STUDENT HANDBOOK

Doctor of Philosophy (Ph.D.)
in Counselor Education

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 Counselor Education doctoral program offered in 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 doctoral study in the counselor education program. Students admitted into the counselor education doctoral program are provided a copy of the handbook during the new student orientation meeting held each fall. A digital copy is available for download on the Department of CNEP website [http://cnep.tamucc.edu/current_students.html](http://cnep.tamucc.edu/current_students.html). At times, policy updates, curricular revisions, or accreditation changes may necessitate the Department of CNEP faculty making updates to this student handbook. In such situations, all students will be informed of the changes and provided a copy of the new handbook. Unless otherwise noted, changes made to this handbook will be made effective immediately.

Doctoral students are responsible for reading and becoming familiar with the information contained in this handbook. They must confirm acceptance of the duties, expectations, and responsibilities outlined in this handbook by signing the Statement of Understanding (see Appendix E). 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. Specific instructions will be provided during the new student orientation meeting held each fall.

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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 for your instructor.

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 (TAMU-CC), through the College of Education and Human Development (COEHD), offers a Doctor of Philosophy (Ph.D.) degree in Counselor Education designed to prepare students for careers as counselor educators and supervisors. The Counselor Education program is a 69-semester hour, CACREP-accredited program. Doctoral students matriculate through the program in a cohort model across a minimum of three academic years. Upon completion of the program, doctoral students find themselves competitive for placement in a variety of positions. Through curricular and extracurricular activities, program faculty strive to ensure program graduates are well-equipped to perform at the highest level of effectiveness in their anticipated work settings; functioning as competent classroom instructors, supervisors, researchers, clinicians, and leaders in the profession and effectively utilizing their knowledge and skills in advocacy. Each doctoral student’s personal and professional development is periodically reviewed by faculty. Doctoral students failing to demonstrate basic knowledge, ethical behaviors, effective communication and interpersonal skills, professional dispositions, and/or counseling skills will be asked to seek remediation. Failure to successfully
remediate noted concerns, or an escalation of existing concerns, may be grounds for dismissal from the program.

Current objectives and student learning outcomes of the CNEP Department doctoral program in Counselor Education are reflected in the core course requirements as mandated by national accreditation standards and licensure boards. Objectives are drawn from current CACREP Standards; the professional literature; and input from faculty, students, graduates, and program stakeholders. Through coursework, practicum, internship, research, successful completion of the comprehensive examination, and dissertation, doctoral students are expected to meet all overall program objectives and learning outcomes, as well as specific course objectives and coursework learning outcomes.

In addition to accomplishing established learning outcomes, doctoral students must be familiar with, and have access to contemporary computer technology and the internet. Computer fluency and technological proficiency are requirements for students to actively participate in web-enhanced course activities and effectively communicate with faculty and other cohort members.

Accreditation

The Ph.D. in Counselor Education program is 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 doctoral-level counselor educators with the academic, professional, and personal credentials needed to perform at a high level of effectiveness as educators, researchers, supervisors, and professional leaders.

- Counselor Education (accredited through 2020)

Doctoral Program Objectives

The Counselor Education doctoral program at TAMU-CC is at the forefront in meeting current needs in training counselor educators. As such, the major emphasis of the program is on the preparation of doctoral students for careers in university teaching, supervision, and research in counselor training programs. The Department of CNEP faculty have identified several foundational curricular and professional objectives for each doctoral student matriculating through its counselor education program of study. Each of these objectives has specific outcomes measures.

Curricular Objectives

Graduates of the Counselor Education doctoral program will be able to:

- Knowledgeably integrate fundamental principles of counseling service delivery into a contemporary counselor educator identity
- Knowledgeably integrate fundamental principles of clinical supervision into a contemporary counselor educator identity
- Knowledgeably integrate fundamental principles of curriculum development and classroom instruction into a contemporary counselor educator identity
Professional Objectives

Throughout their program of study, across a variety of curricular and extracurricular experiences, doctoral students in the counselor education program will develop the ability to:

- Apply a scholarly approach to theory, research, and practice that allows for the integration of the knowledge and skills needed to be successful educators, supervisors, researchers, and practicing counselors.
- Develop, through reflection and insight, an understanding of oneself and the use of self in both instructional and clinical settings.
- Use critical thinking to make sound, responsible judgments and decisions when working with clients, students, peers, and other helping professionals.
- Function in a manner consistent with the codes of ethics and standards of practice set forth by the American Counseling Association, National Board for Certified Counselors, and all applicable state regulatory agencies.
- Advocate for clients, causes, social change, and the counseling profession itself.
- Self-monitor and engage in personal-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being.

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 doctoral-level course work in Counselor Education must meet certain college (COEHD) and department (CNEP) doctoral student requirements as specified in the COEHD and CNEP Graduate Policies and Regulations sections of the University’s Graduate Catalog. These requirements include:

- Minimum GPA of 3.0 in the applicant’s graduate coursework
- Valid score on the Graduate Record Examination (GRE) no more than 5 years old with the following minimum scores required (GRE-VR 142, GRE-QR 144, and GRE-AW 3.0)
- Three letters of recommendation
- Two-page professional goals statement
- Resumé or curriculum vitae documenting relevant professional experience
- Personal interview

Doctoral applicants should be aware that the Doctoral Admissions Committee begins their review of applicant information, including interviews, and makes acceptance decisions as early as January for the following fall enrollment. Early application is encouraged, since it allows
See the TAMUCC Office of Graduate Studies website for information on the application process: http://gradschool.tamucc.edu/how_to_apply.html

Applications for the program must be submitted via the Apply Texas website: https://www.applytexas.org/adappc/amp/gen/c_start.WBX

All applicants who have met the requirements of the College of Graduate Studies, as outlined in the Graduate Catalog, will have their application files sent directly to the Department of CNEP, where the Admissions Coordinator forwards completed files to the Doctoral Admissions Review Committee. The Department of CNEP admits students once yearly, with cohorts averaging 10-12 students beginning each fall semester.

**Program Matriculation**

The degree requirements enhance the leadership capabilities of professional counselors who serve or plan to serve in the role of counselor educators, directors of counseling and guidance programs, research specialists in counseling and the behavioral sciences, clinical supervisors in counseling and mental health settings, and direct service providers. The doctorate in **Counselor Education** is awarded in recognition of the attainment of independent and comprehensive scholarship in the field. The doctoral program consists of a minimum of three academic years of graduate-level preparation (including entry-level preparation), defined as eight semesters with a minimum of 69 semester credit hours of graduate-level coursework required of all students in the program. To qualify for the degree, students must complete the program with a cumulative GPA of at least 3.0 and no more than two grades of “C” being used to satisfy course requirements outlined in the student’s official degree plan. Additionally, the student must meet the following specific requirements:

1. **Residence:** Two consecutive sessions of full-time enrollment are required, to be completed during the first year of the program as members of a cohort group.

2. **Recency of Credit:** Courses completed for a prerequisite master’s degree do not need to meet the 10-year recency of credit rule for the doctoral program. All other courses that are part of the doctoral degree plan must abide by the 10-year rule on recency of credit.

3. **Entry-Level Courses:** Entry level coursework, to include a) CACREP entry-level core curricular standards, b) CACREP entry-level professional practice standards, and c) CACREP entry-level curricular requirements of a specialty area is required. Missing content can be completed concurrently with doctoral-level counselor education coursework and will be added to the student’s degree plan at time of admission.

4. **Doctoral Counseling Core Courses:** A minimum of 36 semester hours of doctoral-level core courses, including 6 semester hours of internship and three (3) semester credit hours of practicum, are required.

5. **Research Tools:** An extensive sequence of research courses is required, including a minimum of 33 hours of research methodology and statistics. Courses in quantitative and
qualitative analysis are required. Included within this research component is a minimum of nine (9) hours of supervised dissertation.

6. **Supervised Advanced Practicum and Internship:** All doctoral students are required to successfully complete a clinical experience as part of their participation in the doctoral program, as noted in #3 above. This experiential component includes an advanced practicum (CNEP 6395, 3-semester credit hours/100 clock hours) and two doctoral-level counseling internships (CNEP 6396, 6-semester credit hours/600 clock hours total). The 300-hour doctoral practicum is clinical in nature, whereas the 600-hour doctoral internship is more varied, and includes supervised experiences in clinical settings, teaching, research, leadership, and supervision. In addition, students are given the opportunity to participate in additional supervised practica or internships that are appropriate to their career objectives.

7. **Comprehensive Examination:** Doctoral students are required to successfully complete a written comprehensive examination toward the completion of all coursework.

8. **Dissertation and Final Examination:** Doctoral students are required to successfully complete a dissertation under the direction and supervision of their dissertation chair and committee members. There is a dissertation proposal defense at the time the student completes the proposal and a dissertation and final examination at the successful completion of one’s dissertation.

All degree requirements, including coursework completed at TAMU-CC and coursework from other institutions being accepted for transfer credit, must be completed within ten (10) calendar years from the date of initial enrollment in the program (defined as the student’s catalog year).

**The Curriculum**

The Ph.D. in **Counselor Education** degree features a 69-semester credit hour degree plan comprised of 36 semester hours of core counselor education coursework, 24 semester hours of research skills coursework, and nine (9) semester hours of dissertation.

**Core Counselor Education Courses**

- CNEP 6305 Advanced Counseling Theories
- CNEP 6310 Advanced Counseling Strategies
- CNEP 6315 Professional, Legal, and Ethical Issues
- CNEP 6320 Advanced Appraisal Techniques
- CNEP 6335 Consultation Theory
- CNEP 6340 Diversity in Counselor Education
- CNEP 6350 Advanced Clinical Supervision
- CNEP 6354 Counselor Education Pedagogy
- CNEP 6355 Leadership and Advocacy in Counselor Education
- CNEP 6395 Doctoral Practicum
- CNEP 6396 Doctoral Internship I
- CNEP 6396 Doctoral Internship II
Research Skills Courses

CNEP 6316 Research, Writing, and Publishing
CNEP 6360 Research Design in Counseling
CNEP 6365 Outcome Research and Program Evaluation in Wellness-Based Practices
CNEP 6370 Quantitative Research Methods I
CNEP 6372 Quantitative Research Methods II
CNEP 6384 Qualitative Research Methods I
CNEP 6385 Qualitative Research Methods II
CNEP 6397 Research Seminar

Dissertation Courses

CNEP 6398 Dissertation in Progress I
CNEP 6398 Dissertation in Progress II
CNEP 6398 Dissertation in Progress III

All coursework, as well as degree conferral, must be completed within 10 years of the beginning date of the first course taken. Courses older than 10 years may require revalidation or may have to be re-taken. See the COEHD Doctoral Handbook and the Graduate Catalog for the year of your entry to the program for more information. Students may petition to graduate under a subsequent catalog because of a preference to meet newer degree requirements by completing Form L on the College of Graduate Studies (CGS) website (http://gradcollege.tamucc.edu/contact_us/forms.html).

Course Sequencing

Students in the Ph.D. in Counselor Education program matriculate through a prescribed curriculum following a cohort model. The degree plan calls for students to take three courses (nine semester credit hours) during the Fall, Spring, and Summer semesters their first two years in the program, and one course plus dissertation credit hours in the Fall and Spring semesters of their third year. Students are required to complete an initial degree plan during their first semester of the program. The initial degree plan should be signed by the student and doctoral program coordinator and emailed to gradstudies@tamucc.edu by the end of the first semester. Because the Department of CNEP utilizes a cohort model in the doctoral program, the Counselor Education degree plan is standardized and, absent exceptional circumstances (e.g., transfer courses, additional course required for leveling), will be the same for all students. A copy of the current course sequencing for the doctoral program appears in Appendix B.

Please note: All exceptions must be approved by the College of Graduate Studies; thus, the student should ensure that the Graduate Degree Plan Exceptions Form (Form I, http://gradcollege.tamucc.edu/contact_us/forms.html) is completed, signed by the appropriate advisor, and submitted to gradstudies@tamucc.edu for routing as soon as changes to the degree plan are initiated. Failure to have CGS approval can result in students taking courses they do not need nor can they use toward the degree, resulting in potential delays in clearance for graduation. During their final semester, students must update their degree plan, sign it, and submit it to the College of Graduate Studies at gradcollege@tamucc.edu for routing. Students must also file a final degree plan, with grades, during their final semester. Failure to do so may delay graduation clearance and adversely impact a student’s graduation date.
Practicum and Internship

Practicum and Internship are required parts of the Counselor Education Program. Doctoral-level practicum and internship are also required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The guidelines for the practicum/internship sequence in our department are designed to align with the 2016 CACREP standards (https://www.cacrep.org/for-programs/2016-cacrep-standards/). Records of students’ performance in the practicum/internship courses will be kept in each student’s online Tevera account.

PRACTICUM/INTERNSHIP STUDENT ORIENTATION

All doctoral students are required to complete a Practicum/Internship orientation program in Blackboard before they will be issued a permit to enroll in these field experience courses. 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.

Doctoral Practicum

As a cohort, doctoral students participate in an advanced practicum (CNEP 6395) scheduled during the fall semester of the second year of doctoral studies. According to the 2016 CACREP standards, doctoral practicum students must participate in a minimum of 100 hours in counseling, of which at least 40 hours must be in direct service with clients. The nature of the practicum will be determined in consultation with program faculty. Supervision, both individual/triadic and group, is required. Students must obtain at least one hour per week of individual/triadic supervision from a qualified site supervisor. Faculty members who provide individual/triadic supervision for doctoral practicum or internship may not supervise more than six students; thus, students who intend to work with a faculty member are encouraged to act early in the process to secure a supervisor. Attendance in group supervision throughout the practicum is required.

Individual/triadic supervision must be provided either by a departmental faculty member or by an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession. The supervisor should have expertise to advance the student’s knowledge and skills. Doctoral students who are concurrently working towards professional counselor licensure may count their individual/triadic supervision for the license as individual/triadic supervision for the practicum course assuming the LPC-Supervisor meets departmental requirements. While doctoral students will pursue professional experiences related to career goals in counseling, supervision, teaching, leadership/advocacy, and/or research/scholarship during their internships, the focus of practicum is counseling. Acquiring and refining advanced counseling skills are emphasized during the doctoral practicum. Thus, both direct and indirect hours must be related to the practice of counseling.

Prior to the beginning of the doctoral practicum experience, the doctoral student, university instructor, and site supervisor must sign a Field Site Supervisor Agreement that specifies the
types of professional experiences the student will obtain and the roles and responsibilities of the student, practicum instructor, and site supervisor. The practicum instructor will establish and maintain contact with the site supervisor during the semester, including visits to sites as needed.

**Doctoral Internship**

Each doctoral cohort completes two semesters of internship (CNEP 6396) during the spring of years two and three of doctoral studies. In accordance with the 2016 CACREP standards, doctoral students are required to complete doctoral-level internships that total a minimum of 600 clock hours (see Section 6C of the 2016 CACREP standards). Unlike doctoral practicum, with its focus on provision of counseling services, the 600 hours must include supervised experiences in at least three of five doctoral core areas (i.e., counseling, teaching, supervision, research and scholarship, leadership and advocacy). The internship provides the opportunity for students to engage in many of the activities of a regularly employed professional. The 600 hours will be allocated at the discretion of the internship instructor and the student based on experience, training, and career goals of the student. With the approval of the internship instructor, all or part of the internship may be completed at the student's place of employment; however, the experiences must be appropriate for a doctoral-prepared employee and fit within the core areas outlined. In such cases, the internship must provide opportunities for new learning experiences that are qualitatively different than the student's routine responsibilities and that provide the opportunity to develop skills commensurate with doctoral-level employment.

Each of the two semesters of doctoral level internship involves 300 hours of doctoral-level field experience including individual and group supervision for a total of 600 hours for the two semesters of required internship. Standards require on-going, regularly scheduled group supervision conducted by a counselor education faculty member as well as an average of one hour per week of individual and/or triadic supervision. The individual/triadic supervisor must have a doctorate in counselor education or a graduate degree and specialized expertise that will enhance knowledge and skills to be focused on during the internship. As with faculty members who provide supervision for practicum students, faculty members who provide individual/triadic supervision for internship may not supervise more than six students. It is permissible for doctoral students who being supervised by a faculty member to remain with the supervisor throughout the practicum/internship experience. However, depending on core emphasis areas, doctoral interns may benefit from seeking supervision from another faculty member at the beginning of a new course. The university instructor will contact the site supervisor several times during the semester including a site visit if appropriate. The doctoral internship instructor provides group supervision on a regular basis throughout the internship experience.

At the beginning of the doctoral internship experience, the doctoral student, university instructor, and the site supervisor sign a **Field Site Supervisor Agreement** specifying the types of professional experiences the student will be performing and the roles and responsibilities of the student, internship instructor, and site supervisor. Responsibilities should be established that allow a focus on at least two of the five doctoral core areas over the course of two semesters of internship.

The university instructor will maintain a file on each student each semester. The file will be forwarded to departmental staff at the end of the semester for compilation into an individual student practicum/internship file. Required contents may be found in the **Doctoral Practicum/Internship File Checklist** which is included in the CNEP 6396 course syllabus.
For All Doctoral Practicum/Internship Students:

- It is the responsibility of students to arrange individual/site supervision and report it to the internship instructor.
- Any changes to the Field Site Supervisor Agreement, including name of supervisor or responsibilities, require a new site supervisor agreement that is submitted to and approved by the faculty instructor.
- Failure to submit documentation of changes may result in inability to count hours towards internship 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 on-site supervision by an individual with a 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. Additional requirements may be in place for school counseling supervisors (please check for current information)
- 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.

Unlike at the master’s level, students are permitted to choose a site at which they are employed currently. When possible, the preference is to participate in professional activities which are qualitatively different than what is normally required and are consistent with the activities of an advanced-level counselor to provide an enriching professional experience.

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. 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 $15- $25 fee) in University Center 304. All students are required to complete a criminal background check. All background checks must have been completed within the past year. 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.

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

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
   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 “C” or lower, 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 “C” or lower unless exceptional circumstances apply. Students may also earn a grade of “C” or lower 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” 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. Department of CNEP faculty engage in continual monitoring of doctoral 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.
Dissertation

The dissertation serves as the capstone project for students in the counselor education program. The purpose of the dissertation is to encourage and ensure the development of broad intellectual capabilities and provide students a forum for demonstrating their ability to conduct an original and independent scholarly investigation in a focused area of study as related to one of the five core areas of the counselor education training curriculum: a) counseling, b) supervision, c) teaching, d) research, and e) leadership and advocacy. Both the dissertation research and the dissertation itself are to be completed under the guidance and direction of the student’s dissertation committee. This committee consists of a minimum of four individuals including a chair, graduate faculty representative (GFR) appointed by the CGS and at least two other faculty members from the student’s home department. Students should first select a member of the CNEP faculty who holds graduate faculty status as their chair. The student and chair then work cooperatively to identify appropriate individuals to serve on the dissertation committee. Additional members above the four required members can be added if needed. At this point, the doctoral student should submit a Doctoral Dissertation Advisory Committee Appointment Form. Once the committee has been established and approved by the CGS Dean, students are permitted to begin the dissertation process. Appointment of a GFR by the CGS need not delay students from beginning to work on their dissertations; however, a GFR must be assigned and in attendance for the proposal and defense hearings to be scheduled. Doctoral students should be in contact with their chairs early in the process to ensure committee appointments are made in a timely manner that allows all committee members adequate time to substantively contribute to the student’s project prior to the proposal meeting.

Enrollment in CNEP 6398 Dissertation Hours

Doctoral students are required to maintain continuous enrollment throughout the degree process. While general requirements for continuous enrollment do not include summer enrollment, once the candidate’s proposal is accepted, the candidate should consult with the chair about (a) whether summer enrollment in CNEP 6398 Dissertation should occur and (b) how many hours of dissertation should be taken for each semester of enrollment. Enrollment in six semester hours of CNEP 6398 will have higher contract requirements for satisfactory progress. University policy states that the student must be enrolled in CNEP 6398 while receiving advice or assistance from a faculty member or while utilizing university facilities. In addition, students should recognize that the dissertation proposal meeting and defense/final examination meeting must occur in separate semesters.

Special Assistance

It is the responsibility of the candidate to seek out appropriate assistance in preparation of the manuscript. Use of the Writing Center and editors is encouraged. Editors should be familiar with both APA style and dissertation guidelines. Committee chairs and members, while they may point out grammar, punctuation, and style errors, do not have the responsibility to edit dissertation work. Candidates should check with their chairs about what kind of assistance is available and appropriate. Candidates may not use services that write papers for them.

The Dissertation Proposal/Prospectus
The first component of the dissertation process is the proposal. The proposal document represents a formal understanding between students and their dissertation committees outlining the work to be done and the intellectual rigor expected from the student. In advance of their proposal, students will begin working on the first three chapters of their dissertation. Students will then orally present their proposal document, typically comprised of the first three chapters of the dissertation, to the dissertation committee at their proposal hearing. The complete proposal document should sufficiently detail the problem being studied, justification for the identification of this problem based on previous research, research questions to be addressed, theoretical/methodological framework underlying those research questions, type of research design being employed along with its merits and limitations, methods of analyses appropriate for the chosen research design, and potential relevance of the research findings. Students write the proposal document under the direction of the chair and consult with other members of the dissertation committee. Once the chair approves the proposal document it is distributed to the student’s dissertation committee and a proposal hearing is scheduled. All committee members must be given two weeks to review the proposal ahead of any agreed upon proposal hearing date. At the proposal hearing, students present their studies and address questions from committee members. Following this exchange, students are asked to leave the room as the dissertation committee deliberates the merit of the study based on their assessment of the written proposal, presentation, and student’s responses to questions. The committee then decides whether to approve the study as proposed. With the endorsement of the committee and approval from the TAMU-CC Institutional Review Board to conduct the study, students can begin collecting data and preparing their dissertation research.

**Preparation of the Proposal/Prospectus**

**Step 1: Determine a topic**

During CNEP 6397 Research Seminar, students will create a research project that demonstrates understanding of the elements and format for completing a proposal. The project may serve as the basis for the proposal for dissertation that will be defined with the dissertation chair. While students are given latitude in selecting a dissertation topic to work on, they are required to complete a study related to one of the five core components of the counselor education training curriculum: a) counseling, b) supervision, c) teaching, d) research, and e) leadership and advocacy. Clear implications for training, practice, advocacy, and policy, should be included in the student’s dissertation document.

**Step 2: Select a dissertation chair and committee**

Determine who you would like to chair your dissertation and make the request. Once the faculty member agrees to serve as the chair, refine your topic and, in collaboration with your chair, determine which faculty members within the department you would like to serve on your committee. Once the departmental committee members have agreed to serve, complete and upload **Form C: Doctoral Dissertation Advisory Committee Appointment Form** to the CGS. The CGS will determine the Graduate Faculty Representative and will circulate the form for signatures.
Step 3: Complete the dissertation proposal/prospectus

Review the style and formatting requirements for completing the proposal and dissertation that are posted on the CGS website. Complete the proposal following CGS guidelines for format and style and departmental guidelines for content.

Step 4: Schedule a proposal meeting

The student should reserve a time for the proposal meeting under the direction of the committee chair and in collaboration with the dissertation committee. The student must notify the department administrative assistant of the date and request room assignment.

Step 5: Complete Form D: Doctoral Dissertation Proposal Hearing Request Form

The student must complete and upload Form D: Doctoral Dissertation Proposal Hearing Request Form at least two weeks prior to the planned proposal. The CGS will circulate the document for electronic signature.

Step 6: Distribute copies of the proposal/prospectus

Upon approval of the dissertation chair and at least two weeks prior to the dissertation proposal meeting date, distribute copies to all committee members, including the GFR. Committee members may provide comments to the dissertation chair and the candidate prior to the proposal meeting.

Presentation of the Proposal/Prospectus

All committee members and the Graduate Faculty representative are required to be present. The proposal includes three chapters and the presentation usually lasts 1½ to 2 hours. The procedure may vary, but a standard format includes introductions, introductory remarks by the student regarding the topic and an explanation of the proposed study by the student. The format for presentation of the proposal will be determined by the chair. PowerPoint presentations may be utilized. During or following presentation of the proposal, the candidate will address questions raised by committee members. Committee members may offer suggested changes to the proposal. The candidate will then exit the meeting. The chair will hear additional committee member comments and will make note of required and suggested changes to the research. The committee will determine whether the candidate’s research is approved. The candidate will return to the proposal meeting and will be informed of the committee’s decision and recommendations. The doctoral committee may choose to (a) accept the proposal as is, (b) accept the proposal with required changes to be reviewed by the chair and/or the committee, or (c) reject the proposal.

The Dissertation Defense and Final Examination

The second component of the dissertation process is the defense. Like the proposal, the defense includes both a written document and formal meeting with the entire dissertation committee. The defense document builds on the proposal document, presenting the results of the study, conceptualization of the results in the context of the inherent limitations of the topic of study, previous research findings, and discussion of the implications for future research or practice.
derived from the results. The defense document is written under the direction of the chair in an agreed upon format. The defense document can be formatted in a variety of ways. Outlines and templates for each accepted format are made available to students to inform their selection. Students should consult with their chairs early in the dissertation process to ensure the appropriate format is applied for the investigation they intend to complete. Once the defense document has been submitted and reviewed and the chair approves, it is distributed to the dissertation committee and a defense hearing scheduled. At the defense hearing the student orally presents the defense document and addresses questions raised. Following this exchange, students are asked to leave the room as the dissertation committee deliberates the quality of the final product and the student’s ability to articulate the dissertation study. The committee votes separately on the presentation and final document. Upon approval of both components of the defense, students will be recognized as having successfully completed their dissertation.

Preparation of the Defense and Final Examination

Step 1: Schedule the dissertation defense and final examination

Upon approval from the dissertation chair and under the chair’s direction, the candidate will establish a date for the dissertation defense. Once the date is set with the committee, the candidate will complete and upload Form E: Preliminary Agreement to Schedule the Dissertation Defense/Final Examination. The form must be submitted at least two weeks prior to the defense and no later than 8 weeks prior to graduation. The CGS will circulate the form for signature.

Step 2: Conduct the defense hearing and final examination

All members of the committee, including the Graduate Faculty Representative, are present at the defense. The candidate will present the completed research, usually including design and methods used, findings, conclusions and/or implications. Committee members will ask questions as they determine appropriate to the topic and defense. Candidates should be prepared to discuss the dissertation and the implications of the study for practice and publication, as well as its contributions to the discipline. The dissertation defense is open to all graduate faculty members. As part of the defense the student may be required to discuss publication plans for the study depending on the dissertation format selected. At the conclusion of the presentation and examination, the candidate will leave the room and the committee will determine whether the candidate has passed. There are two separate elements that will be assessed: the document and the oral defense. The committee may determine the candidate has (a) passed both the oral and document elements; (b) passed both the oral and document elements pending revision of the document, (b) failed either or both elements and requires a second defense. The candidate will reconvene with the committee and the chair will inform the candidate of the results and outline any revisions to the document that are required before approval will be issued. Options moving forward are discussed among the student and chair.

Note: It is the student's responsibility to carefully follow the policy stated in the Graduate Catalog regarding the final dissertation, editing requirements, deadlines, and any additional requirements to graduate from the University.
Step 3: After the defense hearing and final examination

At the conclusion of the defense, the doctoral committee chair and/or student will complete Form F: Dissertation Defense and Written Dissertation Report Final Examination/Dissertation Defense Report and upload it to the CGS. The form then will be circulated for signatures from all committee members, including the chair, by CGS. The report includes evaluation of both the written document (the dissertation) and the oral examination. It is the responsibility of the dissertation chair to sign the document only after any needed/required changes have been made and the document has been vetted for plagiarism.

College-Level Dissertation Procedures

The following procedures were developed by the COEHD Doctoral Degree Committee (DDC) and apply to all doctoral students pursuing degree plans in the COEHD. Students are encouraged to discuss with their chair these procedures and how they might impact students’ plans for conducting their dissertation research and progressing toward graduation.

Enrollment in Dissertation Hours

- Students may enroll in a maximum of three hours of dissertation credit prior to passing their comprehensive examination.
- Students may propose after successfully passing the comprehensive examination. However, when necessary or appropriate based on study design or other rationale, and approved by the dissertation committee, students may propose their dissertation study prior to taking the comprehensive examination. These decisions are made on a case-by-case basis.
- Students can enroll in subsequent dissertation credit hours after successfully passing the comprehensive examination.
- Students must be enrolled in dissertation credit hours in the semester they plan to defend their completed dissertation and file for graduation.
- Students may enroll in a maximum of 18 hours of dissertation credit. Additional hours must be approved by the COEHD DDC prior to enrollment.
- Students must complete a minimum of 9 dissertation credit hours as part of their doctoral degree plan.

Time Required for Proposal

- Students are required to propose the dissertation within one year after passing the comprehensive examination.
- Should students fail to propose the dissertation within one year after passing the comprehensive examination, they will be referred to a hearing with the COEHD DDC. The dissertation chair also will be invited to attend the hearing.

Completing the Dissertation

- After the student completes 12 hours of dissertation, the dissertation committee will convene a meeting with the student to assess progress and implement a plan of completion as needed.
● Should the student not complete the dissertation successfully within the required timeline, not to exceed 18 hours, the dissertation chair must convene a subsequent meeting to discuss timeline, evidence of consistent compliance with the plan for completion, consideration of revalidation appeals if applicable, and potential dismissal.

● At the completion of the meeting, the dissertation chair shall refer the candidate for a hearing with the COEHD DDC. Written notification of the referral should be made to the Assistant/Associate Dean and the student. No additional dissertation hours may be taken for credit without approval of the COEHD DDC.

● The COEHD DDC will consider evidence of progress and a statement from the student to evaluate the rationale for student continuation or dismissal.

● The COEHD DDC has the option of recommending dismissal or acceptance of the revised timeline for proposal to the CGS and COEHD Dean.

The process should continue until (a) student completes the dissertation, (b) the student has reached the five-year maximum allotment of time in program, or (c) the student is either dismissed or withdraws from the program.

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. Failure to adhere to these ethical standards will trigger a competency evaluation and may result in the formulation of a remediation plan for the student to address the noted issue. Additional information on relevant standards students are expected to follow is listed in the Professional Duties and Responsibilities section.

Advising and Degree Plans

Upon admission to the doctoral program, within the students first semester, students meet with the doctoral program coordinator and department chair for orientation and initial advisement. Student orientation additionally takes place in the student’s first course, during the CNEP 6315: Professional Issues and Ethics course.

The Doctoral program coordinator and Department chair are primarily responsible for advising andinforming students regarding the department and the doctoral program. All faculty members are available to advise as well; however, specific questions about the program itself should be directed to the Doctoral program coordinator. All faculty are available to students to provide course advisement. Students participate as a cohort and follow a prescribed course schedule throughout their program.
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 doctoral students are required to complete an IDP at various checkpoints throughout their degree plan. Items on the IDP relate to students’ plans for gaining knowledge and experience related to the core functions of a counselor educator. The IDP will be completed in Tevera, and digitally submitted to the student’s faculty advisor. To register and pay for Tevera go to the TAMU-CC Marketplace: https://tpg.tamucc.edu/C20207_ustores/web/classic/store_main.jsp?STOREID=25&SINGLESTORE=true

Comprehensive Examination

The doctoral comprehensive examination will be administered in the summer following students’ second year of coursework and includes a written and oral component. The written examination covers the five professional core areas outlined in the 2016 CACREP standards for doctoral programs (counseling, supervision, teaching, research, and leadership and advocacy), with students being required to respond to five questions – one for each core area.

The administration of the written comprehensive examination occurs over a two-day period (usually a Friday and Saturday). On each day, students receive two questions to address. Students are expected to submit comprehensive, evidence-supported responses evidencing doctoral-level knowledge, scholarship, and writing ability. For each question, students will have 2.5 hours to craft their response. A fifth question, typically the research question, is presented as a take-home assignment. Students will be given one week to prepare and submit their response. Students are to work on the take-home question individually. There will be no group sharing among cohort members or outside assistance permitted. All material submitted should be representative of the student’s original work. The use of previous course assignments in their entirety is not permitted, and to do so would be an act of self-plagiarism.

Written comprehensive examination responses are graded by CNEP Department faculty members. A score is provided for each question on the examination, with scores ranging between 1-4. Students who score either a 1 or 2 will receive an unsatisfactory grade for that question. In these cases, students will need to schedule a time to retake the written comprehensive examination and address the deficient content areas. Students who score either a 3 or 4 will receive a satisfactory grade for that question. A passing score (3 or 4) is required for all five questions to pass the written portion of the comprehensive examination.

Following the written portion, students schedule a time to participate in the oral comprehensive examination. The oral portion is conducted with the student’s dissertation committee members in the Department of CNEP (GFR member is not required but welcome to attend and participate). The oral examination will see the student respond to questions from the committee members. Questions from the committee members could seek to clarify elements of the student’s written responses, expand on thoughts or ideas, or extend the conversation in a direction different from a written response. At the conclusion of the oral examination, committee members will ask the student to exit the room and begin discussing the performance. Committee members will vote to accept (satisfactory) or reject (unsatisfactory) the student’s performance. Majority vote determines the outcome of the oral portion of the comprehensive examination.
Students will need to pass both the written and oral portions to successfully complete their comprehensive examination.

<table>
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<tr>
<th>Score</th>
<th>Performance Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Exemplary – student’s written response is incisive and direct to the question asked. The response is specific, defendable, and complex in nature. The writing is supported by the use of substantial, well-chosen sources used strategically throughout the paper. Appropriate, clear, and adequate transitions between distinct units of thought are included, and the student exhibits a strong grasp of scholarly writing.</td>
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<td>3</td>
<td>Competent – student’s written response indicates that an adequate response is provided to the question asked. Responses are more general, though still accurate, with minimal instances of factual, interpretative, or conceptual errors. Responses are supported with evidence, and mostly contextualized. The student’s writing contains distinct units of thought and is coherently arranged. Some mechanical difficulties and few grammatical and stylistic errors. Overall, the student’s point is conveyed effectively.</td>
</tr>
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<td>2</td>
<td>Marginal – student’s written response indicates some confusion regarding significant concepts in the question asked. Evidence provided is usually narrative or anecdotal only, and when included it is not incorporated correctly. Loosely organized, the student’s writing at times wanders or becomes repetitive. Frequent major and minor grammatical and stylistic errors detract from the quality of the work submitted.</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory – student’s written response indicates a poor understanding of the question and/or concepts presented. There is little or no evidence cited to support responses, and the paper is arbitrarily structured, illogical, or incoherent. Numerous grammatical and stylistic errors provide distraction for the reader.</td>
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Students who do not pass their comprehensive examination will not be forwarded to candidacy status and will not be eligible to schedule a dissertation proposal hearing until they achieve a passing grade.

According to the COEHD DDC policy, students must complete their comprehensive examination within 12 months of completing all required coursework on their official degree plan filed at time of admission to the program.

**Grading Scale**

The standard letter grade policy is used in the Department of CNEP for most courses. Only two “C” grades may be counted for credit toward the degree, except for Doctoral Practicum (CNEP 6395) and Doctoral Internship (CNEP 6396). Students earning a “C” grade in either CNEP 6395 or CNEP 6396 will be required to re-take the course before continuing in their program. 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), they are 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 their 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. If students need to cancel an application for graduation, they can do so through the Office of the University Registrar 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** to respond to their requests. 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 résumé, 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, or that the faculty member does not have any personal knowledge of having occurred or being accurate. Further, CNEP faculty are not able to estimate future performance in any remaining coursework, during Practicum or Internship, or on the comprehensive examination when assisting students in their job search processes.

**Professional Duties and Responsibilities**

**Student Responsibility**

Doctoral students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable about and adhere to the Code of Ethics of the American Counseling Association (ACA) as well as the ethical standards set forth by Texas State Board of Examiners of Professional Counselors. The ACA Code of Ethics includes both mandatory and aspirational considerations for students and professionals in counseling, counselor education, supervision, and research.

As trainers of counselor educators and supervisors, the Department of CNEP faculty expects students to be concerned about others, stable and psychologically well-adjusted, effective in interpersonal relationships, and able to give and receive constructive feedback. In addition, the faculty expects that students be committed to their own personal growth and wellness as well as professional development as demonstrated by participating in opportunities such as those provided in course work, supervision, self-selected readings, personal counseling, and personal wellness activities. We believe counselor educators and supervisors have an ethical responsibility to be willing to do in their/our own lives what we ask students and supervisees to do.

Additionally, 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 University 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](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.

**Faculty Monitoring of Students**

The CNEP faculty acknowledge the responsibility to monitor not only academic progress but also personal attitudes and conduct of students which will impact their performance as counselor educators and supervisors. Doctoral student behavior, attitudes, and expression of values should NOT interfere with professionalism or the ability of the student to function as a counselor educator/supervisor in training. Examples of attitudes and conduct that often impact performance can be found in the Professional Issues and Behavior Rating Scale ([Appendix D](#)).
Doctoral students are reviewed each semester by all faculty members. Regular and on-going monitoring allows faculty members to identify problems students may be experiencing in the program as early as possible and assist them in developing solutions before such problems lead to 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 Review, Retention, Remediation, and Retention Policy (see next section) and utilizing the Student Competency Evaluation Form (SCEF; Appendix C) and the Professional Issues and Behavior Rating Scale (PIBRS; Appendix D). 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 PIBRS may be used specific courses and is not necessarily an indication of problem behavior, the SCEF (see Appendix C) is used exclusively to identify problematic behaviors, attitudes, and/or expressed values that are expected to change. Continuing issues that are not adequately addressed as part of the remediation process are grounds for suspension or dismissal by the program.

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 D) is used to assess behaviors, attitudes, and evidenced values important for professional counselor functioning. Students in the Ph.D. in *Counselor Education* program are expected to demonstrate behaviors, attitudes, and evidenced values consistent with the legal and ethical standards of professional counselor educators and supervisors 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 D) 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 schedule a meeting with the student to identify the concern and process the results of the evaluation. If no corrective actions are required, the SCEF is signed and filed in the Department of CNEP student file with a copy of the signed document given 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.

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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 of CNEP 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 the 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 at least 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 to contribute. 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 of CNEP
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:

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

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

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

d) Dismissal from the program: If the student has failed to attain the objectives and there is no expectation that he or she can reasonably attain them 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 faculty to the COEHD Dean within five (5) business days.

Students who are dismissed from the program will need to sit out for one calendar year before they are eligible to reapply to the program. Students who choose to reapply to the program must navigate through the entire application process. Reapplication does not guarantee readmission to the program. In reviewing a student’s application for readmission, the admissions committee is able to consider all previous interactions with the student during their deliberations.

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.

Please be aware that failure to receive information from the university or department because the islander e-mail account is 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 account is a major part of that effort. If you have difficulty or stop receiving e-mail messages, 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.

**Fellowships**

The Scholar Achievement in Graduate Education (SAGE) Fellowship Award for terminal degree programs is available to students entering the Counselor Education doctoral program. Each year, a limited number of fellowships will be awarded to incoming students selected to be a Department of CNEP graduate assistant. The fellowships, which are renewable for up to three years, cover all tuition as well as mandated university fees. Additional information related to the SAGE fellowships is distributed each year by the Department of CNEP.

**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 sent to all current students through Blackboard announcements.

**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 entry-level courses required for admission into the counselor education doctoral program, he or she should be well prepared to seek licensure in the state of Texas. While enrolled in the doctoral program, some doctoral students may choose to obtain additional clinical supervised experience
as they work to accumulate licensure hours as an LPC-Intern. Students who have not yet earned their LPC-Intern credential must 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 TSBEPC 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 with a master’s degree in school counseling 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) or have earned credit for an equivalent course in their master’s program. There are no exceptions to taking the state exam prior to course completion. After completing CNEP 5316 or demonstrating earned credit in an equivalent course from another university, 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 and have completed a master’s degree in the Professional School Counseling program (or a degree from another university with equivalent coursework), 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 approve students to sit for the NCC certification examination 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
Professional Identity and Affiliations

Professional Identity

As part of the CNEP 6396 Internship experience, doctoral students are required to select three of the five core functions of doctoral level counselor educators and develop a plan for gaining experience in those activities. The selection of these core functions should be made with the input of the CNEP 6396 instructor, the doctoral program coordinator, the student’s dissertation chair, or a faculty mentor.

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 educator identity formation throughout their time in the program. The Individual Development Plans are reviewed with students’ chair or mentor at regular intervals during the degree plan 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 Department of 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 Department of 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 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)
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)

**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
- 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 (TxCJS)
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
CGS Pathway to the Doctorate Checklist

Please use the checklist below for a timely submission of required documents. Forms can be found at [http://gradschool.tamu.edu/forms.html](http://gradschool.tamu.edu/forms.html)  
Important dates can be located at [http://gradschool.tamu.edu/doctoral_dates.html](http://gradschool.tamu.edu/doctoral_dates.html)

<table>
<thead>
<tr>
<th>Document to Submit</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed copy of official degree plan (<strong>Form A</strong>)</td>
<td>By the end of Year 1</td>
</tr>
<tr>
<td>Comprehensive Examination and Advancement to Candidacy Report (<strong>Form B</strong>)</td>
<td>By the end of Year 2 (after student passes)</td>
</tr>
<tr>
<td>Doctoral Dissertation Advisory Committee Appointment (<strong>Form C</strong>)</td>
<td>2 weeks before the comprehensive exam</td>
</tr>
<tr>
<td>Doctoral Dissertation Proposal Hearing Request Form (<strong>Form D</strong>)</td>
<td>2 weeks before the scheduled proposal date</td>
</tr>
<tr>
<td>Preliminary Agreement to schedule the Dissertation Defense/Final Examination (<strong>Form E</strong>)</td>
<td>8 weeks prior to graduation</td>
</tr>
<tr>
<td>Dissertation Defense and Written Dissertation Report (<strong>Form F</strong>)</td>
<td>4 weeks prior to graduation</td>
</tr>
<tr>
<td>Graduate Faculty Representative Report (<strong>Form G</strong>)</td>
<td>Within 5 days of defense/final exam</td>
</tr>
<tr>
<td>Doctoral Dissertation Committee Member Change Request Form (<strong>Form H</strong>)</td>
<td>As needed</td>
</tr>
<tr>
<td>Graduate Degree Plan Exceptions Form (<strong>Form I</strong>)</td>
<td>As needed</td>
</tr>
<tr>
<td>Graduate Degree Plan Revalidation Request Form (<strong>Form J</strong>)</td>
<td>As needed</td>
</tr>
<tr>
<td>Request for a Leave of Absence Form (<strong>Form K</strong>)</td>
<td>As needed</td>
</tr>
</tbody>
</table>
| Final Version of Dissertation Submitted to ProQuest  
  [www.etdadmin.com/tamucc](http://www.etdadmin.com/tamucc) | 4 weeks prior to graduation                   |
| Survey of Earned Doctorates  
  [https://sed-nces.org](https://sed-nces.org)  
  E-mail copy of the completion certificate to gradweb@tamucc.edu | 4 weeks prior to graduation                   |
| Dissertation Processing Fee  
  [http://gradschool.tamu.edu/doctoral_students.html](http://gradschool.tamu.edu/doctoral_students.html) | 4 weeks prior to graduation                   |
# Appendix B
## Counselor Education Course Sequencing

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Fall Semester</strong></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>CNEP 6305 Advanced Counseling Theories</td>
<td>CNEP 6310 Advanced Counseling Strategies</td>
<td>CNEP 6335 Consultation Theory</td>
</tr>
<tr>
<td>CNEP 6315 Professional, Legal, &amp; Ethical Issues</td>
<td>CNEP 6384 Qualitative Research Methods I</td>
<td>CNEP 6398 Dissertation in Progress (6 SCH)</td>
</tr>
<tr>
<td>CNEP 6360 Research Design in Counseling</td>
<td></td>
<td>CNEP 6395 Doctoral Practicum</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>CNEP 6354 Counselor Education Pedagogy</td>
<td>CNEP 6372 Quantitative Research Methods II</td>
<td>CNEP 6396 Doctoral Internship</td>
</tr>
<tr>
<td>CNEP 6350 Advanced Clinical Supervision</td>
<td>CNEP 6385 Qualitative Research Methods II</td>
<td>CNEP 6398 Dissertation in Progress (3 SCH)</td>
</tr>
<tr>
<td>CNEP 6370 Quantitative Research Methods I</td>
<td>CNEP 6397 Research Seminar</td>
<td></td>
</tr>
<tr>
<td><strong>Summer Semester I</strong></td>
<td><strong>Summer Semester I</strong></td>
<td><strong>Summer Semester I</strong></td>
</tr>
<tr>
<td>CNEP 6316 Research, Writing, &amp; Publishing</td>
<td>CNEP 6396 Doctoral Internship*</td>
<td></td>
</tr>
<tr>
<td>CNEP 6355 Leadership &amp; Advocacy in Counselor Education*</td>
<td>CNEP 6340 Diversity in Counselor Education</td>
<td></td>
</tr>
<tr>
<td><strong>Summer Semester II</strong></td>
<td><strong>Summer Semester II</strong></td>
<td><strong>Summer Semester II</strong></td>
</tr>
<tr>
<td>CNEP 6320 Advanced Appraisal Techniques</td>
<td>CNEP 6365 Outcome Research &amp; Program Evaluation</td>
<td></td>
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</tbody>
</table>
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
Professional Issues and Behavior Rating Scale
Counselor Education Doctoral Program
Department of Counseling and Educational Psychology

Student Name: ________________________________ Date: _________________________
Course (if applicable): __________________________ Other: ________________________

In addition to preparing graduates to work as counselor educators, researchers, and practitioners in academic and clinical settings, the counselor education program faculty expect doctoral students to demonstrate appropriate professional dispositions and behavior as well as the ability to manage themselves effectively and appropriately. Items below are representative of the kinds of behaviors and attitudes that are related to success as a counselor educator. 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 a student’s grade in the course, ability to move forward in the program, and/or need to participate in the departmental remediation process.

*N/O denotes Not Observed.

<table>
<thead>
<tr>
<th></th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>+1</th>
<th>+2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor:</td>
<td>Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td></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>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training’s development; however, there is inconsistency</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
</tr>
<tr>
<td>Good:</td>
<td>Professional behavior generally demonstrated</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Excellent: Professional behavior consistently demonstrated to a high degree</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
</tr>
</tbody>
</table>

Demonstrates genuineness; is honest in dealings with others: -2 -1 0 +1 +2 N/O
Demonstrates openness and receptivity: -2 -1 0 +1 +2 N/O
Demonstrates engagement and interest: -2 -1 0 +1 +2 N/O
Demonstrates self-awareness and self-reflective behavior: -2 -1 0 +1 +2 N/O
Demonstrates flexibility and comfort with ambiguity: -2 -1 0 +1 +2 N/O
Willingly makes changes in response to feedback: -2 -1 0 +1 +2 N/O
Actively solicits feedback about their work: -2 -1 0 +1 +2 N/O
<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive to feedback from peers</td>
<td>-2</td>
</tr>
<tr>
<td>Is actively attentive when peers present their work</td>
<td>-2</td>
</tr>
<tr>
<td>Provides appropriate and useful feedback to peers</td>
<td>-2</td>
</tr>
<tr>
<td>Demonstrates ability to be self-reflective about work with colleagues,</td>
<td>-2</td>
</tr>
<tr>
<td>students, supervisees, and/or clients</td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to be self-reflective about personal attitudes,</td>
<td>-2</td>
</tr>
<tr>
<td>behaviors, and beliefs</td>
<td></td>
</tr>
<tr>
<td>Demonstrates good interpersonal skills with peers</td>
<td>-2</td>
</tr>
<tr>
<td>Demonstrates a collaborative stance with peers</td>
<td>-2</td>
</tr>
<tr>
<td>Adheres to general standards of professional ethics (e.g., ACA Code of</td>
<td>-2</td>
</tr>
<tr>
<td>Ethics) in practice and scholarship</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of and adheres to state regulatory rules and</td>
<td>-2</td>
</tr>
<tr>
<td>regulations (e.g., TSBEP, TSBEMFT, TEA)</td>
<td></td>
</tr>
<tr>
<td>Demonstrates sound judgment in matters related to the profession</td>
<td>-2</td>
</tr>
<tr>
<td>in the areas of teaching, research, supervision, counseling,</td>
<td></td>
</tr>
<tr>
<td>leadership, and advocacy</td>
<td></td>
</tr>
<tr>
<td>Demonstrates commitment to personal growth and professional development</td>
<td>-2</td>
</tr>
<tr>
<td>as a counselor educator</td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to accept personal responsibility</td>
<td>-2</td>
</tr>
<tr>
<td>Demonstrates ability to regulate and express emotions effectively and</td>
<td>-2</td>
</tr>
<tr>
<td>appropriately</td>
<td></td>
</tr>
<tr>
<td>Demonstrates awareness of own impact on others</td>
<td>-2</td>
</tr>
<tr>
<td>Demonstrates openness to issues of multiculturalism and diversity,</td>
<td>-2</td>
</tr>
<tr>
<td>including willingness to enhance skills and competence in these areas</td>
<td></td>
</tr>
</tbody>
</table>

Faculty Signature

Student Signature

Date

Date
Appendix E

Statement of Understanding

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

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

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

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

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

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

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

________________________________________________________________________  _____________________________
Student Signature                                                      Date

________________________________________________________________________  _____________________________
Instructor Signature                                                   Date