STUDENT HANDBOOK

Master of Science Degree in:
Professional Counseling
Hispanic Mental Health



DEPARTMENT OF COUNSELING & EDUCATIONAL PSYCHOLOGY
Texas A & M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412
Office (361) 825-3393

Revised August 2026

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Introduction

This handbook is designed to provide prospective and current students with information related to the master's-level Hispanic Mental Health program offered in the Department of Counseling and Educational Psychology (CNEP) at Texas A&M University-Corpus Christi (TAMU-CC). The handbook addresses all policies, procedures, requirements, duties, and expectations set forth by the Department of CNEP as related to 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. 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. Specific instructions on submitting this form will be provided during CNEP 5304 Introduction to Counseling.

Graduate Faculty and Staff

Full-Time Faculty

Adrienne Backer, Ph.D.
Assistant Professor
William & Mary University
ECDC 141 adrienne.backer@tamucc.edu

Karisse Callender, Ph.D.
Associate Professor
Texas A&M University- Corpus Christi
ECDC Karisse.Callender@tamucc.edu

Christopher Leeth, Ph.D.
Assistant Professor
University of Texas-San Antonio
ECDC 148 christopher.leeth@tamucc.edu

James Ikonomopoulos, Ph.D.
Associate Professor and Admissions Coordinator
Texas A&M University-Corpus Christi
ECDC 152 james.ikonomopoulos1@tamucc.edu

Jamie Ho, Ph.D.
Assistant Professor
Texas A&M University-Corpus Christi
ECDC 146 chia-min.ho@tamucc.edu

K. Michelle Hunnicutt Hollenbaugh. Ph.D.
Professor and Department Chair
The Ohio State University
ECDC 150 michelle.hollenbaugh@tamucc.edu

Katherine McVay, Ph.D.
Assistant Professor
University of Texas-San Antonio
ECDC 145 katherine.mcvay@tamucc.edu

Kertesha Riley, Ph.D.
Assistant Professor
University of Tennessee, Knoxville
ECDC 150A kertesha.riley@tamucc.edu

Renita Newton, Ph.D.
Visiting Assistant Professor
Texas A&M University-Corpus Christi
NRC 2700 renita.newton@tamucc.edu

Richard J. Ricard, Ph.D.
Professor
Harvard University
ECDC 151 richard.ricard@tamucc.edu

Wannigar Ratanavivan, Ph.D.
Clinical Assistant Professor and Clinical Coordinator
Texas A&M University-Corpus Christi
ECDC 149 wannigar.ratanavivan@tamucc.edu

Administrative Staff

Rachel G. Perez
Administrative Associate
ECDC 150B rachel.perez@tamucc.edu

Adjunct Faculty

The Department of CNEP employs adjunct faculty on an as-needed basis. Please note that adjunct faculty course assignments are subject to change and should not be considered

permanent assignments. While adjunct faculty do not maintain offices on campus, you can reach them through Canvas or via their e-mail contact information provided in your course syllabus.

General Program Information

Mission Statement

The Department of CNEP at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares graduate-level counselors and counselor educators, representing all 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 four major areas: a) addictions counseling; b) clinical mental health counseling; c) **Hispanic mental health [100% online program]**, and d) marriage, couple, and family counseling. Upon completion of the degree program, students will have met all relevant Texas Licensed Professional Counselor (LPC) educational requirements. In all degree programs, students' personal and professional development will be periodically reviewed by the Department of CNEP faculty. Students who are unable to demonstrate mastery of the fundamental counseling knowledge base, or who are observed to be experiencing challenges with appropriate personal and professional deportment, communication skills, interpersonal skills, and/or counseling skills, will be asked to seek remediation or, in extenuating circumstances, may be dismissed from the program.

Accreditation

The Hispanic Mental Health Online degree program is currently CACREP aligned and will be submitted for accreditation with the other CNEP programs in 2026, with an aim to achieve accreditation as of 2028. Once accreditation is granted, all students who have completed the program previously will be recognized as graduates of a CACREP-accredited program.

Master's Program Objectives

The Department of CNEP has identified several foundational programmatic, curricular, and professional objectives for each student enrolling in one of its master-level counseling programs. Each of these objectives has specific outcome 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 and specialty area standards.

Curricular Objectives

Graduates of the Professional Counseling master's programs will be able to:

- Knowledgeably integrate fundamental principles of **professional counseling orientation and ethical practice** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **social and cultural identities and experiences** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **lifespan development** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **career development** into contemporary counseling practice
- Knowledgeably integrate fundamental principles of **counseling practice and relationships** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **group counseling and group work** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **assessment and diagnostic processes** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **research and program evaluation** into contemporary counseling practice.

Additionally, students in the Hispanic mental health counseling online program will be able to:

- Knowledgeably integrate fundamental principles of Hispanic psychology when utilizing empirically validated interventions for mental disorders among Latine clients.
- Demonstrate the skills needed to conceptualize Hispanic mental health issues and clinical presentations from a culturally responsive approach.

These curricular objectives represent the Key Performance Indicators (KPIs) used by the Department of CNEP to track student learning throughout the program. Separate KPIs were developed for each of the eight CACREP core areas and the four specialty areas offered in the department. For each KPI, three separate types of data of increasing cognitive complexity are collected across the curriculum and serve as evidence of student learning (factual, conceptual, and procedural knowledge). Data represents student grades on signature assignments identified as the benchmarks by which students' depth of knowledge will be assessed. These signature assignments include quizzes, examinations, papers, applications, and skill demonstrations. The Department of CNEP faculty use this data to assess students' development of the critical thinking

skills needed to function as effective counselors and evaluate the effectiveness of current instructional approaches and curricular offerings.

Factual Knowledge – at this level, students are expected to demonstrate a familiarity, awareness, and understanding of the basic terminology, facts, and theories foundational to the counseling profession. Factual knowledge assignments are typically found in the introductory courses that entry-level students take early in the curriculum.

Conceptual Knowledge – at this level, students are expected to demonstrate the ability to identify various principles, theories, and models as related elements part of a larger structure representative of the counseling process. Conceptual knowledge assignments are found in courses typically taken toward the end of a student's first year of training.

Procedural Knowledge – at this level, students are expected to demonstrate the ability to translate their understanding of specific techniques, processes, and methodologies into the practice of counseling. Procedural knowledge assignments are typically found toward the end of students' programs where theory-to-application occurs (e.g., practicum, internship).

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.
- Through reflection and insight, develop an understanding of oneself and the use of self in both instructional and clinical settings.
- Use critical thinking to make sound, responsible judgments and decisions when working with clients, students, peers, and other helping professionals.
- Develop ethical decision-making skills and function in a manner consistent with 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.
- Demonstrate multicultural competence and the ability to work with clients from diverse backgrounds.
- 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.

These professional objectives are assessed as part of the Department of CNEP's systematic plan for faculty monitoring of students. A complete description of this plan can be viewed in **Appendix D**. Additionally, a copy of the Professional Issues and Behavior Rating Scale is included as **Appendix E** in this handbook.

Application Requirements

This section of the handbook includes standardized information about rules and policies pertaining to graduate education at Texas A&M University-Corpus Christi. It is not intended to be comprehensive. You are strongly encouraged to read the sections of the catalog pertaining to graduate students, which will provide more detail and additional topics that may impact you. You will also find information about your program.

Graduate Admissions

To be admitted to a program of graduate study, an applicant must hold a bachelor's degree from an accredited institution of higher education in the United States or an equivalent foreign institution. *(Note: The requirement to hold a bachelor's degree does not apply to students enrolling in the RN-MSN option in nursing.)* Decisions concerning admission to graduate study are based on all admission criteria. To be considered for a graduate program, a minimum last 60-hour GPA of 2.5 is required. Some programs may have higher GPA requirements; review specific program information in the graduate catalog or elsewhere in this handbook. All applications must be made through Apply Texas. For more information about the application process, visit the Application Process page on the Graduate Studies website or see the Catalog, Graduate Admissions section. .

Graduate students should be aware of their enrollment status, as it may impact financial aid, veteran's benefits, or other important aspects of graduate life. In addition, international students have specific requirements about enrollment status. Enrollment status is as follows:

Full-time graduate student	Fall or spring term = 9 hours Combined summer terms = 6 hours
Three-quarter-time graduate student	Fall or spring term = 7 hours Combined summer terms = 5 hours
Half-time graduate student:	Fall or spring term = 5 hours Combined summer terms = 3 hours

Program Admissions

In addition to the University requirements described above, students seeking to pursue a graduate degree in one of the counseling programs 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, including:

- 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 may request additional information about the department's admissions process from the CNEP admissions coordinator.

Program Matriculation

Students pursuing the M.S. in **Professional 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 three (3) CNEP Student Review and Remediation Evaluations (SRREs) that result in a formal remediation plan for academic, dispositional, or ethical-related issues being placed in a student's file

Students may 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 internship I if they have not earned a grade of B or better in practicum or to internship II if they have not earned a grade of B or better in internship I.

Continuous Enrollment

The University does not have a continuous enrollment policy for master's students. However, you should be aware of your own program's requirements, which may differ from general University requirements. Master's students should also know that if they do not attend for two years, they will be required to reapply to the University. Students should consider applying for a leave of absence (see below), especially if the time-to-degree and recency of credits requirements will be impacted by a needed absence.

Leave of Absence

There is no university-wide continuous enrollment requirement for master's students. However, all graduate students who have been inactive for one year or more must contact the Registrar to register. Students who have been inactive for two or more years must reapply for admission. Some programs may require re-application after only a one-year absence. **Time spent away from the program without an approved leave of absence request (see below) will count toward a student's time to degree.**

Students experiencing life-changing or catastrophic events (e.g., serious illness of a student or immediate family member, death of an immediate family member) are encouraged to consult with their department chair and request a leave of absence in writing from the Registrar using the Request for Leave of Absence Form, especially if the recency of credit will be impacted.

Requests for a leave of absence must be approved in advance by the faculty advisor, the program coordinator, and the COEHD Dean. Leaves will be granted only under conditions that require the suspension of all activities associated with pursuing the degree, including the use of university facilities and faculty mentoring/advice. The time to degree completion is paused when a leave of absence is granted and resumes when the student re-enrolls to continue the program.

A student who is in good standing may petition for a leave of absence of no more than two full academic terms. A leave of absence granted for one full semester may be extended to a maximum of two full semesters by the faculty advisor and program coordinator. A student attending university after an approved leave of absence will not be required to submit an application for readmission. In no case will a leave of absence be extended for more than one year. International students should consult with an advisor in the Office of International Education to find out how a Leave of Absence may impact their stay or re-entry into the U.S.

**Note: Any consideration of requests submitted after the degree time limit has expired will be impacted by an explanation of failure to request leave prior to expiration and continuous progress towards the degree, as well as programmatic changes and faculty availability.*

Title IX regulations also require the university to treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery there from as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician. At the conclusion of the leave of absence, the student will be reinstated to the status held when the leave began. Students requesting leave of absence under this provision must submit their request to the Title XI coordinator, who will initiate the process. The Associate Provost and Vice President for Academic Affairs will notify the student's instructors and coordinate the student's reinstatement as appropriate.

Maximum Course Load

Graduate students may not register for more than 12 hours in a regular semester, 6 hours in a single session of summer school, or 12 hours in the combined summer session (not including Maymester) without the approval of the COEHD dean. See the Maximum Course Load section in the catalog.

Students in the HSON program follow a cohort model, with a specific degree plan and online course offerings that include 6 credit hours of coursework per semester.

Repetition of a Course

A course in which the final grade is C or lower may be repeated for a higher grade. A course in which the final grade is a B may be repeated only with the permission of the program director. **A maximum of two courses** may be retaken during graduate study at the university. **Each course may be repeated only once. All grades** received for the course will be **computed in the grade point average.**

A course may be repeated for multiple credits towards graduation only when so designated in the course description and approved by the faculty advisor.

Time Limit to Degree

The requirements for master's degrees and certificates at Texas A&M University-Corpus Christi must be **completed within seven years** after admission to the program. The seven-year period begins with the first semester students are enrolled in a graduate program.

Credit that is more than seven years old will not be counted toward a master's degree or a certificate. Exceptions, provided the courses were completed at this university, will require strong justification in writing from the student requesting the exception, as well as a revalidation plan.

Written approval from the major department chairperson, the COEHD Dean from which the degree is offered, and the provost is required. See the revalidation process below.

Revalidation of Courses Beyond Degree Time Limit

Courses listed on the plan of study completed more than seven years prior to graduation are considered dated. In order to have courses revalidated, the department chair or program coordinator/faculty advisor will recommend a revalidation plan. Revalidation will verify that the student's knowledge in a specific subject area is current and documented.

Options for course revalidation include a written examination, a paper, a project, a course retake, or other equally rigorous academic means appropriate to the discipline to determine that student learning outcomes have been met. Revalidation requests must be approved by the student's faculty advisor, the program coordinator, the department chair, the college dean, and the provost using the *Graduate Degree Plan Revalidation Request form.*

The student's faculty advisor, department chair, and COEHD dean are responsible for determining whether the student demonstrated sufficient course knowledge necessary for successful course revalidation. Successfully revalidated courses may be included in the student's plan of study.

Failure to follow all designated requirements of the revalidation agreement may result in dismissal from the program. Subsequent requests for revalidation may be considered but will be denied absent a showing of extraordinary hardship.

Graduate students will not be permitted to submit more than 12 semester hours of the program's courses for revalidation. Courses beyond the 12-semester hour limit must be retaken. Courses must have been completed at this university to be eligible for revalidation.

Academic Requirements for Graduate Work

Grade Point Average. To remain in good standing and maintain eligibility for university funding, such as scholarships and assistantships, the university requires students to maintain a minimum grade point average (GPA) of 3.0 (B) for all graduate work undertaken. TAMU-CC uses a 4.0 scale for the calculation of GPA. Please note that TAMU-CC calculates GPA based on all graduate coursework taken at TAMU-CC and not just coursework in the degree program. Students should ensure they are knowledgeable about both the overall GPA required for good standing and the GPA in the program in which they are enrolled.

Only grades earned at this university will be used to calculate the TAMU-CC grade point average as used in the determination of eligibility for graduation. Grades are made available to students at the end of each grading period at http://sail.tamucc.edu.

Academic Integrity

Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, which include but are not limited to illicit possession of examinations or examination materials, falsification, forgery, plagiarism, or collusion in any of these behaviors. All students should familiarize themselves with the full Academic Integrity Policy as well as the processes and procedures used to address violations thereof. You can find additional information in the Academic Integrity section of the catalog or by accessing University Rules and Procedures 13.02.99.C0.04: Student Academic Misconduct.

The Curriculum

Both the M.S. in **Professional Counseling** (campus-based and online tracks) 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 is 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

In the **Hispanic Mental Health** online program, students are also required to take:

CNEP 5329 Culture and Customs in Hispanic Communities
CNEP 5330 Introduction to Counseling Spanish Speaking Clients
CNEP 5331 Strategies and Interventions for Spanish-Speaking Clients***
CNEP 5375 Clinical Mental Health Counseling Strategies

* 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.

** The Counseling Process (CNEP 5384) must be taken **before** or **concurrently** with Group Counseling (CNEP 5361).

*** This additional course is **required** for admission to Internship (CNEP 5698) and **may** be taken prior to or concurrent with Practicum (CNEP 5397).

Course Sequencing

The CNEP HSON program provides specific course sequencing for students:

Fall Start
Fall, Year 1
CNEP 5304 – Introduction to Counseling
CNEP 5308 – Counseling Theories
Spring, Year 1
CNEP 5314 – Theory & Practice of Multicultural Counseling
CNEP 5327 - Ethical and Legal Issues in Counseling
Summer I, Year 1
CNEP 5329 – Culture & Customs in Hispanic Communities
Summer 2, Year 1
CNEP 5330 – Professional & Technical Spanish
Fall, Year 2
CNEP 5306 – Career Counseling
CNEP 5312 – Addictions Counseling
Spring, Year 2
CNEP 5371 – Psychometrics
CNEP 5381 – Psychodiagnosis and Treatment
Summer 1, Year 2
CNEP 5384 – The Counseling Process
Summer 2, Year 2
CNEP 5331 – Strategies and Interventions for Spanish-Speaking Clients
Fall, Year 3
CNEP 5361 – Group Counseling
EDFN 5301 – Introduction to Research
CNEP 5397 – Practicum
Spring, Year 3
CNEP 5354 – Developmental Issues in Human Personality & Behavior
CNEP 5698 – Internship
Elective Course
Summer 1, Year 3
CNEP 5698 – Internship
Summer 2, Year 3
CNEP 5375 – CMH Strategies

Spring Start
Spring, Year 1
CNEP 5304 – Introduction to Counseling
CNEP 5308 – Counseling Theories
Summer I, Year 1
CNEP 5329 – Culture & Customs in Hispanic Communities
Summer 2, Year 1
CNEP 5330 – Professional & Technical Spanish
Fall, Year 1
CNEP 5314 – Theory & Practice of Multicultural Counseling
CNEP 5327 - Ethical and Legal Issues in Counseling
Spring, Year 2
CNEP 5312 – Addictions Counseling
CNEP 5381 – Psychodiagnosis and Treatment
Summer 1, Year 2
CNEP 5384 – The Counseling Process
Summer 2, Year 2
CNEP 5331 – Strategies and Interventions for Spanish-Speaking Clients
Fall, Year 2
CNEP 5361 – Group Counseling
EDFN 5301 – Introduction to Research
CNEP 5397 – Practicum
Spring, Year 3
CNEP 5354 – Developmental Issues in Human Personality & Behavior
CNEP 5698 – Internship
Elective Course
Summer 1, Year 3
CNEP 5306- Career Counseling
Summer 2, Year 3
CNEP 5375- CMH Strategies
Fall, Year 3
CNEP 5698 Internship
CNEP 5371- Psychometrics

Practicum and Internship

Students are required to complete a Practicum/Internship orientation in Canvas before a permit to enroll in the following semester will be issued. Completing the orientation is required prior to **each** semester in which students register for the Practicum/Internship course credit.

Completion of the orientation and passing the post-session quiz 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. 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 (cnep.tamucc.edu) and will be posted on the course Canvas 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 counts 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** are considered the most important and comprehensive professional experiences in the counseling programs. Internship is designed to allow students the opportunity 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 had contact with the site prior to enrollment in the internship course (typically an interview or other formal application process). 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 (master's-level) counselor. Students are required to read the **Practicum/Internship Manual**, which can be found

on the departmental website (cnep.tamucc.edu) or obtained from their internship instructor, before beginning to collect hours (direct or indirect) at their identified internship site. Students should consult the manual for internship objectives and student learning outcomes.

The TAMU-CC **Professional Counseling** degree follows the internship requirements set forth in the CACREP Standards (https://www.cacrep.org/for-programs/2024-cacrep-standards/) and follow the Texas State Board of Examiners of Professional Counselors licensure rules (https://www.bhec.texas.gov/statues-and-rules/index.html). 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. Students who fall short of the 300 hours needed for Internship I may still be permitted to take Internship II if the shortfall is a) deemed to be minimal (i.e., a few hours) and b) due to reasons outside their control. A lack of hours that is excessive or a result of student choice may lead to an adverse grade in Internship I that precludes moving on to Internship II.

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 hours needed. These hours would be logged as indirect hours.

All students are required to obtain a **minimum of 10 hours 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.

For students in the online **Hispanic Mental Health Counseling Program**, at least half of their direct hours in internship (120+ hours) must be earned working with Latine individuals and/or families. These sessions may be conducted in either English or Spanish, depending on the client's needs and the counselor's ability. The internship instructor or program advisor will assist students in locating placements that serve Latine communities to ensure these requirements can be met.

Site Selection

The Department of CNEP approves site supervisors **and** field sites via affiliation agreements. For students who select a Practicum/Internship site that has not previously been affiliated with the Department of CNEP, keep in mind that the site must meet 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 ongoing training provided by the department.
- Availability of a variety of professional experiences
- Availability of adequate opportunities to audio- or visually record sessions
- Availability of adequate opportunities to provide individual, group, couple, and/or family counseling over time

While the Department of CNEP faculty work to ensure approved site placements adhere to the above guidelines, it is ultimately the responsibility of the student to verify a site and supervisor's ability to meet these conditions. Information on previous sites used by students can be viewed in our online platform, FieldX (see the section on "Steps for Applying for Practicum and Internship" for more information on FieldX).

Almost always, students should choose sites different from their current place of employment. With permission from one's current employer and the Department of CNEP clinical coordinator, and in collaboration with the course instructor, a student may complete a practicum/internship at an employment site **if professional activities are qualitatively different than what is normally required in their current job description and are consistent with the activities of a master's-prepared counselor.** Students are **prohibited from** counting previous work hours toward satisfying internship requirements.

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 review the above guidelines for site selection and/or 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 and complete the affiliation agreement.

Supervision Requirements

Each *practicum student* will receive at least **one (1) hour per week of individual or triadic (two students) supervision during the semester from a university supervisor**, who will most often be a doctoral student supervisor. Whether a doctoral student or faculty member, no supervisor will supervise more than six (6) students per semester; thus, practicum students should contact available supervisors as soon as they receive information allowing them to do so.

Both *practicum and internship students* will receive **one (1) hour of individual or triadic supervision from the site supervisor each week**. If students have more than one site, they can divide their supervision time between multiple sites. For instance, if students spend half of their time at one site, and half of their time at another, they should get at least 30 minutes of supervision at each site weekly. Audio/video recordings are required for supervision purposes. Some counseling sessions may be directly observed by supervisors during each semester.

Additionally, *practicum and internship students* will receive **group supervision each week during the semester from the university supervisor**. This group supervision will take place in practicum and internship classes in which students are enrolled.

Failure to adhere to the requirements for individual and group supervision discussed above may result in being dropped from the course. Failure to obtain sufficient supervision hours will result in failure of the course. In the event of serious personal illness or other serious circumstances, whereby students are unable to obtain sufficient supervision through no fault of their own, an

incomplete may be awarded. It is anticipated that such circumstances would also result in an inability to obtain sufficient direct or indirect hours.

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 obtain 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 adversely impact a student's ability to complete the Practicum/Internship.

Steps for Applying for Practicum and Internship

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

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

- Once in FieldX, you can view available placement sites. This is where you can find 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 FieldX. You may also consider sites that are not in FieldX; however, be sure to verify that the site and site supervisor meet all department requirements (see below).

- Consult with your faculty advisor for questions or assistance. You may also contact the Department of CNEP clinical coordinator. School counseling students also may contact the professional school counseling coordinator with questions specific to the professional school counseling internship requirements.

- Once you have spoken with a site supervisor and have a verbal agreement regarding attaining hours at the site, you can begin the application to the site in FieldX. In addition to the application, you must add your designated supervisor in FieldX.

- With your online application, you will need to attach a copy of your degree planner, a copy of your professional liability insurance policy, upload your Practicum/Internship

Handbook test result, and verify the confirmation of site contact. If your site will not (or has not) complete a background check, you will need to complete the background check and FERPA forms and submit those to TAMU-CC Career and Professional Development Center (for a $15- $25 fee). **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 FieldX, the Department of CNEP administrative associate will enter the permit for you to register for the course.

- After enrolling in the class, 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 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 FieldX.

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, allowing students to accrue hours between Practicum and Internship I and Internship I and Internship II. Bridge supervision is not available for students who have not yet completed their practicum. Students who wish to accrue internship hours 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. If students do not enroll in bridge supervision, they are permitted to maintain continuity of care with clients at their site if their site supervisor deems this worthwhile or necessary. However, in this capacity, students will not be accruing internship hours and instead will be considered volunteers at the site for the period they are not enrolled in a group supervision course.

Bridge supervision is scheduled each May, August, and December. The actual offering of these sections is dependent on sufficient student enrollment. Therefore, students should not plan to use bridge supervision to address a shortage of hours during the semester. See the Department of CNEP **Practicum and Internship Manual** for additional information.

Professional Liability Insurance

Students must obtain their own individual 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

2. Alternatively, 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.
    b. The American Counseling Association offers student members free liability insurance as part of their membership.

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

Issuance of Grades for Practicum and Internship

Practicum and Internship students who, due to circumstances at their sites or *exceptional* personal circumstances, are unable to complete the required direct hours may receive a grade of incomplete. Vacations, weddings, birthdays, or other occurrences that are clearly those of a personal choice do not qualify as exceptional circumstances. Furthermore, students are ineligible to 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 or Internship. Practicum students must earn a passing grade to proceed to Internship. Internship students should demonstrate substantial progress toward accruing hours during their first semester of internship. Although hours from Internship I may be carried over to Internship II, students are limited to 400 hours during Internship I. Students who wish to accumulate more than 400 hours in a single semester must first consult with and receive approval from their internship instructor. Any hours earned beyond the 400-hour limit without prior approval will not count toward Internship II requirements. 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 an unsatisfactory grade (C, D, or F)** and be required to re-take Internship I. A grade of B or better in Internship I is required to proceed to Internship II. Failure to complete required supervision hours and other course assignments during each individual internship course **will result in an unsatisfactory grade** unless exceptional circumstances apply. Students **may also earn an unsatisfactory grade** related to their inability to demonstrate adequate progress in building the requisite skill set needed to practice competently.

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 Review and Remediation Evaluation will be triggered, and a remediation plan will be 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 continually monitor students to ensure that quality services are provided to clients during their practicum and internship courses.

Exit Requirements

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 encourages 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 Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- 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
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.

There are two options available for students to test. These options include sitting for the examination at a Pearson VUE testing facility (CBT format) of testing at home using the Pearson OnVUE system. Students must decide which format they would like to use before beginning the registration process. The same format would then need to be used for all attempts. Once approved to sit for the examination, students have the flexibility of selecting a test date, time

(and location) from the available options. The cost of the CPCE examination is **$150.00 per administration**, 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 Canvas page.

Although students are permitted five attempts to pass the comprehensive examination before dismissal from the program, Pearson VUE testing policy only allows for two (2) administrations of the same examination in a six (6) month period. For students testing at a Pearson facility through the CBT format, they must wait 30 days between test attempts. Students testing at home via OnVUE must wait 90 days before retesting. 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. After each attempt, students should email a copy of their score report to the Department of CNEP exam coordinator. The exam coordinator will verify a student's score and, if appropriate, alert the COEHD academic advisor that the student has satisfied this graduation requirement. The student's degree plan will be updated to indicate they passed their comprehensive examination.

Students who fail to produce a passing score in their final semester of coursework, and who have not taken the CPCE more than five times, will need to defer their graduation and enroll in a special section of CNEP 5390: Special Topics the following semester. This 1 SCH course is designed as an independent study in which the student meets with their faculty advisor to devise a study plan that leads to an improved performance on subsequent testing. Enrollment in this 1 SCH course satisfies the University requirement that students be enrolled in the semester they plan to graduate.

CNEP Department Policies and Procedures

The following policies and procedures have been vetted by the Department of CNEP faculty and are designed to create a comprehensive training experience for students. These policies and procedures are subject to amendment because 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 and sufficient time allotted for the changes to be enacted.

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. 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 that students are expected to follow is listed in the **Professional Duties and Responsibilities** section.

Technology Competencies and Student Resources

Department of CNEP faculty rely on various instructional technologies to deliver course content, evaluate student progress, facilitate group interaction, document student records, and

communicate with students. As such, the faculty wants to ensure all students possess the necessary technological proficiencies to thrive personally and professionally during their time in the program and as practicing counselors. As such, all students admitted to one of the Department of CNEP counseling programs are expected to demonstrate their competency in the following areas:

Digital Literacy and Information Management

- Ability to evaluate the credibility of digital information sources and discern reliable academic resources.
- Ability to use search engines and advanced search techniques to identify and access relevant scholarly materials.
- Ability to organize and manage digital information efficiently.
- Ability to access S.A.I.L. to add/drop courses and view financial aid information.

Productivity Tools

- Ability to use word processing software (e.g., MS Word, Apple Pages, Google Docs) to create and format documents.
- Ability to create engaging presentations using presentation software (e.g., MS PowerPoint, Apple Keynote, Google Slides, Canva, Prezi).

Collaboration and Communication Tools

- Ability to access and effectively use your TAMU-CC email account and video conferencing software (e.g., Zoom or MS Teams) for academic communication and collaboration.
- Ability to use webcams, microphones, and headsets to participate in online discussions and group projects.

Online Learning Management Systems

- Ability to navigate and utilize Canvas (TAMU-CC's chosen LMS) for accessing course materials, submitting assignments, and engaging with online learning activities.
- Ability to access your gradebook in Canvas.

Cybersecurity and Privacy Awareness

- Ability to protect personal information and institutional data according to cybersecurity best practices as outlined on the TAMU-CC Information Technology homepage.
- Ability to identify and report potential cybersecurity threats and incidents.

The Information Technology Department maintains a Technology Resources page that serves as a repository of resources designed to help TAMU-CC students use the technologies available to them as members of the TAMU-CC Islander community. The Distance Learning and Academic Innovations Department also provides students access to many resources to assist them as online learners through their student resources webpage.

Advising and Degree Plans

Each applicant admitted into the graduate program in the Department of CNEP is assigned a faculty advisor. Please note that your faculty advisor is different from **your academic advisor**. While your academic advisor can assist with degree plan-related questions, your faculty advisor should be consulted for advising, questions about the program, or counseling-specific issues. All students are notified via letter of their assigned faculty advisor after being admitted to the program. It is then the students' responsibility to contact their faculty 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. In subsequent semesters, students should plan to meet with their faculty advisor before registering for classes to review IDPs (see section below) and process student review and remediation issues that may arise. There are some situations in which switching programs may not be allowed. For example, due to the unique structure of the Hispanic mental health counseling track and the content of those courses, switching from a campus-based program to this online program may not be permissible.

Grading Scale

The standard letter grade policy is used in the Department of CNEP for all courses. Only two C grades may be counted toward the degree, and these courses **may not be** The Counseling Process (CNEP 5384) or Internship (CNEP 5698). Students earning a C grade in any of these courses will be required to re-take the course before continuing with Practicum or Internship, respectively. If a student believes a grade has been awarded in error, the student should follow the Grade Appeal Process outlined in this handbook. The first step in the process is meeting with the course instructor.

Students should also be aware that the 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. Students must be making satisfactory progress (i.e., passing) 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. If it is determined by the instructor that such a grade is appropriate, the instructor will complete and submit a signed *Request for Incomplete Grade Notation* form. The Request must be approved by the instructor and the Department of CNEP Chair. If a student receives a grade of I (incomplete), they are responsible for completing work by the last class day of the next regular (fall or spring) semester unless an earlier date is specified in writing on the Request for Incomplete Grade Notation. If work is not completed and submitted by the date indicated on the Request, the student's grade will change to an F or into the grade specified on the Request. **It is the responsibility of the student** to ensure that work is completed and submitted to the appropriate instructor in a timely manner. Once work is submitted, the

instructor will submit a **Change of Grade** form and the student's academic record is changed. Students receiving financial aid should consult with their academic advisor or 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.C0.03, Student Grade Appeals, which include appealing to the department chair and then the college associate dean or dean. All grade appeals are handled within the college in which the student's program resides. For counseling students, it is the COEHD. The decision rendered by the associate dean or dean is final. To start the process, students need to complete a grade appeal form.

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 are also available on the TAMU-CC website and the Graduate Education 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 Department of 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 Department of 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, a copy of the student's curriculum vitae or resumé, and a transcript or a copy of the degree planner.

The Department of 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 Department of 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. Furthermore, Department of 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 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 listed in the Student Handbook and Student Code of Conduct. 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.

Disability Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. Information on requesting disability accommodations can be found on the Disability Services webpage.

Any student with a disability participating in university programs, services, or activities may file a complaint regarding inaccessible digital content, programs, or services. The quickest way for a student to file is through the Campus Complaint Resolution Form where their concerns will be forwarded to the appropriate campus administrator to address. Alternatively, students can contact Disability Services and use the Grievance Procedures.

Faculty Monitoring of Students

As trainers of student counselors, the Department of CNEP faculty 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 coursework, 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 that does 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 Department of CNEP faculty members. This regular and ongoing monitoring allows Department of 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 that merit formal remediation procedures. Students are reviewed based on their professional and ethical behavior, as outlined in this document and the referenced professional codes of ethics, as well as their clinical 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** (following section) and utilizing the *Student Review and Remediation Evaluation* (SRRE; **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 that 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 Review and Remediation Evaluation* 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 SRRE and/or PIBRS, the student will be presented with a copy of the relevant evaluation form (SRRE and/or PIBRS). A copy of the form will be maintained in the student's 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 will then be 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, whether the SRRE 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 the 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 and Professional Development 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 2024 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, reducing the risk of harm to future clients and the 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 faculty expectations of students. The *Student Review and Remediation Evaluation* (SRRE; 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 SRRE 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 SRRE because 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 SRRE.

The Remediation Process

If, in the professional judgment of (a) program faculty member(s) a student's behavior and evidenced attitudes are concerning, impaired, ineffective, 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 Review and Remediation Evaluation by Individual Faculty Member.

When a faculty member identifies an issue related to student performance, the faculty member may initiate a Student Review and Remediation 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 SRRE is digitally signed and filed. The faculty member will provide information about the SRRE 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 complete the SRRE form and add it to the student's account. 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 detailing whether the student has successfully completed their remediation. This report will be placed in the student's file. The faculty member will provide information about the SRRE and subsequent completion/non-completion report during regularly scheduled student monitoring sessions with the Department of CNEP faculty.

In some cases (e.g., the occurrence of a clear ethics violation, multiple concerns/repeated review and remediation 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 SRRE to the Department of CNEP chair for additional review by the committee may be included on an initial SRRE that is provided to the student.

2. Student Fitness to Practice 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, (c) student monitoring reflects concerns of multiple faculty members, generally over time, or (d) a student has already participated in two previous SSREs during their time in the program. If a committee is needed, the Department of CNEP chair will appoint members to the Department of CNEP Review and Retention Committee and charge them with reviewing the SRRE 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 others with pertinent information to contribute. The Committee will determine whether probation and remediation, the recommendation for voluntary resignation from the program, or the 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 concerns to be addressed, (b) identify the expected outcomes of remediation, (c) identify possible methods that could be used to reach these goals, which could include personal counseling, group growth experiences, self-structured behavioral change, additional academic course work or field experiences, or other appropriate methods, (d) define acceptable methods for demonstration of outcomes identified in (b) above, and (c) designate a date for goal attainment or reevaluation. A written copy of the plan will be shared with the student and digitally signed by both the student and the chair of the committee. The signed document is housed in the student's account and can be viewed by the student and the Department of CNEP faculty. The student's faculty advisor or other faculty member designated by the Department of CNEP chair will monitor student compliance. During

the remediation period, the student will be placed on departmental probation. Probationary status will be reviewed on 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 forward the SRRE, with a complete remediation plan, to the Department of CNEP chair. The student will have the right to appeal the decision to 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 their 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 SRRE 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. Potential outcomes the Committee can reach are outlined in #5.

5. Review and Retention Committee Recommendation (Post-Remediation)

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 are no longer present as 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 are 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 committee's decision to the Department of CNEP chair. If the Department of CNEP chair concurs with the committee's decision, 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 its 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 setting up their e-mail accounts should contact the IT Helpdesk or fill out a help ticket.

Canvas

Canvas is the contracted Learning Management System (LMS) used by TAMU-CC. A Canvas page 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 department Canvas page. 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 are not removed from the department Canvas page. Throughout the semester, faculty may post news and announcements to Canvas. Students are expected to regularly check the department Canvas page to ensure they are not missing any important updates or pending deadlines.

Please be aware that **failure to receive information from the university or department because the islander account is not maintained is not a valid reason to miss deadlines or other information critical to student success in the program.** We make significant efforts to keep you informed, and the islander e-mail account is a major part of that effort. If you have difficulty accessing or stop receiving e-mail messages, you should troubleshoot the issue immediately to stay up to date. If this does not work, please contact the Department of CNEP main office (361-825-3393) for additional assistance.

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 on the OFSA webpage.

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 Graduate Education webpage.

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 Graduate Education (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). 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-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 https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html.

Changes to TSBEPC 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 in the State of Texas. The Department of CNEP communicates information to students as it is received.

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, provides students a head start on the credentialing process. In addition to a reduced NCC application fee, students enrolled in one of our counseling programs become eligible 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's administrative associate. Specific information about the student participant program can be found at https://www.nbcc.org/resources/applicants/students/faq

Professional Identity and Affiliations

Professional Identity

To assist students in developing a strong professional identity, the Department of CNEP faculty have instituted an Individual Development Plan (IDP) 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. For more details on the IDP, see **Appendix D: Master's Student Advising and Comprehensive Monitoring Process.**

Professional Affiliation

To enhance graduate education and set the foundation for full participation in the counseling profession, the Department of CNEP faculty strongly recommends 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 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 similar interests and areas of expertise
- Liability insurance coverage is 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's 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 the Department of CNEP faculty to find out how they can get involved and begin strengthening their professional counselor identity. Most counseling organizations are excited to have students participate and would work with you to find a way for you to contribute to the organization in a way that fits your strengths. Faculty will post announcements related to professional service and advocacy opportunities on the Department of CNEP Canvas course shell as they become available. Students should review these announcements regularly as many opportunities have associated application deadlines.

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 Association for Marriage and Family Therapy (AAMFT)
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 and Research in Counseling (TAARC)
- Texas Association for Adult Development and Aging (TAADA)
- Texas Association for Counselor Education and Supervision (TACES)
- Texas Association for Humanistic Education and Development (TAHEAD)
- Texas Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (Tex-SAIGE)
- 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 can do so are **strongly encouraged** to join one or more of the professional organizations listed above.

Theta Alpha Mu

TAMU-CC has a chapter of the International Counseling Honor Society Chi Sigma Iota: Theta Alpha Mu. 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 will send all membership-eligible students an invitation to join. A member initiation ceremony occurs each May.

Information related to TAM events is posted on the Chapter Activity Board in the department office suite and distributed through Canvas announcements and via the Department of CNEP social media platforms.

Workshops and Continuing Education Programs

The Department of CNEP regularly offers virtual workshops for students and professionals in the community to further enhance knowledge and skills in counseling. The workshops are announced in classes, shared on the department Canvas page, and posted on the Department of CNEP bulletin boards. Students are encouraged to attend these extracurricular activities as schedules permit.

Additional Information

Information, policies, and procedures about tuition, fees, financial assistance, scholarships, and other topics important to graduate students can be found in the catalog. In addition to the catalog, web pages for offices and services on campus provide expanded information, forms, and contact names/phone numbers. Some of those webpages include the following:

Graduate Education
Office of Student Financial Assistance
Office of International Education
(Graduate Resource and Opportunity Workspace (GROW)
Assistantships

Appendix C

CNEP Student Review and Remediation Evaluation

Students enrolled in the Counseling and Educational Psychology Department must maintain high scholastic standards, professional interpersonal behavior, and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the current ACA Code of Ethics and any other codes of ethics of relevant professional associations as well as the State of Texas. A student's acceptance in the Counseling and Educational Psychology Department does not guarantee professional fitness, which is required to remain in the program. At any time, if a student does not seem professionally fit, or there are concerns regarding their professional and/or interpersonal behaviors in and outside of class, Department of CNEP faculty instructors may complete this form to formally document the concern and then meet with the student to discuss the concern and possible consequences. If the student does not agree with recommendations or has more than one Review and Remediation form completed, they 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:

Faculty:

Nature of Concern:

Recommendations:

Student Signature Date

Faculty Signature Date

Appendix D

Master's 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 are strongly advised 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) 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)

Holistic personal development is defined in the context of personal growth and holistic wellness, consistent with the ACA Code of Ethics, which encourages professional counselors to actively engage in self-care and maintenance of personal wellness. The **Individual Development Plan (IDP)** is a tool used by faculty in the Department of CNEP 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 and digitally submitted to the student's faculty advisor.

Students complete the IDP at the beginning of their program during Introduction to Counseling (CNEP 5304), prior to enrolling in Practicum (CNEP 5397), and during their second enrollment in Internship (CNEP 5698). It is the student's responsibility to complete the IDP at these prescribed intervals and schedule a meeting with their faculty advisor to review.

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 (CNEP 5304), Practicum (CNEP 5397), and Internship I and II (CNEP 5698) 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 details 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.

These behaviors are evaluated as part of the CACREP 2024 standards (2.C.2.b): *The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. (b) measurement of student professional dispositions over multiple points in time.* Professional dispositions are defined on page 107: https://www.cacrep.org/wp-content/uploads/2024/06/2024-CACREP-Standards-Guidance-Document-May-2024-update.pdf

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.

1	2	3	4	5
Poor: Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior	Unsatisfactory: Often behaves in a way that is unacceptable or inconsistent with professional behavior; however, there is some evidence of growth	Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training's development; however, there is inconsistency	Good: Professional behavior generally demonstrated	Excellent: Professional behavior consistently demonstrated to a high degree

Is open and receptive to supervision	1	2	3	4	5	N/O
Is prepared for supervision	1	2	3	4	5	N/O
Willingly makes changes in response to supervision	1	2	3	4	5	N/O
Actively solicits feedback about their work	1	2	3	4	5	N/O

Receptive to feedback from peers	1	2	3	4	5	N/O
Is actively attentive when peers present their work	1	2	3	4	5	N/O
Provides appropriate and useful feedback to peers	1	2	3	4	5	N/O
Demonstrates ability to be self-reflective about work with clients	1	2	3	4	5	N/O
Demonstrates ability to be self-reflective about personal attitudes, behaviors, and beliefs	1	2	3	4	5	N/O
Demonstrates good interpersonal skills with peers	1	2	3	4	5	N/O
Demonstrates a collaborative stance with peers	1	2	3	4	5	N/O
Adheres to general standards of professional ethics and practice (e.g., ACA, ASCA, IAMFC)	1	2	3	4	5	N/O
Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEPC, TSBEMFT, TEA)	1	2	3	4	5	N/O
Demonstrates sound judgment in matters related to the profession and practice of counseling	1	2	3	4	5	N/O
Demonstrates commitment to personal growth and professional development	1	2	3	4	5	N/O
Demonstrates openness to new ideas	1	2	3	4	5	N/O
Demonstrates ability to accept personal responsibility	1	2	3	4	5	N/O
Demonstrates ability to regulate and express emotions effectively and appropriately	1	2	3	4	5	N/O
Demonstrates awareness of own impact on others	1	2	3	4	5	N/O
Demonstrates openness to working in a diverse, multicultural, and global society with marginalized populations.	1	2	3	4	5	N/O

Faculty Signature

Date

Student Signature

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 I will continue in the program.

_____ _____

Student Signature Date

_____ _____

Instructor Signature Date