STUDENT HANDBOOK

Master of Science Degrees in:
Professional Counseling
Professional School Counseling

DEPARTMENT OF COUNSELING & EDUCATIONAL PSYCHOLOGY
Texas A & M University-Corpus Christi
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Introduction

The purpose of this handbook is to provide current and prospective students with information related to the Department of Counseling and Educational Psychology (CNEP) at Texas A&M University-Corpus Christi (TAMU-CC). The handbook addresses all policies, procedures, requirements, duties, and expectations set forth by the Department of CNEP as related to graduate study in counseling. Students admitted into any of the Department of CNEP programs are provided a copy of the handbook when they begin their program at the new student orientation session. A digital copy is available for download on the Department of CNEP website http://cnep.tamucc.edu/current_students.html.

Students are responsible for reading and becoming familiar with the information contained in this handbook. Students must confirm acceptance of the duties, expectations, and responsibilities outlined in this handbook by signing the Statement of Understanding (see Appendix F). Signed copies of the Statement of Understanding must be submitted during the student’s first semester of enrollment in the program. The signed Statement of Understanding will generally be submitted Rachel Perez, CNEP administrative associate via e-mail at rachel.perez@tamucc.edu.

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Full-Time Faculty

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Administrative Staff

Rachel G. Perez
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Adjunct Faculty

Adjunct faculty are hired to teach in the Department of CNEP on an as needed basis. Please note that adjunct faculty course assignments are subject to change and are not considered to be permanent assignments. Though adjunct faculty do not maintain offices on campus, they can be reached through your Blackboard course shell or through the e-mail contact information provided in your course syllabus. You also may contact the Department of CNEP main office to leave a message.

General 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 graduate-level counselors and counselor educators, representing diverse backgrounds and experiences, to facilitate impactful societal changes at the local, state, national, and international levels.

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) addictions counseling; b) clinical mental health counseling; and c) marriage, family, and couples 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 all relevant Texas Licensed Marriage, Couple and Family Therapist (LMFT) educational requirements. The Master of Science in Professional School Counseling (60 semester hours) prepares students to counsel in PK-12 school settings. Upon completion of their 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 professional school counseling program coordinator and certification office staff on campus regarding current state certification requirements to ensure eligibility prior to graduation. Each student’s personal and professional development will be periodically reviewed by faculty. Students failing to demonstrate basic knowledge, appropriate personal and professional deportment, communication skills, interpersonal skills, and/or counseling skills will be asked to seek remediation or may be dismissed from the program.
Accreditation

All programs in both the M.S. in Professional Counseling and the M.S. in Professional School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Consistent with CACREP Standards, the overall philosophy of the Department of CNEP is to prepare master’s-level counselors with the academic, professional, and personal credentials needed to perform at a high level of effectiveness in their anticipated work settings. Individual, systems, and integrated training are emphasized with a focus on students understanding and being able to competently apply evidence-based research findings demonstrating effectiveness in their counseling practice.

- Addictions Counseling (accredited through 2020)
- Clinical Mental Health Counseling (accredited through 2020)
- Marriage, Couple, and Family Counseling (accredited through 2020)
- School Counseling (accredited through 2020)

Master’s Program Objectives

The Department of CNEP has identified several foundational curricular and professional objectives for each student enrolling in one of its master-level counseling programs. Each of these objectives has specific outcomes measures.

Curricular Objectives

Graduates of the Professional Counseling and Professional School Counseling master’s programs will be able to:

- Knowledgeably integrate fundamental principles of professional orientation and ethical practice into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of social and cultural diversity into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of human growth and development into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of career development into contemporary counseling practice
- Knowledgeably integrate fundamental principles of counseling and helping relationships into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of group counseling into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of assessment and testing into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of research and program evaluation into contemporary counseling practice.
Additionally, students in the addictions track will be able to:

- Knowledgeably integrate fundamental principles of substance abuse treatment into contemporary addictions counseling practice.

Additionally, students in the clinical mental health track will be able to:

- Knowledgeably integrate fundamental principles of holistic evidence-based care into contemporary clinical mental health counseling practice.

Additionally, students in the marriage, couple, and family track will:

- Be able to knowledgeably integrate fundamental principles of relationships and family systems into contemporary marriage, couple, and family counseling practice.

Additionally, students in the M.S. in School Counseling will:

- Be able to knowledgeably integrate fundamental principles of comprehensive guidance curriculum development and delivery into contemporary school counseling practice.

Professional Objectives

- Students in the M.S. in Professional Counseling programs will obtain the appropriate state-level licensure specific to their discipling (e.g., LPC, LMFT, LCDC).
- Students in the M.S. in Professional School Counseling program will obtain state-level certification as a professional school counselor.

Program Admissions

Students seeking admission to the University for graduate study must meet the following criteria:

- An earned bachelor’s degree from an accredited institution of higher education in the United States (or an equivalent foreign institution).
- A minimum GPA of 2.5 in the last 60 hours of postsecondary education.

In addition to the University requirements described above, students seeking to pursue graduate-level course work in Counseling must meet the COEHD graduate admission requirements as specified in the COEHD Graduate Policies and Regulations section of the University’s Graduate Catalog. These requirements include:

- Minimum GPA of 3.0 in the last 60 hours of undergraduate study
- Three letters of recommendation
- 500-700-word professional writing sample
- Personal interview
- 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 a conditional status and take courses approved by the CNEP faculty. Students must earn a GPA of 3.0 on the courses taken to proceed to full admission status.

See the TAMUCC Office of Graduate Studies website for information on the application process: [http://gradschool.tamucc.edu/how_to_apply.html](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](https://www.applytexas.org/adappc/gen/c_start.WBX)

**Program Matriculation**

Students pursuing either the M.S. in **Professional Counseling** or M.S. in **Professional School Counseling** degree must satisfy all the following standards to be eligible for graduation:

1. A cumulative GPA of 3.0 or better
2. No more than two courses with a grade of C being applied toward the degree
3. No course with a grade below C being applied toward the degree
4. No grade below B in Practicum being applied toward the degree
5. Successfully achieving a passing score on the comprehensive examination

Students may choose to begin their practicum or internship once all prerequisite coursework has been completed (see list of prerequisites in this handbook). However, students are prohibited from proceeding to practicum if they have not met the standards in 1-3 above. Additionally, they may not proceed to internship if standards 1-4 have not been met.

All degree requirements, including coursework completed at TAMU-CC and coursework from other institutions being accepted for transfer credit, must be completed within seven (7) calendar years from the date of initial enrollment in the program (defined as the student’s catalog year).

**The Curriculum**

Both the M.S. in **Professional Counseling** and M.S. in **Professional School Counseling** degrees feature 60-semester credit hour degree plans. All programs share 45 semester hours of core courses and one 3-hour institutional research requirement course which are taken by all students.

**Institutional Research Course**

EDFN 5301 Introduction to Research

**Core Courses**

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

** Specialty Program Courses **

The M.S. in **Professional Counseling** degree includes additional course requirements based on the specialty program. Each specialty programs includes 12 semester credit hours of coursework.

In the **Addictions Counseling** program, students also are required to take:

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  
CNEP ------  (3 semester hour elective to be chosen in consultation with faculty advisor)

In the **Clinical Mental Health Counseling** program, students also are required to take:

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

In the **Marriage, Couple, and Family Counseling** program, students also are required to take:

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

* These courses are **required** for admission to Practicum (CNEP 5397). Please note that four core courses (including CNEP 5304 and CNEP 5308) are required for admission to CNEP 5381 and CNEP 5384.

** These additional courses are **required** for admission to Internship (CNEP 5698) and **may** be taken prior to or concurrent with Practicum (CNEP 5397).
Course Sequencing

Courses in the Department of CNEP graduate programs are designed to provide a gradual skill-building experience, beginning with the introductory course, CNEP 5304, and culminating with the Internship experience, CNEP 5698.

Course sequencing is utilized to maximize the student learning process. Students are responsible for reviewing the catalog and schedule to be certain all prerequisites are met before enrolling in courses. Some courses are offered once per year or every other semester. Please refer to Appendix A later in this Handbook for the Department’s course rotation schedule. Additionally, students should understand that the comprehensive examination is generally taken during Practicum (CNEP 5397) so completing all courses with content covered on the examination prior to Practicum is strongly recommended. Students are encouraged to consult with their faculty advisors regarding their course selection.

A minimum of 12 semester hours of core counseling courses must be completed, including Introduction to Counseling (CNEP 5304) and Counseling Theories (CNEP 5308), prior to students registering for The Counseling Process (CNEP 5381) or Psychodiagnosis and Treatment Strategies (CNEP 5384). Students must request permission to enroll in CNEP 5381 and CNEP 5384 from the course instructor for the semester they plan to take each course. The instructor will then notify the administrative associate to issue the permit to register. A copy of your Degree Planner must be attached to your e-mail request. Ethical and Legal Issues in Counseling (CNEP 5327), must be completed prior to registration in Practicum (CNEP 5397). In addition, some specialty courses plus Practicum must be completed prior to admission to Internship (CNEP 5698). These specialty courses include: Developmental School Counseling (CNEP 5316) for school counseling students, Introduction to Clinical Mental Health Counseling (CNEP 5319) for clinical mental health counseling students, Introduction to Marriage, Couple and Family Counseling (CNEP 5320) and Strategies in Family Counseling (CNEP 5322) for marriage, couple, and family counseling students, and Addictions Counseling (CNEP 5312) and Theories and Techniques in Substance Abuse Counseling (CNEP 5313) for addictions counseling students. Sample course sequencings for 6-credit, 9-credit, and 12-credit hour course loads are included in Appendix B as guides.

Practicum and Internship

| PRIORITY TO ENROLLING IN PRACTICUM, SPECIFIC COUNSELING COURSEWORK MUST BE COMPLETED. |
| Please see the current edition of the Graduate Catalog as well as earlier sections of this handbook for specific information regarding 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 be registering for Practicum/Internship course credit. |
| Completion of the program and passing the quiz at the end 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 (CNEP 5397) 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 Professional 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 students’ 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 Coordinators, and the student's supervising instructor at TAMU-CC.

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. Students are required to read the Practicum/Internship Manual, which can be found on the departmental website or obtained from the internship instructor, before beginning to collect hours at any site. Students should consult the manual for internship objectives and student learning outcomes.

The TAMU-CC Professional Counseling and Professional School Counseling degrees follow the internship requirements set forth in the CACREP Standards and follow the Texas State Board of Examiners of Professional Counselors licensure rules. Internship students are required to earn a minimum of 600 clock hours (approximately 300 hours per semester) to satisfy the Internship requirement. Students fulfill this requirement by enrolling for two semesters of Internship. All students must obtain at least 10 hours total of group counseling during their internship. These 10 hours can be obtained during a single semester or over the course of both semesters of internship.
Professional Counseling students should plan to take the Internship semesters sequentially. Because CACREP regulations specify school counseling students must fulfill internship requirements in a school setting offering a comprehensive school guidance program, Professional School Counseling students are often best served by taking Internship courses in the Fall and Spring semesters. Additionally, school counseling students must enroll in an Internship designated for professional school counseling degree students. Your faculty advisor can assist you in enrolling in the correct section.

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. However, unlike Practicum, both group and individual supervision hours count as part of the 600 total (direct and indirect) hours needed.

All students must obtain at least 10 hours total of group counseling during their internship. These 10 hours can be obtained during one semester, or over the course of both semesters of internship. 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.

For students in the Marriage, Couple, and Family Counseling Program, at least 80 of the overall 240 internship direct hours earned must be 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.

For students in the Addictions Counseling Program, at least half of their direct hours in internship must be earned 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 being met, students must pay attention to the documentation of direct/indirect hours as specified by state LCDC requirements.

Site Selection

The Department of CNEP does not approve sites per se. The Department of CNEP does approve 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 adequate opportunities to audio- or video-tape sessions
Availability of adequate opportunities to provide individual, couple, and/or family counseling over time

Information on previous sites used by students can be viewed on Tevera. 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 CNEP 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.

Almost always, students should choose sites different from their place of current employment. With permission from one’s current employer and the Practicum/Internship 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 Coordinators.

If a student chooses to complete an internship at a site or with a supervisor not previously used by the Department of CNEP, the student must consult with a Practicum/Internship Coordinator to determine the eligibility of the site and/or supervisor. It may be necessary for the student to arrange a meeting between the prospective on-site supervisor and the Practicum/Internship Coordinator to determine the appropriateness of the placement. Further, students may be allowed to complete practicum/internship hours at their place of employment provided the scope of practice is consistent with that of a master’s level counselor and approved in advance by the Practicum/Internship Coordinator. Students are prohibited from counting previous work hours toward satisfying internship requirements.

Criminal Background Checks

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 above. 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.
Steps for Applying for Practicum and Internship

- You must complete an application every semester you wish to enroll in practicum and internship. The application can be completed via our online platform, Tevera.

- You will need to login to the COEHD Marketplace to purchase a Tevera license. The COEHD Dean has graciously agreed to help offset the cost for our students, so we are pleased to be able to make this product available to you at a discounted rate of $100.00. Please note this is a one-time fee, and you will have access to your account and materials throughout your career. The URL to access the COEHD Marketplace is: https://tpg.tamucc.edu/C20207_ustores/web/classic/store_main.jsp?STOREID=25&SINGLESTORE=true

- Upon completing your online purchase, an automated alert will be sent to Rachel Perez in the Department of CNEP. Rachel will then add you to the Tevera system.

- Soon after being added to the system you can expect to receive an email from Tevera asking you to register as a user.

- Once in Tevera, you can view sites via the tile in the bottom righthand corner that states “site placements.” This is where you can find the contact information for sites and supervisors. Be sure to reach out to them FIRST if you are interested in a site, BEFORE you start the application in Tevera. You may also consider sites that are not in Tevera, however be sure to verify the site and site supervisor meet all department requirements (see below).

- Consult with your faculty advisor for questions or assistance. You may also contact the coordinators of practicum and internship, Dr. Marvarene Oliver at marvarene.oliver@tamucc.edu or Dr. Michelle Hollenbaugh at michelle.hollenbaugh@tamucc.edu with questions or concerns not addressed by your faculty advisor. School counseling students can contact the Professional School Counseling Program Coordinator, Dr. Jennifer Gerlach and Jennifer.gerlach@tamucc.edu with questions specific to professional school counseling internship requirements.

- Once you have spoken with a site supervisor and have a verbal agreement regarding attaining hours at the site, THEN begin the application to the site in Tevera. This should be done at least two weeks before online enrollment for courses begins. In addition to the application, you will need to add a supervisor under the site tile in Tevera.

- With your online application, you will need to attach a copy of your degree planner, and a copy of your professional liability insurance. If your site will not (or has not) complete(d) a background check, you will need to complete the background check and FERPA forms and submit those to TAMU-CC Career Services (for a few of $15- $25 fee) in University Center 304. **All students are required to complete a criminal background check.** If your site does not complete a criminal background check, you are required to obtain one.
via TAMU-CC Career Services Office. *All background checks must have been completed within the past year.*

- Once your application has been approved in Tevera, Rachel will enter the permit for you to register for the course.

- After enrolling in the class, but before class starts, contact your site supervisor to begin drug screening (if required), or any preliminary training the site requires. Do not wait until the class begins to start these processes as this may jeopardize your ability to obtain the required number of hours required in your course. Schedule a start date with your site supervisor for the first week of the semester.

- Prior to the first-class day, complete and submit the site agreement in Tevera.

**BE MINDFUL** that practicum/internship classes can fill up quickly, and that most students who wish to do field experiences apply mid-way through the preceding semester. If you wish to be able to select your class, apply early. Class size is limited by our accreditation standards. In addition, some sites require on-site training prior to beginning the field experience or only allow one or two students per semester.

**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.

**Professional Liability Insurance**

Students must obtain their own individual student liability insurance. This policy may be in addition to any group policies maintained by your site covering your work. There are a few ways to do this:

1. You can sign up directly through HPSO:
   
   [https://forms.hpso.com/mustela/site?productName=HCI#/QuickQuote](https://forms.hpso.com/mustela/site?productName=HCI#/QuickQuote)

2. Or, you can obtain insurance through student membership of a professional organization. Some examples include:

   a. The Texas Counseling Association offers student members a discounted rate on liability insurance as part of their membership:

   [https://txca.org/member_benefits.php](https://txca.org/member_benefits.php)
b. The American Counseling Association offers student members free liability insurance as part of their membership: 
https://www.counseling.org/membership/join-reinstate/student

Proof of liability insurance must be attached to your practicum/internship application in Tevera.

**Issuance of Grades for Practicum and Internship**

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, and a remediation plan enacted.

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. CNEP faculty engage in continual monitoring of students to ensure quality services are provided to the clients with whom our students are working with during their practicum and internship courses.

**Department Counseling and Training Clinic**

Some students may be able to gain hours at the Department of CNEP Counseling and Training Clinic (hereafter referred to as "the Clinic"), including supervision. However, students must apply and be approved by the Clinic Director, to see clients in this setting. A formal site agreement and commitment to the Clinic is required. Students may not see clients in the Clinic unless the Clinic Director or designee is on site.
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. Third, the Clinic serves as a potential site at which Department of CNEP faculty and students may conduct community-based research projects.

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.

CNEP Department Policies and Procedures

The following policies and procedures have been vetted by the CNEP faculty and are designed to create a comprehensive training experience for students. These policies and procedures are subject to amendment as a result of changes to a) Department of CNEP mission or objectives, b) TAMU-CC or COEHD regulations, and c) accreditation (i.e., CACREP) standards. Appropriate notice will be communicated to students in advance to any changes being made.

Ethical Standards

Students are expected to abide by the ethical standards associated with their respective field of practice. The Ethical Standards developed by the American Counseling Association are available online for free download at: www.counseling.org. Additional information on relevant standards students are expected to follow is listed in the Professional Duties and Responsibilities section.

Advising and Degree Plans

Each applicant admitted into the graduate program in the Department of CNEP is assigned a faculty advisor. 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 Department of CNEP file, and an electronic version will appear in Degree Planner. If a student wants to change advisors, a request should be made to the Department of CNEP 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 and in the program Blackboard shell. Blackboard announcements alert students when it is time to complete another IDP and schedule an appointment with their faculty advisor to review.

Comprehensive Examination

All students are required to pass a comprehensive examination as part of their program of study. The comprehensive examination is administered each semester (typically in April, June, and October). Students become eligible to take the examination during the semester in which they enroll for Practicum (CNEP 5397).

The examination used by the Department of CNEP is the Counselor Preparation Comprehensive Examination (CPCE) developed by the Center for Credentialing and Education (CCE). The CPCE is a 160-item nationally standardized multiple-choice examination that addresses the eight CACREP core curriculum areas in counseling. These core curriculum areas include:

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

As of Fall 2017, the CPCE examination is no longer offered as a paper-and-pencil examination except for approved accommodations. Students in the Department of CNEP programs must take the computerized version of the CPCE examination on campus (unless extenuating issues or need for special accommodations merit otherwise) during regularly scheduled examination dates in April, June, and October.*

Information on sitting for the examination including registering, associated fees, and creating a Pearson online testing account is posted on the Department of CNEP Blackboard page. Email reminders are sent to all enrolled students each semester, so students are advised to check their university-issued e-mail accounts on a regular basis to ensure they do not miss registering for the examination. The cost of the examination when testing on campus is $75.00.

A passing score on the comprehensive examination is defined as a raw score of 95 (out of 136) on the CPCE. Students who are unsuccessful in achieving a passing score will need to meet with their
faculty advisors to develop a remediation plan promoting success on subsequent testing. For students needing to test multiple times, the Department of CNEP utilizes a best score approach which allows students to apply their highest score achieved on each content area across all valid test administrations to form a composite superscore. If a student’s superscore is equal to or exceeding 95, the student will have passed the comprehensive examination. Students are eligible to take the CPCE a total of five (5) times. Students who have not earned a superscore of 95 or greater after the fifth attempt will be dismissed from the program.

*If a student fails to achieve a passing score on the comprehensive examination following the on-campus administration of the CPCE in the semester they had anticipated graduating, special allowances will be made providing an opportunity to retest that semester at an approved off-campus Pearson testing center. Students may test at an off-campus site multiple times (up to the allotted five attempts) during their final semester to satisfy this degree requirement.

**Grading Scale**

The standard letter grade policy is used in the Department of CNEP for most courses. Only two “C” grades may be counted toward the degree, and these courses may not be in Practicum (CNEP 5397) or The Counseling Process (CNEP 5384). Students earning a “C” grade in either of these courses will be required to re-take the course before continuing 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 TAMU-CC includes grades on all graduate coursework taken at this university, whether a part of a counseling degree plan or not. The GPA displayed on Degree Planner 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 of CNEP Chair and the COEHD 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 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.

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 official TAMU-CC academic calendar. Deadline dates also are available on the TAMU-CC website and the College of Graduate Studies website.

Endorsement Policy

Students should seek permission from CNEP faculty members (core and adjunct) before identifying them as references on any applications for internship placement, employment, certification, or licensure. Students and graduates seeking endorsements, letters of recommendation or reference, credentialing, and/or employment letters should provide the respective CNEP faculty member(s) a minimum of two weeks written notice. Students are responsible for providing all relevant information and documents pertaining to the endorsement including, but not limited to, a posting listing or job announcement, current contact information, copy of the student’s curriculum vitae or resumé, and transcript or copy of degree planner.

The CNEP faculty view it as their professional duty to only endorse or recommend a student or graduate for employment opportunities, licensure, certification, or any other credentials to which the individual is adequately prepared through knowledge, training, and experience. Under no circumstance will a CNEP faculty member recommend or verify training, experience, or expertise the individual does not possess, nor does the faculty member have any personal knowledge of having occurred or being accurate.

Professional Duties and Responsibilities

Student Responsibility

In accordance with the Graduate Catalog, the Department of CNEP 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 https://falcon.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 always be adhered to by students in the counseling programs. These codes of ethics are located on the home pages of the respective organizations.

Faculty Monitoring of Students

As trainers of student counselors, the faculty of the Department 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 indicating that the individual is as important as the skills and knowledge possessed when evidencing counselor effectiveness.

The Department of 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 (TSBEP) 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 of all graduate counseling students.

Students in training are reviewed each semester by all CNEP faculty members. This regular and on-going monitoring allows CNEP 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 SCEF 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.

Department of CNEP 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).
Continuing issues that are not adequately addressed as part of the remediation process are grounds for suspension or dismissal from the counseling program. Students should refer to Student Review, Remediation, Retention, and Dismissal section of this handbook for additional information related to the gatekeeping process used in the Department of CNEP.

**Personal Counseling**

Department of 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 Department of CNEP 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 and provide a wide range of services to 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 2016 Accreditation Standards, the Department of CNEP regularly and systematically assesses students’ professional and personal attitudes and conduct at specific points during the program as well as when concerns occur regarding individual students. This section outlines the process utilized to work with those students about whom faculty members have concerns in areas other than grades. The purpose of the process is twofold. First, it provides an opportunity for students to address problematic behaviors, Second, it provides gatekeeping for the profession, including reducing the risk of harm to future clients and the general public.

The *Professional Issues and Behavior Rating Scale* (PIRBS; see Appendix E) is used to assess behaviors, attitudes, and evidenced values important for professional counselor functioning. Students in both the M.S. in **Professional Counseling** and the M.S. in **Professional School Counseling** programs are expected to demonstrate behaviors, attitudes, and evidenced values consistent with the legal and ethical standards of professional counselors and Department of CNEP expectations of students. The *Student Competency Evaluation Form* (SCEF; see Appendix C) is used to document concerns, provide direction for conversation with the student, document student responses, and outline any required steps or action plans for remediating the presenting issue. The SCEF may be completed by a student’s instructor when there is concern about a student’s behavior, whether within or outside of the instructor’s class, or when an instructor becomes aware of a student’s conduct or attitudes being inconsistent with ethical and competent counseling.

In addition, the faculty-as-a-whole may initiate utilization of the SCEF as a result of routine monitoring of students during regular faculty meetings. In such cases, the faculty will determine
what concerns will be included on the form as well as who will create the document and meet
with the student. In some cases, more than one faculty member may be involved. Students should
be aware that concerns may be raised by faculty members regardless of the time or location of
behavior or expressed attitudes incompatible with ethical counseling practice occur.
The Professional Issues and Behavior Rating Scale (PIBRS; Appendix E) may also be used as
part of the process if applicable to the issues addressed in the SCEF.

The Remediation Process

If, in the professional judgment of (a) program faculty member(s) a student’s behavior and
evidenced attitudes are deemed substandard, unethical, illegal, and/or professionally questionable
at any time during training (including course work, practicum, and internships), the following
processes may be used:

1. **Student Competency Evaluation by Individual Faculty Member.**

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, the SCEF is signed and filed in the Department of CNEP student file with a
copy to the student. The faculty member will provide information about the SCEF during the
regular student monitoring process.

If there are corrective steps to be taken and the instructor and student agree on them, the faculty
member, in consultation with the student, will establish a completion date for tasks and note
tasks and completion dates on the form. The faculty member will submit documentation of the
consultation using the SCEF to be placed in the student’s departmental student file with a copy
of the SCEF. The student will prepare documentation appropriate for the tasks undertaken and
present it to the faculty member by the completion date. The faculty member and student will
meet to review, and the faculty member will determine whether outlined corrective measures
have been adequately met. The faculty member will make a written report of the determination
for the Department of CNEP student file with a copy to the student. The faculty member will
provide information about the SCEF and subsequent completion/non-completion report during
the regular student monitoring process.

In some cases (e.g., occurrence of a clear ethics violation, multiple concerns/repeated
competency evaluations, risk of harm), the faculty member may also contact the department
chair, who, in consultation with the faculty member, will determine the need to establish a
Review and Retention Committee to consider the case. A decision by the faculty member to
forward the SCEF to the Department of CNEP Chair for additional review by committee may be
included on an initial SCEF that is provided to the student.

2. **Student Competency Evaluation by Committee**

A Department of CNEP Review and Retention Committee* may be convened by the Department
of CNEP chair when (a) an individual member requests committee review as outlined in (1)
above; (b) a student does not agree with corrective actions discussed during the consultation
meeting, or (c) student monitoring reflects concerns of multiple faculty members, generally over
time. If a committee is needed, the Department of CNEP chair will appoint members to the
Department of CNEP Review and Retention Committee, which will be charged with reviewing
the SCEF to determine what further action should be taken.

The Department of 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 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 Department of CNEP Review and Retention Committee determines that remediation with
departmental probation is appropriate, the committee will develop a remediation plan in
consultation with the student. 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, 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
Department of CNEP file. The student’s faculty advisor or other faculty member designated by
the Department of CNEP Chair will monitor student compliance. The student will be placed on
departmental probation; that status will be reviewed at the date for goal attainment or
reevaluation.

If the student disagrees with the remediation plan established by the Committee, the chair of the
committee will file forward the SCEF, with complete remediation plan, to the Department of
CNEP Chair. The student will have a right to appeal the decision with the department chair
within 10 business days. If the Department of CNEP Chair agrees with the committee
recommendations, the remediation plan and departmental probation will go into effect. If a
student continues to refuse participation in the remediation once the Department of CNEP Chair
has rendered a decision, the Department of CNEP will move forward to dismiss the student from
the his or her respective program.

4. Post-Remediation

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 from the
Retention and Review Committee chair. The student will provide a report documenting the
actions taken to address the remediation plan as well as any other material defined in the SCEF
remediation plan. After discussion with the student, the Committee will assess whether all
elements of the remediation plan have been met. 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. Review and Retention Committee Recommendation

The Review and Retention Committee will consider all information and recommend one of the
following options to the Department of CNEP faculty:

- **Continuation in the program**: The specified concerns no longer present a significant
  problem and the student can continue in the program.

- **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.

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

- **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 soon and the student does not
  voluntarily withdraw from the program, the Committee will recommend to the
  department that the student be dismissed from the program.

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).

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 of CNEP Chair. If the Department of
CNEP 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 faculty, in
consultation with the COEHD Dean, may dismiss the student from the counseling program.
Students may appeal decisions of the Department of CNEP to the COEHD Dean within 7 days.

**Communicating with Students**

**E-mail**

Students are **required to set up and utilize their islander e-mail account.** This e-mail 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 e-mail address so that communication from the department and the university is not overlooked. Students requiring assistance in setting up their e-mail accounts should contact the IT Helpdesk or fill out a help ticket.

**Blackboard**

A Blackboard course shell for the Department of CNEP houses important news and notes for students in the M.S. and Ph.D. programs. All students currently enrolled in a CNEP degree program have access to the Blackboard course shell. If you plan to take a hiatus from the program or elect not to register for courses in a semester, please alert the Department Chair so you can be added to the Blackboard course. Throughout the semester, faculty may post news and announcements to Blackboard. Students are expected to check the course shell on a regular basis to ensure they are not missing any important updates or pending deadlines.

**Listserv**

The Department of CNEP 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 specific 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 e-mail to counsel-list-request@listserv.tamucc.edu with ‘subscribe’ in the subject line. Students must use the islander e-mail account to subscribe. This e-mail account can be forwarded to the personal e-mail account preferred by each student. To send mail to all who are subscribed to the list, send e-mail to counsel-list@listserv.tamucc.edu. To unsubscribe, send an e-mail 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 e-mail and listserv accounts are a major part of that effort. If you have difficulty or stop receiving e-mails via the listserv, you should troubleshoot the issue immediately in order to stay up to date.
Financing Your Education

Financial Aid

Several 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 Department of CNEP 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 Department of CNEP main office. While not required, a recommendation letter from a program faculty member also may be submitted. The Department of CNEP 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 of CNEP Chair will communicate to students selected to receive a graduate assistantship in the department. In addition, several Department of CNEP students are employed as graduate assistants in other Departments within and outside of the COEHD. Research assistants also are employed on funded research projects within the Department of CNEP and across campus. Information on the availability of these assistantships is communicated through the CNEP Blackboard page and the Department listserv.

Scholarships

Students completing graduate coursework in the counseling programs may be eligible for several scholarship programs offered by the University and its various departments. Students are encouraged to review the TAMU-CC Scholarship (http://scholarships.tamucc.edu/index.html) and College of Graduate Studies (https://gradschool.tamucc.edu/funding/index.html) websites for more information on available funding.

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 Department of CNEP 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, visit http://www.dshs.state.tx.us/mft.

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 what appears on your degree plan if you wish to pursue licensure as an LPC or LMFT in the State of Texas. The Department of CNEP communicates information to students as it is received.

Individuals obtaining the M.S. in Professional School Counseling degree who are 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, TEA charges various fees when completing the certification process. To take the TExES 152 school counseling exam, students must complete Developmental School Counseling (CNEP 5316). 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 COEHD 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 Professional 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. The Department of CNEP, by virtue of its CACREP-accredited counseling programs, can offer students the opportunity to sit for the NCC certification examination on-campus once they have completed all COEHD-required and core counseling coursework. The registration fee includes the application fee for the NCC credential. Information on sitting for the examination (NCE) can be obtained from the Department of CNEP administrative associate.

Students also may be eligible for a national certification in marriage and family therapy (Certified Family Therapist) through The National Credentialing Academy (NCA) for Certified
Family Therapists. Additional information can be found on the NCA website (http://nationalcredentialingacademy.org). E-mail your questions to ncacademy@stx.rr.com.

Professional Identity and Affiliations

Professional Identity

In order to assist students in developing a strong professional identity, the Department of CNEP faculty have 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 formation throughout their time in the program. The Individual Development Plans are reviewed with students’ faculty advisors at regular intervals during the degree plan (first semester, before beginning Practicum, while enrolled in Internship II and prior to graduation).

Professional Affiliation

To enhance graduate education and set the foundation for full participation in the counseling profession, the Department of CNEP faculty 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. Students may be required to obtain a faculty signature in order to receive a student rate and are encouraged to check with each organization to see what may be required to join. In addition to reduced membership costs, students receive additional benefits including:

- 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 like 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, addictions 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 Department of CNEP main office. Most of the CNEP faculty are members of ACA and TCA and actively participate in these organizations. Some hold offices in the professional organizations or are on boards and committees of these organizations. Students are encouraged to speak with CNEP faculty to find out how they can get involved and begin strengthening their professional counselor identity.

Recommended National Organizations

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

American Mental Health Counselors Association (AMHCA)
American School Counselor Association (ASCA)

Recommended State Organizations

Texas Counseling Association (TCA) and its divisions:
- Texas Association for Assessment in Counseling and Education (TAACE)
- Texas Association for Adult Development and Aging (TAADA)
- Texas Association for Counselor Education and Supervision (TACES)
- Texas Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (TALGBTIC)
• Texas Association for Humanistic Education and Development (TAHEAD)
• Texas Association of Marriage and Family Counselors (TAMFC)
• Texas College Counseling Association (TCCA)
• Texas Career Development Association (TCDA)
• Texas Association for Multicultural Counseling and Development (TexAMCD)
• Texas Mental Health Counselor Association (TMHCA)
• Texas School Counselor Association (TSCA)
• Texas Counselors for Social Justice (TxCSJ)

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 who are able to do so are strongly encouraged to join one or more of the above professional organizations.

**Chi Sigma Iota**

TAMU-CC has a chapter of Chi Sigma Iota ( Theta Alpha Mu), the International Counseling Honor Society. The Theta Alpha Mu Chapter in the Department of CNEP 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 a minimum of 9 semester hours in the counseling program with a GPA of 3.5. A member initiation ceremony occurs each May.

**Workshops and Continuing Education Programs**

The Department of CNEP regularly offers workshops for students and professionals in the community to further enhance knowledge and skills in counseling. The workshops are announced in classes, published on the listserv and in Blackboard, and posted on the Department of CNEP bulletin boards, 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 these extracurricular activities as schedules permit.

**Additional Information**

Information about TAMU-CC, the COEHD, and the Department of CNEP, is available online. You can also visit the College of Graduate Studies website (www.gradcollege.tamucc.edu) where 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 TAMU-CC and College of Graduate Studies websites.
# Appendix A

## Department of CNEP M.S. Course Sequencing

<table>
<thead>
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# Appendix B

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

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Appendix C
CNEP Student Competency Evaluation

Students enrolled in the Department of Counseling and Educational Psychology 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 Department of CNEP 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).

Student: Click or tap here to enter text.
Faculty Member(s): Click or tap here to enter text.
Nature of concern: Click or tap here to enter text.
Student Response: Click or tap here to enter text.
Recommendations:
Due Date: Click or tap here to enter text.
Student Signature: Click or tap here to enter text.
Date: Click or tap here to enter text.
Faculty Signature: Click or tap here to enter text.
Date: Click or tap here to enter text.
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
   - For completion of an academic degree plan
   - For development and review of an individual development plan (IDP)
     *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
   - For review/revision of development plan

3. When applying for graduation
   - 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 e-mail 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 online 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 E.
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.

<table>
<thead>
<tr>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>+1</th>
<th>+2</th>
</tr>
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<tbody>
<tr>
<td>Poor: Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior</td>
<td>Unsatisfactory: Often behaves in a way that is unacceptable or inconsistent with professional behavior; however, there is some evidence of growth</td>
<td>Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training’s development; however, there is inconsistency</td>
<td>Good: Professional behavior generally demonstrated</td>
<td>Excellent: Professional behavior consistently demonstrated to a high degree</td>
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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
<table>
<thead>
<tr>
<th>Skill</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides appropriate and useful feedback to peers</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Demonstrates ability to be self-reflective about work with clients</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Demonstrates ability to be self-reflective about personal attitudes, behaviors, and beliefs</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
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<tr>
<td>Demonstrates good interpersonal skills with peers</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Demonstrates a collaborative stance with peers</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Adheres to general standards of professional ethics and practice (e.g., ACA, ASCA, IAMFC)</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEP, TSBEMFT, TEA)</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Demonstrates sound judgment in matters related to the profession and practice of counseling</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Demonstrates commitment to personal growth and professional development</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Demonstrates openness to new ideas</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Demonstrates ability to accept personal responsibility</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Demonstrates ability to regulate and express emotions effectively and appropriately</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Demonstrates awareness of own impact on others</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
</tr>
<tr>
<td>Demonstrates openness to issues of multiculturalism and diversity, including willingness to enhance skills and competence in these areas</td>
<td>-2</td>
<td>-1 0 +1 +2</td>
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<table>
<thead>
<tr>
<th>Faculty Signature</th>
<th>Student Signature</th>
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<th>Date</th>
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Appendix F

Statement of Understanding
(to be signed and submitted to the CNEP administrative assistant)

Students enrolled in the Department of Counseling and Educational Psychology 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 Department of Counseling and Educational Psychology 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 Department of Counseling and Educational Psychology. 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 Department of Counseling and Educational Psychology 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