



TEXAS A&M UNIVERSITY

COMMERCE

**HANDBOOK FOR
MASTER'S COUNSELING
PROGRAM**

DEPARTMENT OF COUNSELING

**Clinical Mental Health Counseling
(CMHC)**

HANDBOOK FOR MASTER'S COUNSELING PROGRAM

DEPARTMENT OF COUNSELING

Clinical Mental Health Counseling (CMHC) Commerce, TX 75429

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

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STUDENT CHECKLIST: MASTER’S DEGREE–COUNSELING

- Apply to Graduate School. This includes:
 - Completing the Application for Admission or Readmission form
 - Submitting official transcripts of all undergraduate and graduate work.
- Submit additional documents to the Graduate School as required by the Counseling Program. These include:
 - Three professional reference forms
 - A writing sample in response to a prompt provided by the Counseling Program.

Note: The Graduate School will forward the student’s file, once completed, to the Counseling Program for faculty review. The Graduate School will initially admit students in Provisional status. Degree seeking students will not be allowed to progress through the program (e.g., completing a degree plan, field placement, etc.) until they are admitted into the program.
- After reviewing application materials, applicants meeting academic admission requirements may be invited to participate in group applicant interview. These interviews are held once per term (February, October, June). After the interview, the Counseling program will make a program admission recommendation (full admission, conditional/probationary admission, deny admission) to the Graduate School. The Graduate School will convey the “official” admission decision to the applicant.
- Meet with advisor to complete a degree plan only after full or probationary/conditional admission to the master’s degree program.
- Complete courses (COUN 501 & COUN 510) in your first semester.
- Meet program Admission to Candidacy requirements (must achieve a grade of A or B in COUN 501, COUN 510, COUN 516 & COUN 528).
- Personal counseling requirement (Minimum of 10 sessions of individual counseling), students will start receiving personal counseling session during COUN 516 and will complete before taking practicum COUN 551. The students has to check with their personal insurance provided or research affordable counseling services in the community.
- The student must have completed the following class COUN: 501, 510, 516,528, 548, 512, 522, 530, 517, 540, 545, and 564 prior to taking practicum.
- Apply for COUN 551-Practicum the semester prior to enrolling in it. Check online for dates and deadlines.
- Apply for comprehensive examination after majority of course work is completed. The comprehensive examination covers material from the Counseling core classes (COUN: 501, 510, 512, 516, 517, 522, 528, 548, 545, 551, 595). Check online for dates and deadline
- Apply for COUN 552-Internship the semester prior to enrolling in it.
- Apply for second semester of COUN 552 the semester prior to enrolling in it. Check online for dates and deadlines.

MISSION STATEMENTS

- A. **Counseling Program Mission Statement:** The Program exists to promote the highest professional counseling standards at the master's and doctoral levels in educating exemplary counselors, professionals, counselor educators, researchers, and leaders. Specific mission statements for our master's-level options are:
- B. **CMHC Mission Statement:** The CMHC option exists to promote the highest professional counseling standards while educating exemplary counseling practitioners, generally from a diverse Northeast Texas population, for work in a variety of community and agency settings.

METROPLEX CENTER

In addition to evening and summer classes on the Commerce campus, the Counseling Program offers numerous graduate-level counseling courses at its Metroplex Center at 3819 Towne Crossing Blvd., Mesquite, Texas 75150. Phone 972/613-7591.

COLLIN HIGHER EDUCATION CENTER

Furthermore, the Counseling Program offers courses leading to the master's degree with specialties in CMHC (as well as the PhD) at the Collin Higher Education Center at 3452 Spur 399, McKinney, TX 75069. Phone 972/599-3122.

Dallas CENTER

The Counseling Program now offers some weekend courses at its Dallas Center at 8750 North Central Expressway, Suite 1900, Dallas, Texas 75231. Phone 214/954-3600.

PROGRAM WEBSITE

In addition to various printed materials for your information, students should regularly check our website at: <https://www.tamuc.edu/dept-of-counseling/> for the latest online information from the department. This site is regularly updated with news, changes, forms, etc.

Clinical Mental Health Counseling Program (CMHC)

Required 60 hours

<p><i>No pre-requisites for COUN 501 & 510. Successful completion for these courses are pre-requisites to COUN 516 & COUN 528; 12 semester hours</i></p>	<p><i>Prerequisites: COUN 516 & COUN 528</i></p>
<ul style="list-style-type: none"> • COUN 501: Intro. to Coun. Prof. • COUN 510*: Coun. Theor. & Tech. • COUN 516*: Basic Coun. Skills • COUN 528*: Group Dyn. & Proc. <p><i>Degree plan must be filed to proceed to Level 2</i></p>	<p>SPECIALTY COURSES (35 SEMESTER HRS)</p> <ul style="list-style-type: none"> • COUN 530: CMH Coun. • COUN 540: Diagnosis & Abnormal • COUN 535: Psychopharmacology • COUN 611: Intro. to M&F Coun • COUN 564: Crisis Intervention • COUN 581: Coun. Subs. Abusers Core Course <i>(3 semester hours)</i> • COUN 548: Adv. Coun. Skills
<p><i>Open Courses (No Prerequisites; 12 semester hours)</i></p>	
<ul style="list-style-type: none"> • COUN 512: Career Development • COUN 517: Assessment in Counseling • COUN 522: Coun. Div. Pops • COUN 545: Dev. Issues & Strat. / Coun. <p><i>Elective – 3 semester credit hours</i></p>	<p><i>Examination, Complete Personal Counseling Requirement (12 semester hrs)</i></p> <ul style="list-style-type: none"> • COUN 595: Res. Lit. & Tech <p>Clinical Sequence</p> <ul style="list-style-type: none"> • COUN 551: Practicum • COUN 552: Internship 1 • COUN 552: Internship 2

The courses above include course requirements for counselor licensure (LPC) in Texas. Licensure requires additional supervised post-degree experience, as indicated elsewhere in this handbook. An advisor in the department will assist students with the selection of an elective course that will best meet the individual student's needs as a clinical mental health counselor.

PROGRAM LEARNING OBJECTIVES

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

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

CACREP CMHC OBJECTIVES:

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

1. pertinent developments in historical, philosophical, societal, cultural, economic, and political contributions to the mental health movement;
2. the role(s), functions, and professional identity of counselors in a variety of clinical mental health practice settings;
3. policies, laws, legislation, recognition, reimbursement, right-to- practice, and other issues relevant to CMHC;
4. ethical and legal considerations specifically related to the practice of CMHC (e.g., ethical codes of various professional counseling organizations);
5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in CMHC;
6. the roles of clinical mental health counselors in various practice setting and the relationships between counselors and other professionals in these settings;
7. organizational, administrative, fiscal, and legal dimensions of clinical mental health practice settings and institutions;
8. theories and strategies of clinical mental health needs assessment in designing, implementing, and evaluating CMHC interventions, programs and systems;
9. general principles of clinical mental health intervention, consultation, education, and outreach; and characteristics of human services programs and networks (public, private, and volunteer) in local communities;
10. characteristics of individuals seeking clinical mental health counseling services, including but not limited to the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence;
11. principles and methods of program development and service delivery for a normally developing clientele, including but not limited to prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help;
12. effective strategies to promote client understanding of and access to community resources;
13. principles and models of biopsychosocial assessment, including techniques, and/or methods for conducting an intake interview, case-conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate treatment plans with regard to planning counseling interventions and tracking client progress;
14. principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual;
15. effective strategies for client advocacy in public policy and governmental relations; and
16. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling services, including the use of crisis intervention, and brief, intermediate, and long- term approaches.

*CACREP is on the process of changing 2016 to 2024; the above listed objective reflects CACREP 2016 standards

COUNSELING CLINICS

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

- A. **Harold Murphy Counseling Center:** The Harold Murphy Counseling Center is the result of a partnership between Texas A&M-Commerce and the McKinney ISD. The center provides counseling services for children and families currently enrolled in McKinney ISD. The counseling center also provides counseling services for employees of McKinney ISD. Additionally, Harold Murphy Counseling Center can provide services to children, families and adults of surrounding municipalities. Services include play therapy, sand-tray therapy, and psycho-educational assessment, group and individual counseling services. The Harold Murphy Center provides professional and responsible services to clients who request them and professional, competent training for graduate students. The Harold Murphy Counseling Clinic is located at the Greer Annex Building located at 510 Heard St. McKinney, TX. Please call (469) 302-3618 for hours of operation.

- B. **Mesquite Family Support Center:** Mesquite Family Support Center is the result of a partnership between Texas A&M-Commerce and Mesquite Independent School District. The center provides counseling services for children and families currently enrolled in Mesquite ISD. Mesquite Family Support Center can provide services to children, families and adults at no cost to the family or individual. Services include play therapy, sand-tray therapy, group and individual counseling services. The Mesquite Family Support Center provides professional and responsible services to clients who request them and professional, competent training for graduate students. The Mesquite Family Support Center is located at 405 East Davis Street, Mesquite, Texas 75149 in the Mesquite Administrative Annex across from Mesquite High School. Please call (972) 882-7776 to inquire about hours of operation.

STATEMENT OF INFORMED CONSENT FOR CMHC STUDENTS

The CMHC programs includes laboratory (COUN 516; COUN 528; COUN 548) and field experiences (COUN 551 & 552) in counseling. These courses will include practicing counseling skills with student peers, being interviewed by counseling peers, and practicing newly-acquired and more advanced skills with actual clients at field sites. Important components of student evaluation will include receptivity to the giving and receiving of feedback (from peers, university instructors, and site supervisors) and ability to integrate such feedback into the student's counseling behaviors. Feedback will include supervisor observations (from course instructors and site supervisors) of any limitations in counseling skills, professional practice, and personal qualities and behaviors that may inhibit the student's therapeutic abilities. Feedback (written and/or oral) will come in the classroom and lab settings, as well as in group and individual supervision sessions. Additional individual meetings with instructor, and/or field supervisor may be necessary. Progression through the sequence of COUN 516, COUN 528, COUN 548, 551 and 552 will depend upon a formative evaluation by the instructor that the student has acquired the skills necessary for the next level.

Due to the nature of counseling and the faculty's responsibility to educate effective counselors, students may be encouraged to participate in experiential activities (including group) in courses other than COUN 516, 528 548, 551 and 552. Students' rights with regard to self-disclosure, however, are protected. Students are subject to the conditions of the Program's Retention/Dismissal Procedure included later in this guide.

STATEMENT OF INFORMED CONSENT FOR STUDENTS

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

Due to the nature of counseling and the faculty's responsibility to educate effective counselors, students may be encouraged to participate in experiential activities (including group) in courses other than COUN 552. Student rights with regard to self-disclosure, however, are protected. Students are subject to the conditions of the Program's Retention/Dismissal Procedure included later in this guide.

ADMISSION

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

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

- B. **Admission to the master's degree program in Counseling:** Students seeking a master's degree in Counseling must first apply to The Graduate School for admission. In addition to the Graduate School's required application materials, the Counseling Program requires (a) three professional reference forms from persons who can address the applicant's academic and/or professional qualifications (b) a writing sample in response to a prompt provided by the Counseling Program, and (c) program approval for admission to the Counseling master's program. All admission/ application materials should be sent directly to the graduate school. Once all application materials are received in the Graduate School, they are forwarded to the Counseling Program for review. Our Counseling Master's Admission Committee reviews all completed application packets and recommends one of the following: Full admission, probationary/conditional admission, or admission denied.

- **Full Admission Status in the Counseling Program:** For full admission status into the master's program in counseling, a student must meet all Graduate School requirements for full admission and have approval of the Counseling Program. A student with full admission status who does not maintain the university's required minimum graduate GPA should consult the appropriate university graduate catalog regarding academic probation and suspension from graduate degree programs. Students with full admission status may file a degree plan.
- **Probationary/Conditional Admission Status in the Counseling Program:** If an applicant does not meet the requirements for full admission to the Counseling Program but is not denied admission by the Master's Admission Committee, the student is admitted on "probation" (conditional admission) to the degree program. A student in conditional admission has submitted all application materials, but is not rated highly enough to receive a recommendation of full admission. On probationary/conditional status, the student must complete COUN 501, COUN 510, COUN 516, and COUN 528 with a minimum GPA of 3.00. None of these four courses may be transferred from another university, and failure to achieve a 3.0 GPA after completing the first twelve hours from this list will result in suspension of the student from further

graduate study in any degree program in the university for three years. In this situation, a suspended student wishing to return for further study toward a degree would have to re-apply for admission.

NOTE: Students who present with an overall undergraduate GPA of less than 3.0 will be admitted ONLY on probationary/ conditional admission status. Students may file a degree plan while on probationary/conditional admission status.

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

DEGREE WORKS

In Degree Works as students complete courses, the outcome or "grade" in that course is recorded in Degree Works.

School Counseling (SC) students must also have applied for admission to the Professional Certification Program before this process is started. The student may sign into Degree Works at their discretion to review what courses and experiences must be completed. For further questions, contact school counseling program coordinator.

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

No more than 1/3 of the credit required for a master's degree may be transferred into this degree program from another accredited university. Also, COUN 516: Basic Counseling Skills, COUN 548: Advanced Counseling Skills, COUN 551: Practicum, two semesters of COUN 552: Internship I and COUN595: Research Literature & Techniques cannot be transferred. If transfer courses are to be included in Degree Works, a Transfer/Substitution Course Request form must be completed, signed by an advisor or the department head, and returned to The Graduate School. This form is available from The Graduate School and from the departmental office. An official transcript is also required in the Graduate School office to verify transfer courses.

RETENTION AND DISMISSAL

As the department is preparing and training future counseling professional, students are expected to abide by current professional ethical code as prescribed by American Counseling Association (ACA), American School Counseling Association (ASCA), Texas Education Agency (TEA) and State of Texas statute and regulation as promulgated by Texas State Board of Examiners of Professional Counselors throughout their degree program.

If a student is unable to demonstrate sufficient academic progress and/or if personal or professional limitations interfere with his/her/their effectiveness as a counseling student, the individual will be asked to secure remedial assistance when needed or may be dismissed from a course or from the training program.

Student progress regarding personal or professional limitations is reviewed regularly by Counseling faculty. See details in the Retention/Dismissal Procedure and in the Counseling Student Competency Evaluation (CSCE) later in this guide.

PERSONAL COUNSELING

Personal counseling requirement (Minimum of 10 sessions of individual counseling), students will start receiving personal counseling session during COUN 516 and will complete before taking practicum COUN 551. The students has to check with their personal insurance provided or research affordable counseling services in the community.

Documentation signed by the counseling service provider, must be submitted by the student with the practicum application packet, please check the clinical application website.

CLINICAL SEQUENCE

The CMHC program options require 15 semester hours of clinical experience: COUN 516 (Basic Counseling Skills, 3 hours), COUN 528 (group dynamics and procedure), COUN 548 (Advanced Counseling Skills, 3 hours), COUN 551 (Practicum, 3 hours), and two semesters of COUN 552 (Internship I & II, 6 hours). COUN 551 and COUN 552 are field-based courses and involve placement and supervised experience at a site related to the student's degree option, regular campus meetings, and individual supervision.

- A. COUN 551 requires a minimum of 100 hours at the field site while COUN 552 I and COUN 552 II require approximately 300 hours respectively in each course (a minimum of two semesters or one semester and a full summer) at the field site. COUN 551 – Practicum is NEVER offered during summer sessions.
- B. Students must receive a grade of “A” or “B” in COUN 516, 528, and 548. Students must receive a grade of “Satisfactory” in COUN 551 (Practicum) and two semesters of COUN 552 (Internship I and II). Graduate school policy on ‘C’ grade in any other courses applies.
- C. Students are required to complete personal counseling, and the program learning outcome assessment as

outlined elsewhere in this handbook in order to be permitted to enroll in COUN 551.

- D. Degree-seeking students must have full admission to The Graduate School and meet Admission to Candidacy requirements prior to COUN 551.
- E. COUN 551 and COUN 552 require a completed application and approval prior to enrollment. Applications must be submitted during the semester BEFORE the semester the student intends to take the course. Dates and application deadlines are posted on the program website at <https://www.tamuc.edu/guide/clinical-applications/> all clinical sequence course applications are submitted online from the program website and require a current student email address. Additional information about clinical sequence course applications is included in the Practicum & Internship Handbook, which is available for download from the program website. All SC and CMHC students are required to produce proof of liability insurance for the duration of 551 and 552. This should be arranged prior to entering the course.
- F. The progress of students in the clinical sequence (COUN 516, COUN 528, COUN 548, COUN 551 and 552) is reviewed regularly by Counseling faculty.
- G. All practicum and internship field sites must be reviewed and approved by the Director of Training and Placement according to program guidelines. For field sites, this review and approval is made in conjunction with the coordinator of the program.
- H. Use of regular employment site as a field site. Students may use their employment site for practicum and/or internship only under the following conditions:
 - **CMHC track trainees:** (1) The work setting is an agency providing a range of experiences, (2) students will perform duties different from those currently performed on the basis of a bachelor's degree, and (3) the field site supervisor is different from the student's current work supervisor. Prior experiences will not count toward practicum/internship hours.
- I. CMHC students should consult the current Practicum & Internship Handbook (available under resources on the program website <https://www.tamuc.edu/guide/resources/>) for guidelines and details regarding clinical sequence courses.

INTERNSHIP

- A. Students in the CMHC track MUST successfully complete two semesters of internship. There are no exceptions
- B. The program coordinator coordinates internship applications. Students should contact the coordinator of the program for guidelines and details regarding internship.
- C. All students are required to produce proof of liability insurance for the duration of 552. This should be arranged prior to entering the course.
- D. Use of regular employment site as a field site. The program will allow this option for students. For specific information, contact the coordinator of the program.
- E. Progress of students in the internship is reviewed regularly by department faculty.
- F. **Master's Comprehensive Examination:** In order to be certified for graduation students must earn a passing grade on the Counselor Preparation Comprehensive Examination (CPCE). As of Fall 2014, a passing score on the CPCE is defined as $z \geq -1.25$ (1.25 standard deviations BELOW the national mean) for the most recent national mean reported by the Center for Credentialing in Education (CCE). The CPCE covers the 8 CACREP

core academic areas, that include the following A&M-Commerce Counseling classes: 501, 510, 512, 516, 517, 522, 528, 548, 545, 551, and 595. The fees for this examination are established by the University Testing Office and the Center for Credentialing in Education. Students may register for this examination once All Level 2 courses, 551, and 595 have been completed. (A Review Guide for the Master’s Comprehensive Exam is available at <https://www.tamuc.edu/programs/counseling-ms-clinical-mental-health/>. School counseling students refer school counseling handbook.

- G. **Registering for examinations:** Examination dates and times are typically for Commerce testing site announced via the departmental web by the university testing center two semester in advance. The counseling faculty recommend student prepare to sit for compressive exam (first attempt) two semester before graduation. The wait time for retesting (30 days for APB & CBT; 90 days for OnVue).
- H. **Failing score and retake limit:** If a student achieves a failing score, the student must contact his or her advisor to develop a written plan of study for a second attempt. The plan is signed by the student, advisor, and department head and filed in the student’s file. According to the Graduate Catalog, “Under extenuating circumstances, a third attempt may be granted but only upon recommendation of the advisory committee (or department) and approval of the Dean for Graduate Studies and Research.” Therefore, if a student fails a second time, the student must file an appeal to the Department Head to be considered for a third attempt. The Department Head only makes a recommendation– the Dean for Graduate Studies and Research makes the final decision as to whether or not a third attempt will be granted. Students who require a third attempt may opt for an oral examination before a committee of Counseling faculty and/or Counseling PhD student(s).
- I. **Notification of results:** The student will receive a letter from the department head stating the results of the exam.

MASTER'S COMPREHENSIVE EXAMINATION

Program students do not take the CPCE part of the comprehensive exam. Rather, these students must pass a departmental comprehensive examination covering COUN 501, COUN 510, COUN 512, COUN 522, COUN 551, COUN 564, COUN 590, COUN 595, COUN 555, COUN 505, COUN 581, COUN 606, and COUN607. The student must pass each of the above courses with a grade of “A” or “B” before taking the comprehensive examination.

STUDENT APPEAL OF INSTRUCTOR'S EVALUATION

If a student wishes to appeal an instructor's evaluation of his/her work, the first step is to discuss the problem with the instructor. If the student still wishes to appeal, he/she should consult the department head. The process for further appeal is outlined in University Procedure 13.99.99.RO.05, available in the offices of the department head, the college dean, and the provost and vice president for academic affairs and student services.

REGISTRATION FOR GRADUATION

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

LICENSURE

Licensure is not available for students in the 36-hour Student Affairs program.

If a SC or CMHC student is seeking to become a Licensed Professional Counselor (LPC), the student must submit an application to the Texas Behavioral Health Executive Council at www.bhec.texas.gov. The state currently requires the completion of a 60 semester hour program of graduate study and 3,000 hours of supervised counseling experience after completion of the graduate program. This is referred to by the BHEC as "internship" and is not to be confused with the COUN 552 Internship course within our graduate program. Before beginning this post-degree experience, the student must obtain the Licensed Professional Counselor Associate (LPCa) designation. Consult with your 552 instructor, advisor, or directly with the BHEC regarding the LPCa. One must pass the licensure exam (the National Counseling Examination, NCE), prior to applying for licensure.

CAREER PLACEMENT SERVICES

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

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

The Counseling Department maintains a bulletin board on which positions are posted.

FINANCIAL AID

The Office of Financial Aid & Scholarships has information regarding loans, grants, College Work-Study, on-campus employment and other types of financial assistance which are available for qualified graduate students. Financial Aid is available for students with full admission status only. The Office of Financial Aid may be contacted at 903/886-5096 or at <https://www.tamuc.edu/admissions/cost-and-aid/financial-aid/>.

The Office of Veterans' Affairs may be contacted at 903/886-5123 or <https://www.tamuc.edu/Veterans-and-Military-Services/> has information regarding Veterans' Administration educational benefits and the Hazelwood Act.

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

Master's-level graduate assistantships are occasionally available in the department, the College of Education Dean's Office, and Academic Advising.

FORMAL ENDORSEMENT POLICY

Program faculty endorsement is given only:

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

*The faculty reserves the rights to withhold professional endorsement.

COURSE SYLLABI

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

PROGRAM EVALUATION

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

PROFESSIONAL ASSOCIATIONS

A variety of professional associations have student members. As a whole, these associations provide many benefits, products, and services to counselors and counseling students. They promote public recognition of the profession, advocate counselor parity with other helping professionals, and represent counselors' interests before

federal, state, and/or local government. Addresses for professional associations most directly related to our master's- level options are provided below.

GENERAL

American Counseling Association 5999 Stevenson Avenue Alexandria, VA 22304- 3300 800/347-6647 http://www.counseling.org/	Texas Counseling Association 1210 San Antonio, Suite 200 Austin, TX 78701 800/580- 8144 http://www.txca.org/tca/
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CMHC

American Mental Health Counselors Association 107 S. West St., Suite 779 Alexandria, VA 22314 800/326-2642 http://www.amhca.org/	Texas Mental Health Counselors Association (<i>contact TCA above</i>)
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ADDITIONAL SUGGESTIONS

- A. Donate to a program scholarship foundation. Donations in any amount are welcomed. These foundations fund scholarships and awards for master's and doctoral students in the Counseling program. Foundations have been formed to honor the following former faculty: Richard Lampe John McQuarry Harold Murphy David Talbott William Truax Ruth Ann White
- B. Keep memberships current in professional associations such as TCA and ACA—attend conferences, network, serve as an officer, etc. Become a major contributor, in the tradition of A&M- Commerce, to your profession. Students can enhance their development by student membership in these groups—do not wait until graduation.
- C. Explore the possibility of entering our CACREP- accredited doctoral program after graduation and gaining full-time counseling-related work experience.
- D. Attend the annual fall Ruth Ann White and Richard E. Lampe and spring Harold D. Murphy Continuing Education Conferences.
- E. Keep your address, email address, and phone current with the department and inform us of the newsworthy events in your own personal and professional life (including name changes). Our department has a history of long-standing involvement with former students, so please keep us up to date.
- F. Participate in any program evaluation requests you receive from the department after you graduate. This will help us adjust our program to meet the changing needs of students and counselors and meet CACREP accreditation standards.
- G. Students are encouraged to continue the relationship with the department through: (1) Responding to post graduation survey; (2) active engagement in counseling academic honor society-Chi Sigma Iota; and (3) participating in advisory committee.

RETENTION/DISMISSAL PROCEDURE – ALL PROGRAMS

Document effective beginning with the Summer, 2007 semester

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

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

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

In order to receive a master's degree, the student must pass the Counseling Program's Master's Comprehensive Examination.

Master's Program: The following course grades are required for progression in the clinical skills sequence: COUN 501 (Introduction to Counseling), COUN 516 (Basic Counseling Skills), COUN 528 (Group dynamics and procedure), COUN 548 (Advanced Counseling Skills) require grade of "B" or higher; COUN 551 (Practicum), COUN 552 (1st), and COUN 552 (2nd) require grade of "S".

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

University Procedure 11.04.99.R0.16 (Graduate Academic Probation, Retention and Suspension) states "individual departments may reserve the right to suspend from their programs, students who, in their judgment, would not meet the professional expectations of the field for which they are training." (Revised April 2004). Therefore, a student who fails to demonstrate appropriate communication, interpersonal, or professional skills as identified by a faculty member may be required by the department to seek remediation including, but not limited to, repeating a clinical skills course and/or receiving counseling. In addition, a student who demonstrates personal limitations that impede professional performance, who is harmful to clients, or who violates ethical standards, may be asked to leave the program.

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

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

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

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

F.9.b. Limitations: Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

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

RETENTION/DISMISSAL PROCEDURE

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

- A. The faculty member will confer with the student, clarifying that the student's continuation in the program could come under review according to the Counseling Program's Retention/Dismissal Procedure. The faculty member will document concerns using a Counseling Student Competency Evaluation form (CSCE). If warranted, a remediation plan will be developed, including a review date. Copies of the completed CSCE and remediation plan will be placed in the student's Department file and given to the student. It is the responsibility of the faculty member to monitor the remediation plan according to the review date and provide follow-up documentation in the student's file.
- B. If an agreement is NOT reached with the student, if the student fails to progress satisfactorily after the conference, or if the situation is of a nature that suggests Departmental action might be necessary, the faculty member will consult with the Department Head regarding options. If resolution is not reached at this point, the Department Head will refer the matter to the Departmental Retention Committee (DRC). The faculty member will provide the DRC with a written summary of the situation, other pertinent documentation, and his/her recommendation. The DRC may consult with other professionals as appropriate.

- C. The Department Head will notify the student in writing that the DRC will review the matter and that the student may (a) prepare a written statement for the committee's consideration and (b) has the option to appear before the committee in person. If the student wishes to present a written statement to the DRC, this is due within 14 days of the date of the notification letter from the Department Head. If the student wishes to appear before the DRC in person, the student must notify the committee chair in writing within 14 days of the date of the notification letter from the Department Head. The DRC chair will establish the date, time, and location of the meeting and inform the student in writing.
- D. The DRC will make its decision regarding the case and inform the student in writing, with a copy to the Department Head. If the student wishes to appeal, the appeal goes to the Dean for Graduate Studies and Research.

College Student Affairs INFORMATION SHEET

- COUN 505* - Intro to Coun Prof
- COUN 512 - Career Development
- COUN 522 - Coun Diverse Pops
- COUN 560 - Crisis Int: Th & Prac
- COUN 595 - Research Lit & Tech

- **COUN 581** – Asses and Trmt of Chemical Dependency
- COUN 590 - Legal Iss in Col St Aff
- COUN 606* - St Aff Serv in Higher Ed
- COUN 607 - The Cont Coll Student
- COUN 555 – Internship (*pass Comprehensive Examination*)

Required 36 semester hours, no electives

A or B in all the classes to qualify for Comps.

PROGRAM DESCRIPTION

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

PROGRAM OBJECTIVES

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

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

COUNSELING STUDENT COMPETENCY EVALUATION (CSCE)

Student: _____

Today's Date: _____

Faculty: _____

Course Number: _____

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

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

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

1 = Does Not Meet Expectation 2 = Meets Expectation 3 = Exceeds Expectation

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

GENERAL COMPETENCY	1	2	3
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1. The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student takes responsibility for compensating for his/her deficiencies in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student takes responsibility for assuring client welfare when faced with the boundaries of her/his expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, supervision, or experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student demonstrates basic cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student demonstrates oral and written language skills consistent with a graduate level education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL & EMOTIONAL MATURITY	1	2	3
1. The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student is honest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her counseling work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student contributes appropriately to classroom and supervisory discussions and is not disruptive in classroom, field placement, or supervisory settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTEGRITY AND ETHICAL CONDUCT	1	2	3
1. The student refrains from making statements which are false, misleading, or deceptive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student avoids improper and potentially harmful dual relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student respects the fundamental rights, dignity, and worth of all people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student adheres to the professional standards outlined in the ACA Code of Ethics (2014).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLINICAL COMPETENCY	1	2	3
1. The student understands and accepts the importance of implementing the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student demonstrates a capacity for understanding the influence of others on his/her own development (e.g., family of origin).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates a willingness and an ability to explore her/his own emotions, behavior, and cognitions in order to enhance self-awareness and self-knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student consistently demonstrates excellent interpersonal skills, exhibiting a genuine interest in and appreciation of others, a respect for others, and an ability to interact with others in an appropriate manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student demonstrates a potential for working effectively with distressful emotions (his/her own and the emotions of others).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

This document adapted from original developed at Southwest Texas State University. Counselor Education & Supervision (2002), 41, 321-332.

REMEDIATION PLAN

To accompany the Counseling Student Competency Evaluation if necessary

Student Name: _____ Date: _____

Remediation Plan:

Follow-up appointment: _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

