisites include CNEP 5316 for the School Counseling Program, CNEP 5319 for the Clinical Mental Health Counseling Program, CNEP 5320 and CNEP 5322 for the Marriage, Couple, and Family Counseling Program, or CNEP 5312 and CNEP 5313 for the Addictions Program.

Texas A & M University—Corpus Christi’s Professional Counseling and School Counseling degrees follow the internship requirements set forth in CACREP standards and are in compliance with Texas Licensed Professional Counselor rules. Internship students are required to earn a minimum of **600 clock hours** (generally approximately 300 per semester) to satisfy the internship requirement. Students fulfill this requirement by enrolling for two semesters of internship.

Professional Counseling students should plan to take the courses sequentially. Because CACREP school counseling programs must fulfill internship requirements in a school setting offering a comprehensive school guidance program, **School Counseling students** are often best served by taking internship courses in fall and spring semesters. In addition, school counseling students must enroll in an internship designated for school counseling degree students.

Enrollment in two internships in the same semester is not allowed. Over the course of the two internships, at least 240 hours of the 600 required hours must be direct client contact hours. Unlike practicum, both group and individual supervision hours count as part of the 600 total indirect hours.

The marriage, couple, and family and addictions programs have specific requirements for internship as shown below. Students should consult the course syllabi as well as the *Practicum/Internship Manual* for additional information.

- **Marriage, Couple, and Family Counseling Program** students must obtain at least 80 of the overall 240 *internship* direct hours with couples and families. Working systemically with an individual may not constitute couples and family contact. Students should consult with their individual instructors about specifics of this requirement.
- **Addictions Counseling Program** students must obtain at least half of their direct hours in internship working with individuals and/or families concerning substance abuse. In order to qualify for the LCDC, students are required by the regulatory board to obtain hours in a variety of specific areas. In order to be certain that both LCDC and departmental requirements are met, students must pay particular attention to documentation of direct/indirect and state LCDC requirements.

Bridge Supervision Course

All students obtaining practicum or internship hours must be enrolled in a group supervision course (practicum, internship, or bridge supervision). The bridge supervision course is a one credit hour course that meets an average of 1.5 hours per week during breaks between semesters. Students who wish to remain at their sites during semester breaks must enroll in the bridge supervision course and attend all group supervision meetings. There are no exceptions to this requirement. See Practicum/Internship Handbook for additional information.

Other Requirements for Practicum/Internship

Registration for practicum/internship includes a **fee for liability insurance** to cover each student enrolled for the practicum/internship experience.

Practicum students who, due to circumstances at their sites or *exceptional* personal circumstances, are unable to complete required direct hours may receive a grade of incomplete. Vacations, weddings, birthdays, or other occurrences that are clearly those of personal choice do not qualify as exceptional circumstances. Further, students cannot receive a passing grade or an incomplete if they fail to obtain all required supervision hours, both group and individual/triadic, or fail to complete other requirements of practicum. Practicum students must earn a grade of B or better to proceed to Internship. Internship students should show substantial progress toward hours during their first semester of internship; however, as internship hours must be accrued over a minimum of two semesters, there is not a specific hour requirement. If a student fails to make substantial progress and the shortage is deemed excessive by the instructor when considering a particular case, a student **may earn a grade of “no credit”** and be required to re-take Internship I. Failure to complete required supervision hours and other course assignments during each individual internship course **will result in a grade of “no credit”** unless exceptional circumstances apply. Students **may also earn a grade of “no credit”** as a result of failure to demonstrate adequate progress in skill attainment. Students may make up missed group supervision hours, with permission from the instructors involved, by attending another section of the course.

The only acceptable reason for an incomplete in practicum or internship is inability to complete direct hours due to circumstances beyond the student’s control. Students who are asked to leave their practicum or internship sites for cause may receive an F or No Credit for the course. In addition, a Student Competency Evaluation will be triggered.

Policies for review of students during Practicum and Internship include the criteria discussed in the Student Review and Retention Policy, those noted on the Professional Issues and Behavior Rating Scale, and additional criteria appropriate to clinical practice. Specific criteria used for evaluation in practicum and internship are outlined in the *Practicum/Internship Manual*.

Site Selection

We do not approve sites per se. The department approves site *supervisors*. However, some sites would clearly be inappropriate because the services provided do not fit the requirements of the program. With that in mind, students should select their practicum and internship sites based on the following guidelines:

- Appropriateness of the site and services for one's specific counseling program and needs
- Availability of appropriate supervision (master's degree or higher in counseling or a related field [e.g. social work, psychology], appropriate credentials, two years of experience, and training in supervision or commitment to participate in on-going training provided by the department)
- Availability of a variety of professional experiences
- Availability of opportunities to audio- or video-tape sessions
- Availability of opportunity to provide individual, couple, and/or family counseling over a period of time

Almost always, students should choose sites different from their place of current employment. With permission from one's current employer and the Practicum/Internship Co-Coordinator and in collaboration with the course instructor, a student may complete practicum/internship at an employment site **if professional activities are qualitatively different than what is normally required and are consistent with the activities of a master's-prepared counselor**. Students must have any such arrangements pre-approved by the Practicum/Internship Co-Coordinator.

Information on previous sites used by students may be obtained from the Department of Counseling and Educational Psychology. It is strongly recommended that, in addition to visiting more than one site, prospective internship students also contact students who performed their internships at those sites in order to get useful feedback on the quality of supervision, receptiveness of staff, and types of clients typically served by the site. In addition, the Department of Counseling and Educational Psychology hosts a Site Fair during the fall and spring semesters. Students are encouraged to attend and to meet representatives from available sites in the area.

If a student chooses to complete an internship at a site not previously used by the Department of Counseling and Educational Psychology, the student must consult with the co-coordinators of Practicum/Internship. It may be necessary for the student to arrange a meeting between the prospective on-site supervisor and one of the Practicum/Internship coordinators to determine the appropriateness of the placement. Students MAY NOT count previous work experiences to satisfy internship requirements.

All counseling practicum/internship students are required to attest that they have received a criminal background check within the last year or will receive one prior to working with clients. While this is a university policy for those working with certain populations, the department requires the background check for working with *all* populations. In addition, verification of certain health information such as a record of vaccinations is required by some sites. The procedures for some sites require the student to go through the site for these checks; others require the student to arrange for required checks. If a student's site does not require a background check, the student must attain a background check via TAMU-CC. Information about how to obtain the criminal background checks is included in the practicum and internship handbook. Students should begin the process early in the semester prior to practicum/internship. In addition, students should submit the release of information regarding criminal background checks prior to beginning the course. Failure to do so could impact a student's ability to complete practicum/internship.

The Department Counseling and Training Clinic

Some students may be able to gain hours at the CNEP Department's Counseling and Training Clinic, including supervision. However, students must apply and be approved by Dr. Yvonne Castillo, the Clinic Director, to see clients in this setting. Students should be aware that, based on the needs of current clients being served, Dr. Castillo may have additional academic requirements for students who wish to complete practicum/internship at the clinic. Information about requirements should be sought from her as much as a year prior to beginning the practicum. A formal site agreement and commitment to the clinic is required. Students may not see clients in the clinic unless Dr. Castillo or her designee is on site. Questions may be addressed to Dr. Castillo.

The Counseling and Training Clinic (hereafter referred to as "the Clinic") exists for three purposes. First, the Clinic provides a setting for supervised counselor training for practicum and internship students. Second, it offers counseling services for individuals, couples, and families from the surrounding community as well as for Early Childhood Development School students and parents. Third, the Clinic may be used for certain kinds of research, conducted either by students or by faculty.

The Clinic's facilities are designed to allow monitoring and recording of all counseling sessions. These facilities allow for direct observation, supervision, and feedback from supervisors to CNEP students. All students who wish to complete practicum or internship should expect every session to be recorded and monitored.

Policies and Procedures

Admissions Procedures

See the TAMUCC Office of Graduate Studies and Research website for information on the application process: http://gradschool.tamucc.edu/how_to_apply.html

Applications for the program must be submitted via the Apply Texas website:

https://www.applytexas.org/adappc/gen/c_start.WBX

The CNEP Department admits students three times per year. The above minimum criteria, along with the following factors, are reviewed by the CNEP Department faculty selection committee in determining admissions.

- Undergraduate performance - GPA
- Any graduate level coursework
- Quality and relevancy of recommendations
- Counseling-related work experiences
- Personal interview information
- Personal/professional goal statements
- Potential for success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts

Students who do not meet the requirements for full admission into the department may be admitted on conditional status and may take courses approved by department faculty. Those courses will generally be EDFN 5301 (Introduction to Research), CNEP 5304 (Introduction to Counseling), and CNEP 5308 (Counseling Theories). Students must earn a GPA of 3.0 on the courses taken to proceed to full admission.

Degree Plans and Advisement

Each applicant admitted into the graduate program in Counseling and Educational Psychology is assigned an advisor from the faculty in the department. Students are notified via letter that their *faculty* advisor has been assigned soon after being admitted to the program. It is then the students' responsibility to contact their advisor and set up an initial meeting. The advisor will review the student's goals and work with the student to complete a degree plan by the end of the second semester. Students are provided one copy of the degree plan, one is placed in the CNEP file, and an electronic version will appear in DegreePlanner. If a student wants to change advisors, a request should be made to the Department Chair. If students wish to change specific programs, they must meet with their advisor to discuss the implications of such a change and to file a new degree plan. Because each program has specific requirements, failure to make formal changes can jeopardize both entry into practicum/internship and graduation. **Failure to appropriately and officially file or modify degree plans is likely to result in difficulties at graduation – administrative offices will be unable to 'clear' students to graduate!**

Individual Development Plan (IDP)

The **Individual Development Plan (IDP)** is a tool used by faculty in the Department of Counseling and Educational Psychology to help facilitate students' professional counselor identity development. All students are required to complete an IDP and meet with their faculty advisor to review their responses at various checkpoints throughout their degree plan. Items on the IDP relate to students' knowledge of the counseling

profession, the clinical skills needed to be a positive change agent for their community, and what it means to be a professional counselor. After completing an IDP, students will need to print a copy and bring it with them to their advising meeting. The IDP can be found at http://cnep.tamucc.edu/current_students.html . Listserv postings will alert students when it is time to complete another IDP and schedule an appointment with their faculty advisor to review.

Notification of Intent to Graduate

Graduation upon completion of the course requirements is NOT automatic. **The semester before graduation is anticipated**, students should obtain and file an application for graduation from the Office of Admissions and Records by the deadline date indicated in the University Class Schedule. Deadline dates are also available on the Texas A&M University-Corpus Christi website and the College of Graduate Studies website.

Comprehensive Examination

All students are required to pass a comprehensive examination as part of their program. The comprehensive examination is administered in the fall, spring, and summer semesters, and students become eligible to take the examination during the semester practicum is taken. The examination used by the department is the Counselor Preparation Comprehensive Examination (CPCE) developed by CCE. The CPCE is a national standardized examination covering the CACREP core curriculum areas in counseling. Information on sitting for the examination including registering, associated fees, and creating a Pearson online testing account are distributed to students via the department listserv each semester. As such, students should check their university-issued email accounts regularly.

The following content areas are included on the comprehensive examination:

- Professional Orientation and Ethics
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation

The CPCE is a 160-item multiple choice examination administered online. Students may take the examination as many times as needed to successfully pass (defined as achieving a score of 70% or greater). Students who are unsuccessful in attaining a passing score will meet with their advisors to develop a remediation plan that promotes success on subsequent testing.

The Counseling Student Listserv and Email

Students are **required to set up and utilize their islander email account**. This email address is the one the University requires faculty and staff to use when communication originates from the University. The islander

account can be set to forward automatically to the student's preferred email address so that communication from the department and the university is not overlooked.

The Counseling and Educational Psychology Department maintains a listserv for graduate students. **All students are required to subscribe to the listserv** since announcements and reminders are sent out to students using this venue. In addition, the listserv may be used by students to seek support, advice, knowledge, and expertise from other counseling students. For instance, students may use the listserv to share upcoming meeting dates and times, to seek sources for a project, to locate and buy used books, or to dialogue about an issue related to counseling. Students should remember that when posting to a listserv or responding to a listserv message, they are sending a message to all who subscribe to the list. Thus, private information or information intended for a particular recipient should not be posted to the listserv. In addition, students should remember that the listserv is a professional venue and is to be used as such.

To subscribe, send an email to counsel-list-request@listserv.tamucc.edu with 'subscribe' in the subject line. Students must use the islander email account to subscribe. This email account can be forwarded to the personal email account preferred by each student. To send mail to all who are subscribed to the list, send email to counsel-list@listserv.tamucc.edu. To unsubscribe, send an email message to counsel-list-request@listserv.tamucc.edu with the word 'unsubscribe' in the subject line.

Please be aware that **failure to receive information from the university or department because the listserv and islander accounts are not maintained is not a valid reason to miss deadlines or other information critical to student success in the program.** We make significant efforts to keep you informed, and the islander email and listserv accounts are a major part of that effort. If you have difficulty or stop receiving emails via the listserv, you should troubleshoot the issue immediately in order to stay up-to-date.

Grading Policies

The standard letter grade policy is used in the CNEP Department for most courses. Internship (5698) uses a *credit/no credit* policy. Only two Cs may be counted toward the degree, and these courses may not be in CNEP 5697 (Practicum) or CNEP 5384 (Counseling Process). If a student earns a C in either of these courses, he or she will be required to re-take the course before continuing on with practicum or internship. If a student believes a grade has been awarded in error, the student should follow the Grade Appeal Process outlined below and must start with meeting with the instructor.

Students should also be aware that cumulative grade point average (GPA) at TAMUCC includes grades on **all graduate coursework** taken at this university, whether a part of a counseling degree plan or not. The GPA displayed on DegreePlanner will often not be the same as the cumulative GPA as it just lists the GPA associated with coursework taken as part of the current degree plan. Scholastic probation and enforced withdrawal are based on *cumulative* graduate GPA and not just GPA within the department.

Grades of Incomplete

Grades of incomplete are only given in exceptional or unusual circumstances. Generally, students must be making satisfactory progress in a course and must have a substantial portion of work completed to qualify for an incomplete. **It is the responsibility of the student** to request a grade of incomplete from the instructor, and if it is determined by the instructor that such a grade is appropriate, a Request for Incomplete Grade Notation is filled out and submitted. The Request must be approved by the Department Chair and the Dean. If a student receives a grade of I (incomplete), he or she is responsible for completing work by the last class day of the next regular (fall or spring) semester unless an earlier date is specified in writing on the Request for Incomplete Grade Notation. If work is not completed and submitted by the date indicated on the Request, the student's grade will change to an F or into the grade specified on the Request. **It is the responsibility of the student** to ensure that work is completed and submitted to the appropriate instructor in a timely manner. Once work is submitted, a Change of Grade form is filed and the student's academic record will be changed.

Students receiving financial aid should consult with a financial aid advisor before making the decision to take an incomplete, as this may affect Financial Aid eligibility status.

Grade Appeals Process

As a matter of departmental, college, and university policy, students who have a complaint about a grade should first discuss the matter with the instructor. If the problem cannot be resolved, then the student should follow the steps outlined in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. The document is available through the University Rules website at http://studentaffairs.tamucc.edu/student_grade_appeal_procedure.pdf.

Professional Duties and Personal Expectations

Student Responsibility

In accordance with the Graduate Catalog, the Counseling and Educational Psychology Department faculty assists students in progressing toward the degrees they are seeking. However, ultimate responsibility for understanding and following the degree requirements rests with the students themselves. Students are responsible for understanding degree requirements, enrolling in courses that fit into degree programs, and taking courses in the proper sequence to ensure appropriate progression of work. Students are expected seek advice from faculty about degree requirements and other university policies when necessary. Students are responsible for understanding and complying with the provisions of this handbook, the university Student Handbook, and all applicable policies, rules, regulations, and procedures of the Texas A&M System and Texas A&M University-Corpus Christi, including those pertaining to academic standards and student conduct. The Student Handbook and Student Code of Conduct may be found at <http://www.tamucc.edu/~students>. Academic misconduct, as well as other violations, may result in serious consequences outlined in the Student Handbook, including dismissal from the University.

Students are expected to conduct themselves in an ethical, responsible, and professional manner. Students must be knowledgeable about and adhere to the code of ethics of the [American Counseling Association](#) (ACA), as well as the [International Association of Marriage and Family Counselors](#) (IAMFC) or the [American School Counselor Association](#) (ASCA). In addition, students, depending on their degree plans and professional goals, must be familiar with and adhere to the rules and regulations of the [Texas State Board of Examiners of Professional Counselors](#), the [Texas State Board of Examiners of Marriage and Family Therapists](#), and/or the [TEA Educator Code of Ethics](#). The codes include both mandatory and aspirational considerations for students and professionals in the field of counseling. Mandatory guidelines must be adhered to at all times. The codes of ethics are located on the web pages of the respective organizations.

Faculty Monitoring of Students

As trainers of student counselors, the faculty of CNEP expects prospective counselors to be concerned about other people, stable and psychologically well-adjusted, effective in interpersonal relationships, and able to receive and give constructive feedback. In addition, the expectation is that students be committed to personal growth and professional development through opportunities such as those provided in course work, group labs, supervision, self-selected readings, personal counseling, and personal wellness activities. We believe that counselors have an ethical responsibility to be willing to do in their own lives what they ask their clients to do. Further, the faculty supports research that indicates that the *person* of the counselor is as important as the *skills and knowledge* possessed by the counselor.

The CNEP faculty members acknowledge that a component of their responsibility to the student, the profession, and the eventual consumers of counseling services provided by CNEP graduates is the necessity to monitor not only academic progress but also the personal attitudes and conduct of students which will affect their performance in the field. Student behavior and attitudes should be of a quality as to NOT interfere with the professionalism or helping capacity of the student. Examples of attitudes and conduct that are likely to impact performance in the field can be found in the Professional Issues and Behavior Rating Scale (Appendix E). In addition, guidance regarding professional attitudes and conduct can be found in the ACA *Code of Ethics* and the Codes of Ethics of the Texas State Board of Examiners of Professional Counselors (TSBEPC) and other applicable regulatory bodies. Adherence to the ACA *Code of Ethics*, including the core professional values of counseling and ethical principles enumerated in the Preamble of the Code, as well as the Codes of Ethics of the Texas State Board of Examiners of Professional Counselors (TSBEPC) and other applicable regulatory bodies, is expected.

Students in training are reviewed each semester by all faculty members. This regular and on-going monitoring allows faculty members to identify problems students may be experiencing in the program as early as possible in their academic careers and assist students in developing solutions before such problems lead to concerns which merit formal remediation procedures. Students are reviewed based on student professional and ethical behavior as outlined in this document and in the professional codes of ethics referenced, clinical performance, and academic performance. If a student's professional integrity, skill level, professional development, academic performance or conduct is found lacking, the faculty member who notes the concern will meet individually with the student to review and document those concerns and responses thereto following the *Student Review and Retention Policy* (see next section) and utilizing the *Student Competency Evaluation Form*

(SCEF; Appendix A) and/or the *Professional Issues and Behavior Rating Scale* (PIBRS; Appendix C). Concerns may include but are not limited to unresolved personal problems, lack of relationship building skills, questionable ethical behavior, inability to accept feedback, academic misconduct, failure to achieve student learning objectives, or other issues which interfere with a student's ability to function effectively as a counselor. Other issues as identified on the Individual Development Plan (IDP) may also be considered. Note: While the *Professional Issues and Behavior Rating Scale* is also completed in specified courses and is not necessarily an indication of problem behavior, the *Student Competency Evaluation Form* is used exclusively to identify problematic behaviors that are expected to change.

In any meeting triggered by a faculty concern that results in documentation to the SCEF and/or PIBRS, the student will be presented with a copy of the relevant evaluation form (SCEF and/or PIBRS). A copy of the form will be maintained in the student's departmental file. The faculty member will inform departmental faculty about the evaluation. Recommendations that are agreed upon by the student and faculty member will be followed up by the faculty member and a report then filed regarding completion or non-completion of the recommended actions. Non-completion of agreed-upon recommendations will result in referral to the Review, Remediation, Retention, and Dismissal Committee for possible further action.

If a student receives more than one form in the student departmental file, whether the SCAF or PIBRS, the student will be required to meet with the Review, Remediation, Retention, and Dismissal Committee. (See *Student Review and Retention Policy* in this handbook for more information.) In addition, students should be aware that all such evaluations are discussed by the full faculty during regular faculty meetings as an ongoing part of student monitoring.

Continuing issues that are not adequately addressed as part of the remediation process are grounds for suspension or dismissal from the program. Refer to Student Review, Remediation, Retention, and Dismissal, below, for more information about the process used in the department.

Departmental policies for review of students during Practicum and Internship include the above criteria as well as additional criteria appropriate to the clinical experience. These additional criteria can be found in the *Practicum/Internship Manual* (see syllabi, evaluation forms, and tape rating sheets).

Personal Counseling

CNEP faculty members believe that participating as a client in individual or group counseling can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare mental health professionals. Experience as a client in personal counseling is, therefore, strongly recommended for CNEP program students. Individual or group counseling should be conducted by a licensed professional counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained professional. The University Counseling Center and the Career Center are available for students at no charge. *Personal counseling may at any time be required by the Department for the student to continue in the program.* Commencement of counseling and recommendation of additional

counseling may be a stipulation or condition at the time of the student's screening or at any time during his/her program. The student has the right to choose his/her own counselor.

Student Review, Remediation, Retention, and Dismissal

In accordance with CACREP accreditation recommendations, students are reviewed and monitored by departmental faculty during their matriculation in the CNEP programs. When a student fails to exhibit behaviors consistent with the duties, responsibilities, and expectations of professionals being prepared as counselors or demonstrates behaviors or attitudes that are inconsistent with recognized legal and ethical standards, the *Counseling Student Competency Evaluation Form* (SCEF; Appendix C) is utilized as the initial step in the student review, remediation, retention, and dismissal policy. The SCEF is used by faculty when a concern is raised about a student's behavior within a class or during an activity sponsored by the TAMUCC College of Education. This form may be used when the student engages in conduct, irrespective of its time or location, which raises substantial questions about the student's ability to perform his or her role as a professional counselor. The *Professional Issues and Behavior Rating Scale* (Appendix E) may also be used as part of the process if the concerns identified by the faculty member are consistent with the PIBRS items. The purpose of the process is twofold: to provide opportunities for students to address problematic behaviors and to provide gatekeeping for the profession, including reducing the risk of harm to future clients and the public.

If, in the professional judgment of the program faculty a student's behavior is deemed substandard, unethical, illegal, and/or professionally questionable at any time during the course of training (including course work, practica, and internships), the following actions may be taken:

1. *Initial consultation with faculty member:* This is the first step in the process. When a faculty member identifies an issue related to student performance, the faculty member may initiate a Student Competency Evaluation and consult with the student. If no corrective actions are required or the instructor and student agree on corrective steps to be taken, no further action is required, and the instructor will submit documentation of the consultation using the SCEF to be placed in the student's departmental student file. The student will receive a copy of the SCEF. If agreed-upon steps are to be taken, the faculty member will follow up with the student and will make a notation on the SCEF when the steps have been completed. However, in some cases (e.g., occurrence of a clear ethics violation), the faculty member may also contact the Department Chair to establish a Review and Retention Committee to consider the case. A decision by the faculty member to forward the SCEF to the Department Chair for additional review by committee will be provided to the student and noted on the SCEF.

2. *Consideration by Committee:* When the student does not agree with corrective actions discussed during the consultation meeting, the faculty member will notify the Department Chair. The Department Chair will appoint members to the CNEP Review and Retention Committee, which will be charged with reviewing the SCEF to determine what further action should be taken. The CNEP Review and Retention Committee is an ad-hoc committee composed of three faculty members from the department. The referring faculty member may not serve on this committee. The committee may meet with the student, the faculty member, and other individuals who may have pertinent information. The student will have the opportunity to present issues and

concerns to the Review and Retention Committee. The committee will determine whether probation and remediation, recommendation for voluntary resignation from the program, or a recommendation for dismissal is warranted.

3. *Probation and Remediation*: If the Review and Retention Committee determine that probation and remediation are appropriate, the student will be placed on departmental probation and the student and the Committee will develop a remediation plan. This plan will (a) behaviorally define the deficiencies to be addressed, (b) identify the expected outcomes of remediation, (c) identify possible methods that could be used to reach these goals, which could include personal counseling, group growth experiences, self-structured behavioral change, and/or additional academic course work or field experiences, or other appropriate methods, (d) define acceptable methods for demonstration of outcomes identified in (b) above, and (e) designate a date for goal attainment or reevaluation. The plan will be in writing and will be signed by both the student and the chair of the committee. A copy of the plan will be provided to the student and a copy will be placed in the student's departmental file. The student's advisor or other faculty member designated by the Department Chair will monitor student compliance.

If there is disagreement between the student and the Department of Counseling and Education Psychology Review and Retention Committee, the committee will forward the recommendation to the Department Chair. The student will have a right to appeal the decision with the Department Chair within 10 business days. If the Department Chair agrees with the committee recommendations, the remediation plan will go into effect. If a student continues to refuse participation in the remediation once the Department Chair has rendered a decision, the Department will forward an immediate dismissal recommendation to the Graduate School.

4. Upon completion of the remediation plan or on expiration of the remediation plan deadline (whichever comes first), the student will request an evaluation of his or her progress. This request should be made to the faculty with whom the student has been working. The student will provide a report documenting the actions taken to address the remediation plan. After discussion with the student, the faculty member will provide the Committee with the report, along with any observations he/she may have about student progress. If the student does not request evaluation by the deadline, the remediation plan will be considered incomplete and the student will be subject to recommendation for dismissal.

5. The Review and Retention Committee will review progress made towards completing the remediation plan and will recommend one of the following options:

a. Continuation in the program: The specified concerns no longer present a significant problem and the student is allowed to continue in the program.

b. Continued probation and remediation: If progress toward achieving the objectives is documented on the first evaluation but further remediation activities are warranted, an updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion.

c. *Voluntary resignation*: If satisfactory progress has not been demonstrated and there is little or no expectation that the student can reasonably attain them in the near future, the Committee may recommend that the student voluntarily withdraw from the program.

d. *Dismissal from the program*: If the student has failed to attain the objectives and there is no expectation that he or she can reasonably attain them in the near future and the student does not voluntarily withdraw from the program, the Department will recommend dismissal from the program to Graduates Studies.

6. If the recommendation from the committee is 5.a or 5.b, the student will be notified in writing, by the Chair of the Committee, of the reevaluation decision. If continued probation and remediation is recommended, the committee will establish a new remediation plan (see 3 above for details).

7. If the recommendation from the committee is 5.c or 5.d, the committee will bring the issues to the departmental faculty meeting. Upon faculty agreement, the chair of the committee will meet with the student to discuss voluntary withdrawal. The student will have 10 business days to appeal the decision of the committee to the department chair. If the department chair concurs with the decision of the committee, the student will have the opportunity to voluntarily resign from the program. If the student chooses not to resign, the student will be dismissed from the counseling program. The chair of the committee and the department chair will send notification to the Office of Graduate Studies with a recommendation that the student be dismissed from the university.

Should a recommendation for dismissal to the university be made to the College of Graduate studies, the department will cooperate with the Office of Graduate Studies and will follow the TAMUCC policy and procedures for dismissal from the university outlined in the graduate catalog.

Other Information

Orientation Meetings

New student orientation meetings are held in conjunction with the TAMU-CC graduate school orientation, and in each of the *Introduction to Counseling* classes. Orientation goals include:

- Providing new students with information about the respective programs.
- Discussing the importance of seeing an advisor and completing/reviewing the degree plan.
- Informing students about departmental functions, workshops, honor society, etc.
- Providing information regarding the comprehensive exams.
- Gathering information from students.
- Distributing and reviewing the Handbook.

Professional Liability Insurance

Litigation involving practitioners in the mental health professions has increased dramatically. Clearly, the best way to avoid involvement in litigation is to adhere to professional ethical standards, as well as to demonstrate high standards of personal and professional conduct. However, there are no guarantees, and ethical practice does not ensure that a mental health professional will not be sued. As a result, the vast majority of professionals now consider professional liability insurance a necessity. In addition, most insurers who cover mental health services require that providers of services who receive reimbursement from the insurer carry professional liability.

The university and some schools have professional liability insurance policies that cover students who are providing services to clients as part of the practicum or internship. Practicum and internship students in the Counseling and Educational Psychology Department at Texas A&M University-Corpus Christi pay a fee each semester which is used, in part, to cover the cost of that liability insurance. However, there may be some restrictions on coverage, which makes it advisable for students to have their own insurance. Student membership in ACA or TCA includes as a part of the membership fee professional liability insurance. Students should check time limits on membership-related insurance to be sure that it will cover them throughout the practicum and internship experiences.

Financial Aid

A number of students receive financial aid through grants, loans, work-study programs, assistantships, and scholarships. The Office of Student Financial Assistance (OSFA) is located on the first floor of the Student Services Center (SSC) and the contact number is (361) 825-2338. General eligibility requirements as well as application forms and detailed instructions for applying for financial assistance can be found at <https://osfa.tamucc.edu>.

Most financial aid programs have a limited amount of funds which must be granted on a first-completed, first-awarded basis. Therefore, students are strongly encouraged to have their financial aid files completed dates listed on the OSFA website. More information can be found in the Graduate Catalog and on the College of Graduate Studies website.

Graduate Assistantships

The CNEP Department has a limited number of graduate assistantships available. Priority is typically given to doctoral students, but all counseling students are eligible to apply. To apply for an assistantship, students first must submit a resume to the CNEP Department Office. While not required, a recommendation letter from a program faculty member also may be submitted. The Department Chair and program coordinators will meet to review all complete applications submitted. Applicants will be rank ordered in terms of fit both for the student's professional growth and the department's needs. The Department Chair will communicate to students selected to receive a graduate assistantship in the department.

In addition, a number of CNEP students are often employed as graduate assistants in other Departments within and outside of the College of Education and Human Development. Research assistants are also employed on funded research projects within the Department and University.

Professional Licensure and Certification

Individuals in the counseling profession who practice in the state of Texas may seek licensure as a Licensed Professional Counselor (LPC). Depending on their academic program, they may also be eligible for licensure as a Licensed Marriage and Family Therapist (LMFT). The faculty makes every effort to ensure that graduates meet all academic and pre-graduation clinical requirements for licensure; thus, if a student adequately completes the courses required for graduation in the CNEP program, he or she should be well prepared to seek licensure in the state of Texas.* After graduation, students must still obtain additional clinical supervised experience. They must also take the licensure examination and the jurisprudence examination for either license desired. The examinations must be taken and passed before obtaining the LPC-Intern or LMFT-Associate. Accumulation of clinical hours may not begin until the license has been granted. Details of licensure procedures, including testing information, may be found on the websites for the regulatory boards. For LPC information, students may visit www.dshs.state.tx.us/counselor. For LMFT information, the website is www.dshs.state.tx.us/mft.

*Note: Changes to TSBEP and TSBEMFT rules can and do occur. Timelines for changing the Graduate Catalog and the consideration and publication of rules for licensure do not coincide; thus, you may be required to take additional or alternative coursework from that appearing on your degree plan if you wish to pursue licensure as an LPC or LMFT. You will receive information via the departmental listserv as we receive it. We will inform you of changes as soon as changes are finalized by that Board.

Individuals obtaining the master's degree in School Counseling seeking school counseling certification must complete several steps to be in order to be certified in Texas. Students must complete the school counselor application on the TEA website, submit evidence of a background check, and pass the TExES 152 School Counseling Certification examination. Please note that TEA charges various fees when completing the certification process. To take the TExES 152 school counseling exam, students must complete CNEP 5316 Developmental School Counseling. There are no exceptions to taking the state exam prior to course completion. After completing CNEP 5316, students must schedule a practice exam with the College of Education Certification office. Students must provide evidence of exam preparation when taking the practice test. Students will be approved to take the state counseling exam once they have received an 85% or higher on the practice exam. Please note that the TExES 152 exam is offered on a limited basis per TEA guidelines. Students must pass this exam, obtain a master's degree in the school counseling program, and have two years of successful teaching experience to qualify for a school counseling position in the State of Texas. Students are encouraged to read and familiarize themselves with the information available at https://tea.texas.gov/Texas_Educators/Certification/Additional_Certifications/Student_Services_Certificates/

The National Board of Certified Counselors (NBCC) certifies individuals as National Certified Counselors if they have met the minimum academic and experiential preparation standards appropriate for all persons who refer

to themselves as counselors. Beyond successful completion of an appropriate master's degree program, NBCC's National Counselor Examination must be successfully completed. Information can be obtained by contacting www.nbcc.org.

Students may also be eligible for a national certification in marriage and family therapy (Certified Family Therapist) through The National Credentialing Academy (NCA) for Certified Family Therapists. Contact NCA at either the website, www.natlacad.4t.com, or via email, ncacademy@stx.rr.com

Professional Identity

In order to assist students in developing a strong professional identity, the Department of Counseling and Educational Psychology has instituted an Individual Development Plan system which assesses students' knowledge and understanding of the core CACREP areas of professional orientation, ethical practice, advocacy, social and cultural diversity, human growth and development, helping relationships, and theoretical orientation. Additionally, a student's IDP should address goals for professional growth and counselor identity.

Students are required to initiate an on-line individual development plan with details about their goals and strategies for accomplishing both holistic personal development and professional growth and counselor identity throughout their time in the CNEP program.

Professional Affiliation

To enhance graduate education and set the foundation for full participation in the counseling profession, we strongly recommend that all graduate students become members of the professional organizations or associations that represent their area(s) of special interest. Most professional organizations offer reduced membership rates to students as well as the following benefits:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions in which membership is held.
- Reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization.
- Eligibility for member services (library resource use, legal defense funds and services, group liability insurance).
- Involvement with activities and issues which are directly or indirectly pertinent to their profession (legislation and professional credentialing, including licensure, certification and program accreditation).
- Affiliation with other professionals having interests and areas of expertise similar to their own.
- Liability insurance coverage included in the cost of student membership.

Most professional organizations have both state and national affiliations. Students may join one without joining the other. Divisions within the professional organizations serve specific areas of interest (i.e., marriage and family counseling, mental health counseling, or school counseling). These divisions can be joined if one already belongs to the parent organization (usually at a small additional cost) or as a division member only.

Students are often given applications to join the American Counseling Association (ACA) and the Texas Counseling Association (TCA) at orientation sessions. Applications are also available in the Early Childhood Development Center. Most of the faculty members are members of ACA and TCA. Some hold offices in the professional organizations or are on boards and committees of these organizations. Students may be required to obtain a faculty signature in order to receive a student rate.

Recommended National Organizations

AMERICAN COUNSELING ASSOCIATION (ACA)

Divisions and affiliates of ACA:

- American Mental Health Counselors Association (AMHCA)
- International Association of Marriage and Family Counselors (IAMFC)
- Association for Specialists in Group Work (ASGW)
- National Career Development Association (NCDA)
- Association for Counselor Education and Supervision (ACES)
- Association for Multicultural Counseling and Development (AMCD)
- National Employment Counseling Association (NECA)
- International Association of Addictions and Offender Counselors (IAAOC)
- American College Counseling Association (ACCA)
- Association for Adult Development and Aging (AADA)
- American Rehabilitation Counseling Association (ARCA)
- Association for Humanistic Counseling (AHC-)
- Association for Assessment and Research in Counseling (AARC)
- Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
- Military and Government Counseling Association (MGCA)
- Association for Gay, Lesbian, Bisexual, and Transgender Issues in Counseling (AGLBTIC)
- Counselors for Social Justice (CSJ)
- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACC)

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)

Recommended State Organizations

TEXAS COUNSELING ASSOCIATION (TCA)

Divisions and interest groups of TCA (may not include all groups):

- Texas Mental Health Counselor Association (TMHCA)
- Texas Association of Marriage and Family Counselors (TAMFC)
- Texas School Counselor Association (TSCA)
- Texas Association for Humanistic Education and Development (TAHEAD)
- Texas Association for Adult Development and Aging (TAADA)
- Texas Association for Counselor Education and Supervision (TACES)

- Texas Association for Multicultural Counseling and Development (TAMCD)
- Texas Association for Religious and Value Issues in Counseling (TARVIC)
- Texas Association for Specialists in Group Work (TASGW)
- Texas Career Development Association (TCDA)
- Texas College Counseling Association (TCCA)
- Texas Association for Assessment in Counseling and Education (TAACE)

Because we realize that financial resources are limited, students are *not required* to become a member of one or more professional organizations. However, membership in a professional organization is an important aspect of professionalism, and therefore, students are *strongly encouraged* to join one or more of the above professional organizations.

Chi Sigma Iota

Texas A & M University-Corpus Christi has a chapter of Chi Sigma Iota (Theta Alpha Mu), the International Counseling Honor Society. The Theta Alpha Mu Chapter in the CNEP Department at Texas A & M University-Corpus Christi is active in conducting seminars and workshops and holding special events for CNEP students. A student member representing the chapter will attend the National ACA Conference and represent the Theta Alpha Mu Chapter at the CSI business meeting. Eligibility criteria include the completion of 9 to 12 semester hours in the counseling program with a GPA of 3.5.

Workshops Sponsored by the CNEP Department

The CNEP Department regularly offers workshops for students and professionals in the community to further enhance knowledge and skills in counseling. The workshops are announced in classes, posted on the listserv and CNEP bulletin board, and may be funded by grants, projects such as the Texas Counselors and Healthcare Integration Project (Tex-CHIP), or sponsored by Chi Sigma Iota. Students are encouraged to attend.

Other Sources of Information

Information about Texas A & M University-Corpus Christi, the College of Education and Human Development, and the Counseling and Educational Psychology Department is available online. You can also visit the website of the College of Graduate Studies (www.gradcollege.tamucc.edu). You will find information about policies and rules governing master's degree programs at this University, application information and forms, important deadline information, and information about financial aid. The Graduate Catalog is also available via the TAMUCC and College of Graduate Studies websites.

Appendix A: COUNSELING AND EDUCATIONAL PSYCHOLOGY M.S. COURSE SEQUENCING

Course	Fall	Spring	Summer I	Summer II
CNEP 5304 Introduction to Counseling	X	X	X	
CNEP 5306 Career Counseling		X		
CNEP 5308 Counseling Theories	X	X	X	
CNEP 5310 Career & Vocational Assessment				
CNEP 5312 Addictions Counseling	X		X	
CNEP 5313 Theories & Techniques in Substance Abuse Counseling			X	
CNEP 5314 Theory & Practice of Multicultural Counseling		X		X
CNEP 5315 Responsive Services in Schools			X	
CNEP 5316 Developmental School Counseling				X
CNEP 5318 Consultation in Schools				X
CNEP 5319 Introduction to Clinical Mental Health Counseling	X		X	
CNEP 5320 Introduction to Marriage, Couple, & Family Counseling	X		X	
CNEP 5321 Advanced Strategies in Process Addictions & Substance Abuse				X
CNEP 5322 Strategies in Family Counseling			X	
CNEP 5323 Counseling for Holistic Wellness				X
CNEP 5324 Counseling Couples				X
CNEP 5326 Family Counseling with Children & Adolescents				X
CNEP 5327 Ethical & Legal Issues in Counseling	X			X
CNEP 5328 Abnormal Human Behavior	X	X		
CNEP 5329 Cultural Immersion: Diversity of Spanish Speakers				
CNEP 5330 Professional & Technical Spanish				
CNEP 5331 Strategies & Interventions for Spanish-Speaking Clients				
CNEP 5332 Spanish-Speaking Internship I				
CNEP 5333 Spanish-Speaking Internship II				
CNEP 5351 Learning & Motivation				
CNEP 5354 Developmental Issues in Human Personality & Behavior		X		X
CNEP 5361 Group Counseling	X	X		
CNEP 5364 Advanced Group Counseling				
CNEP 5365 Stress Management & Integrated Wellness			X	
CNEP 5366 Introduction to Clinical Hypnosis				
CNEP 5371 Psychometrics	X	X		
CNEP 5374 Individual Intelligence Testing				
CNEP 5375 Clinical Mental Health Counseling Strategies				X
CNEP 5381 Psychodiagnosis & Treatment Strategies	X	X		X
CNEP 5384 The Counseling Process	X	X		
CNEP 5385 Bridge Supervision	X	X		X
CNEP 5390 Professional Seminar				
CNEP 5397 Practicum	X	X	X	
CNEP 5399 Specialized Internship Experience				
CNEP 5696 Directed Individual Study				
CNEP 5698 Internship	X	X	X	

Appendix B

Sample Course Sequencing for a 2-, 3-, or 4-Year Residency

Max Time	Full-Time (University)	Part-Time
Fall, Year 1	Fall, Year 1	Fall, Year 1
CNEP 5304	CNEP 5304	CNEP 5304
CNEP 5308	CNEP 5308	CNEP 5308
CNEP 5314	CNEP 5327	
CNEP 5327		Spring, Year 1
	Spring, Year 1	CNEP 5306
Spring, Year 1	CNEP 5306	CNEP 5314
CNEP 5306	CNEP 5314	
CNEP 5328	CNEP 5328	Summer I, Year 1
CNEP 5371		Specialty Course #1
CNEP 5384	Summer I, Year 1	
	Specialty Course #1	Summer 2, Year 1
Summer I, Year 1		Specialty Course #2
Specialty Course #1	Summer 2, Year 1	
CNEP 5312	Specialty Course #2	Fall, Year 2
		CNEP 5327
Summer 2, Year 1	Fall, Year 2	CNEP 5312
Specialty Course #2	CNEP 5361	
CNEP 5381	CNEP 5381	Spring, Year 2
	CNEP 5384	CNEP 5371
Fall, Year 2		CNEP 5384
EDFN 5301	Spring, Year 2	
Specialty Course #3	CNEP 5354	Summer 1, Year 2
CNEP 5361	CNEP 5371	CNEP 5381
CNEP 5397	CNEP 5397	
		Summer 2, Year 2
Spring, Year 2	Summer 1, Year 2	Specialty Course #3
CNEP 5354	Specialty Course #3	
CNEP 5698	CNEP 5698	Fall, Year 3
		CNEP 5361
Summer 1, Year 2	Summer 2, Year 2	EDFN 5301
Specialty Course #4	Specialty Course #4	
CNEP 5698		Spring, Year 3
	Fall, Year 3	CNEP 5354
	EDFN 5301	CNEP 5397
	CNEP 5312	
	CNEP 5698	Summer 1, Year 3
		CNEP 5698
		Summer 2, Year 3
		Specialty Course #4
		Fall, Year 4
		CNEP 5328
		CNEP 5698

Appendix C

CNEP Student Competency Evaluation

Students enrolled in the Counseling and Educational Psychology Department must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the current ACA Code of Ethics and any other codes of ethics of relevant professional associations as well as the State of Texas. A student's acceptance in the Counseling and Educational Psychology Department does not guarantee professional fitness, which is required to remain in the program. At any time, if a student does not seem professionally fit, he/she may be referred to a faculty review committee to discuss the student's needs. In accordance with departmental goals and standards, students are expected to exhibit:

- an attitude that respects individual uniqueness and potential growth and development of all individuals;
- personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law;
- awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society;
- productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others;
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity; and
- a commitment to participation in professional organizations and production and presentation of scholarly papers and publications (Doctoral Students Only).

Name of student: _____ Name of Faculty: _____

Nature of concern: _____

Recommendations: _____

Student Signature _____ Date _____

Faculty Signature _____ Date _____

Appendix D

Masters Student Advising and Comprehensive Monitoring Process

The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with the established institutional due process policy, the American Counseling Association's (ACA) code of ethics, and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members will facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.

The Student Advising and Monitoring process is based on adopting an umbrella advising approach in which the program faculty provides structured guidance for each student as he or she progresses through the program.

Students will normally be expected to meet with their faculty advisor on a minimum of three occasions.

1. At initial enrollment
 - a. For completion of an academic degree plan
 - b. For development and review of an individual development plan (IDP)
 - i. Students will be directed in their admissions letter to complete a draft of a development plan to be discussed and reviewed with their faculty advisor.
2. Immediately prior to applying for practicum/internship
 - a. For review/revision of development plan
3. When applying for graduation
 - a. This may also allow students to review with advisor comprehensive examination results and discuss plans for taking the NCE and pursuing certification/licensure.

In addition, students are expected to meet with the faculty advisory upon receipt of any academic deficiency letter (see below) in order to review the IDP and discuss intervention referrals that may be required to assist with academic difficulties. Documentation of advising contacts will be kept in a cumulative folder, along with a copy of the IDP and a copy of the degree plan. Remediation and retention plans may be developed as a part of the intervention designed to assist students experiencing difficulties.

Academic progress monitoring

Monitoring which specifically reviews academic performance in all CNEP courses occurs each semester. Students receiving a 'C' or below will be flagged and sent an email requiring that they meet with their faculty advisor before or soon after the beginning of the next academic semester in which they plan to enroll. This advisory meeting is an addition to the three required advisory meetings outlined above.

Individual Development Plans (IDP)

At admission or soon after beginning the first semester, students are expected to initiate an on-line individual development plan with details about their goals and strategies for accomplishing holistic personal development, professional growth, and establishment of a strong counselor identity throughout their time in the CNEP program. Holistic personal development is defined in the context of personal growth and holistic wellness consistent with ACA Code of Ethics, which encourages professional counselors to actively engage in self care and maintenance of personal wellness. Students are expected to address goals for personal holistic development as part of the CNEP portfolio. Students will also complete the IDP as part of the practicum application process as well as during the final internship.

Our program supports professional growth and development of counselor identity through an interactive process of informational, experiential, and professional advising opportunities. Students are expected to address goals for professional growth and counselor identity as part of a CNEP departmental portfolio to be maintained securely by CNEP administrative staff. The portfolio is designed as a record of ongoing monitoring of student progress throughout their curricular experience in CNEP. Students begin this process by initiating the IDP process as described below.

An electronic template, http://cnep.tamucc.edu/masters_current_students.html, is linked to acceptance letters in which each student is asked to complete an IDP before visiting with the faculty advisor. The plans are downloaded to a student file which is securely maintained by program support staff. Student files are made available to faculty advisors for use during advising meetings with students. In this way, advisors can help student complete or revise IDP plans throughout the student's curricular experience.

Professional Issues and Behavior Rating Scale

Professional counseling is a process that requires high levels of ethical behavior, professionalism, integrity, and self knowledge in addition to skills and academic knowledge. Faculty members will complete the *Professional Issues and Behavior Rating Scale* on all students in their Introduction to Counseling, Practicum, and Internship I and II courses. In addition, faculty members who have concerns about a student who exhibits the kinds of potential problems identified on this rating scale may complete this scale at any other time during the program. The originating faculty member will review the scale with the student, and the original document will be placed in the student's departmental file. The student will receive a copy. The scale, as well as further detail about its use, can be found in Appendix C.

Appendix E

Professional Issues and Behavior Rating Scale Department of Counseling and Educational Psychology

Student Name: _____ Date: _____

Course (if applicable): _____ Other: _____

In addition to counseling skills, professional counselors should demonstrate appropriate professional behavior as well as the ability to manage themselves effectively and appropriately. Items below are representative of the kinds of behavior practicum and internship instructors and supervisors will consider as part of their overall evaluation of students in practicum/internship. Faculty members may indicate other specific items as needed.

Depending on severity, number of issues, and response to faculty/supervisor feedback, results on this evaluation may impact grade in the course, ability to proceed to the next course in the practicum/internship sequence, and/or the departmental remediation process.

*N/O denotes Not Observed.

-2	-1	0	+1	+2
Poor: Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior	Unsatisfactory: Often behaves in a way that is unacceptable or inconsistent with professional behavior; however, there is some evidence of growth	Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training's development; however, there is inconsistency	Good: Professional behavior generally demonstrated	Excellent: Professional behavior consistently demonstrated to a high degree

Is open and receptive to supervision	-2	-1	0	+1	+2	N/O*
Is prepared for supervision	-2	-1	0	+1	+2	N/O
Willingly makes changes in response to supervision	-2	-1	0	+1	+2	N/O
Actively solicits feedback about their work	-2	-1	0	+1	+2	N/O
Receptive to feedback from peers	-2	-1	0	+1	+2	N/O
Is actively attentive when peers present their work	-2	-1	0	+1	+2	N/O
Provides appropriate and useful feedback to peers	-2	-1	0	+1	+2	N/O

Demonstrates ability to be self-reflective about work with clients	-2	-1	0	+1	+2	N/O
Demonstrates ability to be self-reflective about personal attitudes, behaviors, and beliefs	-2	-1	0	+1	+2	N/O
Demonstrates good interpersonal skills with peers	-2	-1	0	+1	+2	N/O
Demonstrates a collaborative stance with peers	-2	-1	0	+1	+2	N/O
Adheres to general standards of professional ethics and practice (e.g., ACA, IAMFC)	-2	-1	0	+1	+2	N/O
Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEPC, TSBEMFT, TEA)	-2	-1	0	+1	+2	N/O
Demonstrates sound judgment in matters related to the profession and practice of counseling	-2	-1	0	+1	+2	N/O
Demonstrates commitment to personal growth and professional development	-2	-1	0	+1	+2	N/O
Demonstrates openness to new ideas	-2	-1	0	+1	+2	N/O
Demonstrates ability to accept personal responsibility	-2	-1	0	+1	+2	N/O
Demonstrates ability to regulate and express emotions effectively and appropriately	-2	-1	0	+1	+2	N/O
Demonstrates awareness of own impact on others	-2	-1	0	+1	+2	N/O
Demonstrates openness to issues of multiculturalism and diversity, including willingness to enhance skills and competence in these areas	-2	-1	0	+1	+2	N/O

Faculty Signature

Student Signature

Date

Date

Appendix F

Statement of Understanding

(to be signed and submitted to the CNEP administrative assistant)

Students enrolled in the Counseling and Educational Psychology Department must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate fitness in their professional fields as discussed in the Professional Duties and Personal Expectations and the Review, Remediation, Retention, and Dismissal sections of this Handbook. In addition, students are expected to conform to the current ACA Code of Ethics and any other codes of ethics of relevant professional associations as well as the State of Texas. A student's acceptance in the Counseling and Educational Psychology Department does not guarantee professional fitness, which is required to remain in the program. At any time, if a faculty member determines that a student's behaviors or attitudes are of concern as outlined in the policies indicated above, he/she may be referred to a faculty review committee to discuss the student's needs. In accordance with departmental goals and standards, students must exhibit:

- an attitude that respects individual uniqueness and potential growth and development of all individuals;
- personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law;
- awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society;
- productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others; and
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity.

I, _____ (student name), have received and read the Student Handbook from Texas A & M University-Corpus Christi Counseling and Educational Psychology Department. I understand the policies and procedures as stated in the Handbook, including the Student Review and Retention Policy. I agree to fulfill the requirements as stated and to abide by the policies set forth herein as well as to comply with all applicable state and federal laws and policies, rules, regulations, and procedures of Texas A&M University System and Texas A&M University Corpus Christi.

I understand that a program in counseling involves activities and learning experiences that require a certain amount of self-disclosure and personal reflection that may cause some personal discomfort. I also recognize that I am obligated to treat self-disclosure of others with respect and maintain confidentiality of peers who participate with me in class activities.

I further agree that the faculty of the Counseling and Educational Psychology Department program at Texas A & M University-Corpus Christi has the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics.

If in the opinion of the faculty, any or all of these are in question, I agree to abide by the faculty's decision as to whether or not I will continue in the program.

Student Signature

Date

Instructor Signature

Date