STUDENT HANDBOOK

Master of Science Degrees in:
Professional Counseling
Professional School Counseling

DEPARTMENT OF COUNSELING & EDUCATIONAL PSYCHOLOGY
Texas A & M University-Corpus Christi
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Revised June 2020
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Introduction

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

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

Program Faculty and Staff

Full-Time Faculty

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General Program Information

Mission Statement

The Department of Counseling and Educational Psychology at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares graduate-level counselors and counselor educators, representing diverse backgrounds and experiences, to facilitate impactful societal changes at the local, state, national, and international levels.

Overview

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

**Accreditation**

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

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

**Master’s Program Objectives**

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

**Program Objectives**

*The Department of CNEP faculty are committed to graduating competent and ethical professional counselors. As such, they strive to:*

- Foster a learning community where students can develop professionally and personally and achieve their highest potential.
- Create a culture of accountability in which all students are expected to maintain high professional standards for ethical behavior, academic performance, clinical skill development, interpersonal relationships, professional attitudes, and personal character.
- Provide curricular and extracurricular experiences for students to learn and demonstrate knowledge of the CACREP core standards.
Curricular Objectives

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

- Knowledgeably integrate fundamental principles of **professional orientation and ethical practice** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **social and cultural diversity** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **human growth and development** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **career development** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **counseling and helping relationships** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **group counseling** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **assessment and testing** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **research and program evaluation** into contemporary counseling practice.

Additionally, students in the addictions track will be able to:

- Knowledgeably integrate fundamental principles of substance abuse treatment into contemporary addictions counseling practice.
- Work with populations in various stages of recovery for all biological and behavioral addictions.

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

- Knowledgeably integrate fundamental principles of holistic evidence-based care into contemporary clinical mental health counseling practice.
- Work with the mental health needs of individuals and families based on the strength-based, preventative, and wellness tenets of the counseling profession.

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

- Be able to knowledgeably integrate fundamental principles of relationships and family systems into contemporary marriage, couple, and family counseling practice.
- Work with individuals, couples, and families in a variety of professional settings.

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

- Knowledgeably integrate fundamental principles of comprehensive guidance curriculum development and delivery into contemporary school counseling practice.
• Work as professional school counselors and promote the academic, career, and social-emotional development of PK-12 students.

**Professional Objectives**

*Throughout their program of study, across a variety of curricular and extracurricular experiences, students in the professional counseling programs 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 as practicing counselors.
• Develop, through reflection and insight, an understanding of oneself and the use of self in the counseling process.
• 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 a graduate degree in Counseling must meet certain college (COEHD) and department (CNEP) graduate admission 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 last 60 hours of undergraduate study
• Minimum GPA of 3.0 in any graduate level coursework
• Three letters of recommendation
• 500-700-word professional writing sample
• Personal interview
• Potential for success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts

Students who do not meet the requirements for full admission into the department may be admitted on a conditional status and take courses approved by the CNEP faculty. Conditionally admitted students are permitted to register for nine (9) semester credit hours and
Students must earn a grade of “B” or better in each course taken during their probationary period to be eligible for full admission status. No more than nine (9) semester credit hours of coursework completed under the conditional status may be applied to the student’s specific program of study. Students who fail to meet the conditions stipulated by the Department of CNEP will be suspended from the COEHD for a period of at least one year. During this suspension, they cannot take any graduate courses in the COEHD. After the suspension period, students may reapply to the program.

See the TAMUCC Office of Graduate Studies website for information on the application process: [http://gradschool.tamucc.edu/how_to_apply.html](http://gradschool.tamucc.edu/how_to_apply.html)

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

Students may request additional information about the admissions process from the Admissions Coordinator, Dr. James Ikonomopoulos ([james.ikonomopoulos@tamucc.edu](mailto:james.ikonomopoulos@tamucc.edu))

**Program Matriculation**

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

1. A cumulative GPA of 3.0 or better
2. No more than two courses with a grade of C being applied toward the degree plan
3. No course with a grade below C being applied toward the degree plan
4. No grade below B in Practicum or Internship being applied toward the degree plan
5. Successfully achieving a passing score on the comprehensive examination
6. No more than two (2) competency evaluations resulting in a formal remediation plan for academic, dispositional, or ethical-related issues in a student’s file

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

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

**The Curriculum**

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

EDFN 5301  Introduction to Research

**Core Courses**

CNEP 5304  Introduction to Counseling*
CNEP 5306  Career Counseling
CNEP 5308  Counseling Theories*
CNEP 5312  Addictions Counseling
CNEP 5314  Theory and Practice of Multicultural Counseling
CNEP 5327  Ethical and Legal Issues in Counseling*
CNEP 5328  Abnormal Human Development and Behavior
CNEP 5354  Developmental Issues in Human Personality and Behavior
CNEP 5361  Group Counseling
CNEP 5371  Psychometrics
CNEP 5381  Psychodiagnosis and Treatment Strategies*
CNEP 5384  The Counseling Process*
CNEP 5397  Practicum**
CNEP 5698  Internship I
CNEP 5698  Internship II

**Specialty Program Courses**

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

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

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

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

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

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

CNEP 5320  Introduction to Marriage, Couple, and Family Counseling**
CNEP 5322  Strategies in Family Counseling**
The M.S. in **Professional School Counseling** degree includes additional course requirements based on the specialty program. Students in this program are required to take:

CNEP 5315  Responsive Services  
CNEP 5316  Developmental School Counseling**  
CNEP 5318  Consultation in School Settings  
CNEP 5320  Introduction to Marriage, Couple, and Family Counseling

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

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

### Course Sequencing

Courses in the Department of CNEP graduate programs are designed to provide a gradual skill-building experience, beginning with the introductory course, CNEP 5304, and culminating with the Internship experience, CNEP 5698. Course sequencing is utilized to maximize the learning process for students. Students are responsible for reviewing the catalog and schedule to be certain all prerequisites are met before planning to enroll in select courses.

For example, a minimum of 12 semester hours of core counseling courses must be completed, including Introduction to Counseling (CNEP 5304) and Counseling Theories (CNEP 5308), prior to students registering for The Counseling Process (CNEP 5381) or Psychodiagnosis and Treatment Strategies (CNEP 5384) courses. Students must request permission from the course instructor for CNEP 5381 and CNEP 5384 prior to the semester they plan to take these courses. A copy of your current degree plan must accompany your written (e-mail) request. The instructor will then notify the administrative associate to issue a registration permit.

After completing Ethical and Legal Issues in Counseling (CNEP 5327), Psychodiagnosis and Treatment Strategies (CNEP 5381), and The Counseling Process (CNEP 5384), students are eligible to sign-up for Practicum (CNEP 5397). During their Practicum, students also can register to sit for the comprehensive examination (see the department comprehensive examination policy in this handbook for more details). As the comprehensive examination covers the eight CACREP core content areas, completion of those courses is **strongly encouraged**.

In addition, to Practicum (CNEP 5397), some specialty courses must be completed prior to admission to Internship (CNEP 5698). These specialty courses include: Developmental School Counseling (CNEP 5316) for school counseling students, Introduction to Clinical Mental Health Counseling (CNEP 5319) for clinical mental health counseling students, Introduction to Marriage, Couple and Family Counseling (CNEP 5320) and Strategies in Family Counseling.
(CNEP 5322) for marriage, couple, and family counseling students, and Addictions Counseling (CNEP 5312) and Theories and Techniques in Substance Abuse Counseling (CNEP 5313) for addictions counseling students.

Pathway to Field-Based Coursework (Practicum, CNEP 5397 and Internship, CNEP 5698)

When planning their schedules, students should recognize that not all courses are offered every semester. Additionally, all courses carry minimum and maximum enrollment requirements and are subject to cancellation if there is not sufficient interest in them. When classes fill, students may be placed on a waiting list should others drop the course and spaces become available. While students may have a target graduation date in mind, this date is subject to course availability and cannot be guaranteed. To ensure students make informed course selection decisions, Students are required to meet with their faculty advisor each semester to consult on course selection before they will be allowed to register for courses the following semester. Please refer to Appendix A for the Department of CNEP’s course rotation schedule and Appendix B for sample course sequencings for 6-credit, 9-credit, and 12-credit hour course loads at the end of this handbook.

**Practicum and Internship**

PRIOR TO ENROLLING IN PRACTICUM, SPECIFIC COUNSELING COURSEWORK MUST BE COMPLETED.

Please see the current edition of the Graduate Catalog as well as earlier sections of this handbook for specific information regarding prerequisites. In addition, students are required to complete a Practicum/Internship orientation program in Blackboard before a permit to enroll the following semester will be issued. The program is required prior to each semester in which students will be registering for Practicum/Internship course credit.

Completion of the program and passing the quiz at the end of the program is mandatory.
Practicum

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

Students enrolled in Practicum (CNEP 5397) must obtain a copy of the Practicum/Internship Manual and familiarize themselves with department policies pertaining to field-based study. The manual is available electronically on the departmental website (cneptamuscc.edu) and will be posted on the course Blackboard page by the student’s practicum instructor at the beginning of the semester. During Practicum (CNEP 5397), students must complete a total of 100 clock hours, at least 40 of which are required to be direct client contact hours. Neither group nor individual/triadic university supervision count as a part of the 100 hours required for Practicum. Students should consult the Practicum/Internship Manual for a complete list of objectives and student learning outcomes associated with the Practicum experience.

Internship

The internships for graduate students in Professional Counseling and Professional School Counseling are considered the most important and comprehensive professional experience in the counseling programs. Internship is designed to allow students to apply skills and knowledge previously gained in a supervised setting compatible with their ultimate choice for an introductory professional work setting. To ensure students’ individualized career goals are met during the internship experience, arrangements for the internship are planned in collaboration involving the student, the on-site supervisor, the Clinical Coordinator, and the student's supervising instructor at TAMU-CC.

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

The TAMU-CC Professional Counseling and Professional School Counseling degrees follow the internship requirements set forth in the CACREP Standards (https://www.cacrep.org/for-programs/2016-cacrep-standards/) and follow the Texas State Board of Examiners of Professional Counselors licensure rules (https://www.dshs.texas.gov/counselor/). Internship students are required to earn a minimum of 600 clock hours (approximately 300 hours per
semester) to satisfy the internship requirement. Students fulfill this requirement by enrolling for two semesters of Internship.

**Professional Counseling students** should plan to take the Internship semesters sequentially. Because CACREP regulations specify school counseling students must fulfill internship requirements in a school setting offering a comprehensive school guidance program,

**Professional School Counseling students** are often best served by taking Internship courses in the Fall and Spring semesters. Additionally, school counseling students may consider securing a community site placement when taking internship in the summer as most school districts do not remain open throughout the course of the 10-week summer session. Your faculty advisor can assist you in enrolling in the correct section.

Enrollment in two Internships in the same semester is not allowed. Over the course of the two Internships, at least 240 hours of the 600 required hours must be direct client contact hours. However, unlike Practicum, both group and individual supervision hours count as part of the 600 total (direct and indirect) hours needed.

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

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

For students in the **Marriage, Couple, and Family Counseling Program**, at least 80 of the overall 240 internship direct hours earned must be with couples and families. Working systemically with an individual may not constitute couples and family contact. Students should consult with their individual instructors about specifics of this requirement.

For students in the **Addictions Counseling Program**, at least half of their direct hours in internship must be earned working with individuals and/or families concerning substance abuse. In order to qualify for the LCDC, students are required by the regulatory board to obtain hours in a variety of specific areas. In order to be certain that both LCDC and departmental requirements are being met, students must pay attention to the documentation of direct/indirect hours as specified by state LCDC requirements.

**Site Selection**

The Department of CNEP does not approve sites per se. The Department of CNEP does approve site supervisors. However, some sites would clearly be inappropriate because the services provided do not fit the requirements of the program. With that in mind, students should select their Practicum and Internship sites based on the following guidelines:

- Appropriateness of the site and services for one’s specific counseling program and needs
- Availability of appropriate 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 meet representatives from available sites in the area so they can make informed decisions about their site placements.

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

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 the Clinical 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 Clinical 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 Clinical 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 requires a background check, the student should participate in the site’s procedure for obtaining a background check.
and share the results of that check with their Practicum/Internship instructor. If a student’s site does not require a background check, the student must attain a background check via TAMU-CC. Information about how to obtain the criminal background checks is included below. Students should begin the process early in the semester prior to practicum/internship. In addition, students should submit the release of information regarding criminal background checks prior to beginning the course. Failure to do so could impact a student’s ability to complete Practicum/Internship.

Steps for Applying for Practicum and Internship

The CNEP department needs to keep track of student enrollment numbers to ensure we have sections available for all students. For that reason, **students must email Rachel Perez at Rachel.perez@tamucc.edu within one week** from when the schedule for the next semester is available online, and indicate which section (ONE per student) they would like to register for. She will then reserve a spot in that section for the student. That spot will be reserved, but the student will not be able to register until his or her application is completed in Tevera. Spaces are first come, first served. **Students who do not email Rachel within one week of the schedule being posted are not guaranteed a spot in practicum or internship for that semester.** Be advised the schedule is available online two weeks before registration opens for the following semester.

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

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

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

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

- Once in Tevera, you can view sites via the tile in the bottom righthand corner that states “site placements.” This is where you can find the contact information for sites and supervisors. Be sure to reach out to them FIRST if you are interested in a site, BEFORE you start the application in Tevera. You may also consider sites that are not in Tevera, however be sure to verify the site and site supervisor meet all department requirements (see below).
• Consult with your faculty advisor for questions or assistance. You may also contact Dr. Wannigar Ratanavivan, Clinical Coordinator, at wannigar.ratanavivan@tamucc.edu. School counseling students also may contact Dr. Jennifer Gerlach at jennifer.gerlach@tamucc.edu with questions specific to professional school counseling Internship requirements.

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

• With your online application, you will need to attach a copy of your degree planner, a copy of your professional liability insurance policy, verify the confirmation of site contact. 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.

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

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

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

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

Bridge Supervision Course

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

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

1. You can sign up directly through HPSO:  
   https://forms.hpso.com/mustela/site?productName=HCI#/QuickQuote
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 (master’s students only):  
      https://txca.org/member_benefits.php
   b. The American Counseling Association offers student members free liability insurance as part of their membership (master’s students only):  
      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. CNEP faculty engage in continual monitoring of students to ensure quality services are provided to the clients with whom our students are working during their practicum and internship courses.

Department Counseling and Training Clinic

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

The Clinic exists for three purposes. First, the Clinic provides a setting for supervised counselor training for Practicum and Internship students. Second, it offers counseling services for individuals, couples, and families from the surrounding community. Third, the Clinic serves as a potential site at which Department of CNEP faculty and students may conduct community-based research projects.

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

CNEP Department Policies and Procedures

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

Ethical Standards

Students are expected to abide by the ethical standards associated with their respective field of practice. The Ethical Standards developed by the American Counseling Association are available online for free download at: www.counseling.org. 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

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

Individual Development Plan (IDP)

- The Individual Development Plan (IDP) is a tool used by faculty in the Department of Counseling and Educational Psychology to help facilitate students’ professional counselor identity development. All students are required to complete an IDP and meet with their faculty advisor to review their responses at various checkpoints throughout their degree plan. Items on the IDP relate to students’ knowledge of the counseling profession, the clinical skills needed to be a positive change agent for their community, and what it means to be a professional counselor. 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

All students are required to pass a comprehensive examination as part of their program of study. Although, students become eligible to take the comprehensive examination during the semester in which they enroll for Practicum (CNEP 5397), the Department of CNEP faculty encourage all students to review the content covered on the CPCE (see below) to ensure they are prepared for success before scheduling a testing appointment.

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

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

Additional information related to the CPCE, including FAQs for students, can be found at the CCE website: https://www.cce-global.org/assessmentsandexaminations/cpce

Beginning June 2020, the Department of CNEP has instituted a new policy in which students will schedule their own testing appointments at a Pearson VUE testing facility rather than sitting for a campus-based administration. The cost of the CPCE examination when testing at a Pearson VUE testing facility is $150.00, payable to NBCC/CCE.

Information on sitting for the examination including registering, associated fees, and creating a Pearson online testing account is posted on the Department of CNEP Blackboard page. At the beginning of each semester, the Department of CNEP Chair will send an announcement to all students regarding the dates in which students should schedule their testing appointments with the Pearson VUE testing facility of their choice [i.e., the testing window]. Announcements will only be sent to students’ university-issued e-mail accounts, so students should make sure to check their accounts regularly for important updates and notifications. Students who fail to take the CPCE during the announced testing window may see a delay in their degree planner being updated and potentially ineligible to participate in graduation that semester.

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

Although students are permitted five attempts to pass the comprehensive examination before dismissal from the program, Pearson VUE testing policy only allows for three administrations of the same examination in a six (6) month period. As such, students should plan their testing accordingly to coincide with their anticipated graduation term. The $150.00 fee applies to each administration of the CPCE the student schedules.

**Grading Scale**

The standard letter grade policy is used in the Department of CNEP for most courses. Only two “C” grades may be counted toward the degree, and these courses may not be in Practicum (CNEP 5397) or The Counseling Process (CNEP 5384). Students earning a “C” grade in either of these courses will be required to re-take the course before continuing with Practicum or Internship. If a student believes a grade has been awarded in error, the student should follow the Grade Appeal Process outlined below and must start with meeting with the instructor.
Students should also be aware that cumulative grade point average (GPA) at TAMU-CC includes grades on **all graduate coursework** taken at this university, whether a part of a counseling degree plan or not. The GPA displayed on Degree Planner will often not be the same as the cumulative GPA as it just lists the GPA associated with coursework taken as part of the current degree plan. Scholastic probation and enforced withdrawal are based on *cumulative* graduate GPA and not just GPA within the department.

**Grades of Incomplete**

Grades of incomplete are only given in exceptional or unusual circumstances. Generally, students must be making satisfactory progress in a course and must have a substantial portion of work completed to qualify for an incomplete. **It is the responsibility of the student** to request a grade of incomplete from the instructor, and if it is determined by the instructor that such a grade is appropriate, a Request for Incomplete Grade Notation is filled out and submitted. The Request must be approved by the Department of CNEP Chair and the COEHD Dean. If a student receives a grade of I (incomplete), 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 theRequest. **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](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 resumé, and transcript or copy of degree planner.

The CNEP faculty view it as their professional duty to only endorse or recommend a student or graduate for employment opportunities, licensure, certification, or any other credentials to which the individual is adequately prepared through knowledge, training, and experience. Under no circumstance will a CNEP faculty member recommend or verify training, experience, or expertise the individual does not possess or that the faculty member does not have 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

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

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

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

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

Students in training are reviewed each semester by all CNEP faculty members. This regular and on-going monitoring allows CNEP faculty members to identify problems students may be experiencing in the program as early as possible in their academic careers and assist students in developing solutions before such problems lead to concerns which merit formal remediation procedures. Students are reviewed based on student professional and ethical behavior as outlined in this document and in the professional codes of ethics referenced, clinical performance, and academic performance. If a student’s professional integrity, skill level, professional development, academic performance or conduct is found lacking, the faculty member who notes the concern will meet individually with the student to review and document those concerns and responses thereto following the Student Review and Retention Policy (see next section) and utilizing the Student Competency Evaluation Form (SCEF; Appendix C) and/or the Professional Issues and Behavior Rating Scale (PIBRS; Appendix E). Concerns may include but are not limited to unresolved personal problems, lack of relationship building skills, questionable ethical behavior, inability to accept feedback, academic misconduct, failure to achieve student learning objectives, or other issues which interfere with a student’s ability to function effectively as a counselor. Other issues as identified on the Individual Development Plan (IDP) may also be considered. Note: While the Professional Issues and Behavior Rating Scale is also completed in specified courses and is not necessarily an indication of problem behavior, the Student
Competency Evaluation Form is used exclusively to identify problematic behaviors that are expected to change.

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

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

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

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

Personal Counseling

Department of CNEP faculty members believe that participating as a client in individual or group counseling can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare mental health professionals. Experience as a client in personal counseling is, therefore, strongly recommended for Department of CNEP students. Individual or group counseling should be conducted by a licensed professional counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained professional. The University Counseling Center and the Career Center are available and provide a wide range of services to students at no charge. Personal counseling may at any time be required by the Department for the student to continue in the program. Commencement of counseling and recommendation of additional counseling may be a stipulation or condition at the time of the student's screening or at any time during his/her program. The student has the right to choose his/her own counselor.
Student Review, Remediation, Retention, and Dismissal

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

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

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

The Remediation Process

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

1. Student Competency Evaluation by Individual Faculty Member.

When a faculty member identifies an issue related to student performance, the faculty member may initiate a Student Competency Evaluation and 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 
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 coursework 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 ten (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 ten (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 may consider all previous interactions with the student during their deliberations. Should a student be readmitted to the program, the Department of CNEP Admissions Coordinator will communicate to the student their admission status (conditional or full admit) and faculty advisor contact information.

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**

Blackboard is the contracted Learning Management System (LMS) used by TAMU-CC. A Blackboard course shell for the Department of CNEP has been created to house important news and notes for students in both the M.S. and Ph.D. programs. All students currently enrolled in one of the CNEP degree programs 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.

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**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](https://osfa.tamucc.edu).

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

**Graduate Assistantships**

The Department of CNEP has a limited number of graduate assistantships available. Priority is typically given to doctoral students, but all counseling students are eligible to apply. To apply for an assistantship, students first must submit a resume to the Department of CNEP main office. While not required, a recommendation letter from a program faculty member also may be submitted. The Department of CNEP Chair and program coordinators will meet to review all complete applications submitted. Applicants will be rank ordered in terms of fit both for the student’s professional growth and the department’s needs. The Department of CNEP Chair will communicate to students selected to receive a graduate assistantship in the department.
In addition, several Department of CNEP students are employed as graduate assistants in other Departments within and outside of the COEHD. Research assistants also are employed on funded research projects within the Department of CNEP and across campus. Information on the availability of these assistantships is communicated through the CNEP Blackboard page and 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 courses required for graduation in the CNEP program, he or she should be well prepared to seek licensure in the state of Texas. After graduation, students must still obtain additional clinical supervised experience. They must also take the licensure examination and the jurisprudence examination for either license desired. The examinations must be taken and passed before obtaining the LPC-Intern or LMFT-Associate. Accumulation of clinical hours may not begin until the license has been granted. Details of licensure procedures, including testing information, may be found on the websites for the regulatory boards. For LPC information, students may visit www.dshs.state.tx.us/counselor. For LMFT information, visit http://www.dshs.state.tx.us/mft.

Changes to TSBEP and TSBEMFT rules can and do occur. Timelines for changing the Graduate Catalog and the consideration and publication of rules for licensure do not coincide; thus, you may be required to take additional or alternative coursework from what appears on your degree plan if you wish to pursue licensure as an LPC or LMFT in the State of Texas. The Department of CNEP communicates information to students as it is received.

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

The National Board of Certified Counselors (NBCC) certifies individuals as National Certified Counselors if they have met the minimum academic and experiential preparation standards appropriate for all persons who refer to themselves as counselors. Beyond successful completion of an appropriate master's degree program, NBCC's National Counselor Examination must be successfully completed. Information can be obtained by contacting www.nbcc.org. The Department of CNEP, by virtue of its CACREP-accredited counseling programs, can 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 Family Therapists. Additional information can be found on the NCA website (http://nationalcredentialingacademy.org). E-mail your questions to ncacademy@stx.rr.com.

**Professional Identity and Affiliations**

**Professional Identity**

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

Students are required to initiate an on-line Individual Development Plan with details about their goals and strategies for accomplishing both holistic personal development and professional growth and counselor identity formation throughout their time in the program. The Individual Development Plans are reviewed with students’ faculty advisors at regular intervals during the degree plan (first semester, before beginning Practicum, while enrolled in Internship II and prior to graduation).
Professional Affiliation

To enhance graduate education and set the foundation for full participation in the counseling profession, the Department of CNEP faculty strongly recommend that all graduate students become members of the professional organizations or associations that represent their area(s) of special interest. Most professional organizations offer reduced membership rates. Students may be required to obtain a faculty signature in order to receive a student rate and are encouraged to check with each organization to see what may be required to join. In addition to reduced membership costs, students receive additional benefits including:

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

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

Students are often given applications to join the American Counseling Association (ACA) and the Texas Counseling Association (TCA) at orientation sessions. Applications are also available in the Department of CNEP main office. Most of the 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 (TALGBTIC)
• Texas Association for Humanistic Education and Development (TAHEAD)
• Texas Association of Marriage and Family Counselors (TAMFC)
• Texas College Counseling Association (TCCA)
• Texas Career Development Association (TCDA)
• Texas Association for Multicultural Counseling and Development (TexAMCD)
• Texas Mental Health Counselor Association (TMHCA)
• Texas School Counselor Association (TSCA)
• Texas Counselors for Social Justice (TxCSJ)

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

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 nine semester hours in the counseling program with a GPA of 3.5. The Chapter
Faculty Advisor (Dr. Gerlach) will send all membership-eligible students an invitation to join. A member initiation ceremony occurs each May.

Information related to CSI events is posted on the Chapter Activity Board in the department office suite and distributed through Blackboard announcements.

**Workshops and Continuing Education Programs**

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

**Additional Information**

Information about TAMU-CC, the COEHD, and the Department of CNEP, is available online. You can also visit the College of Graduate Studies website (www.gradcollege.tamucc.edu) where you will find information about policies and rules governing master’s degree programs at this University, application information and forms, important deadline information, and information about financial aid. The Graduate Catalog is also available via the TAMU-CC and College of Graduate Studies websites.
## Appendix A
### Department of CNEP M.S. Course Sequencing

<table>
<thead>
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<th>Course</th>
<th>Fall</th>
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<th>Summer II</th>
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<td>CNEP 5308 Counseling Theories</td>
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<td>CNEP 5312 Addictions Counseling</td>
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<td>CNEP 5316 Developmental School Counseling</td>
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**Please note all courses are subject to minimum and maximum enrollment standards and student participation in any course cannot be guaranteed in advance**
**Appendix B**

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

<table>
<thead>
<tr>
<th>Max Time</th>
<th>Full-Time (University)</th>
<th>Part-Time</th>
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<td><strong>Fall, Year 1</strong></td>
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</tbody>
</table>

**Please note all courses are subject to minimum and maximum enrollment standards and student participation in any course cannot be guaranteed in advance**

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Appendix C
CNEP Student Competency Evaluation

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

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

Student: Click or tap here to enter text.

Faculty Member(s): Click or tap here to enter text.

Nature of concern: Click or tap here to enter text.

Student Response: Click or tap here to enter text.

Recommendations:

Due Date: Click or tap here to enter text.

Student Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

Faculty Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.
Appendix D
Masters Student Advising and Comprehensive Monitoring Process

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

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

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

1. At initial enrollment
   - For completion of an academic degree plan
   - For development and review of an individual development plan (IDP)
     *Students will be directed in their admissions letter to complete a draft of a development plan to be discussed and reviewed with their faculty advisor.*

2. Immediately prior to applying for practicum/internship
   - For review/revision of development plan

3. When applying for graduation
   - This may also allow students to review with advisor comprehensive examination results and discuss plans for taking the NCE and pursuing certification/licensure.

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

**Academic progress monitoring**

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

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

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

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

Professional Issues and Behavior Rating Scale

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

Student Name: ________________________________ Date: _________________________

Course (if applicable): __________________________ Other: ________________________

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

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

*N/O denotes Not Observed.

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

Faculty Signature

Student Signature

Date

Date
Appendix F

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

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

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

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

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

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

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

________________________________________________      _____________________________
Student Signature                                                                   Date

________________________________________________ _____________________________
Instructor Signature Date