

STUDENT HANDBOOK

Master of Science Degrees in: Professional Counseling Professional School Counseling



**TEXAS A&M
UNIVERSITY
CORPUS
CHRISTI**

**DEPARTMENT OF COUNSELING & EDUCATIONAL PSYCHOLOGY
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Introduction

This handbook is designed to provide prospective and current students with information related to the master's-level graduate programs 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 at the new student orientation session. A digital copy is available for download on the Department of CNEP website http://cnep.tamucc.edu/current_students.html. At times, policy updates, curricular revisions, or accreditation changes may necessitate the Department of CNEP faculty making updates to this student handbook. In such situations, all students will be informed of the changes and provided a copy of the new handbook. Unless otherwise noted, changes made to this handbook will be made effective immediately.

Students are responsible for reading and becoming familiar with the information contained in this handbook. Students must confirm acceptance of the duties, expectations, and responsibilities outlined in this handbook by signing the **Statement of Understanding** (see [Appendix F](#)). Signed copies of the Statement of Understanding **must** be submitted during the student's first semester of enrollment in the program. Specific instructions on submitting this form will be provided during the new student orientation session scheduled at the beginning of each semester.

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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 your Canvas course shell, or their e-mail contact information provided in your course syllabus. You also may contact the Department of CNEP main office to leave a message for your instructor to contact you as soon as possible.

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 diverse backgrounds and experiences, to facilitate impactful societal changes at the local, state, national, and international levels.

Overview

Texas A&M University-Corpus Christi, through the College of Education and Human Development (COEHD), offers two Master of Science (M.S.) degrees preparing top level counselors to work in clinical mental health settings; hospitals; school systems; marriage, couple, and family counseling centers; and private practice. The **Master of Science in Professional Counseling** (60 semester hours) offers training in three major areas: a) addictions counseling; b) clinical mental health counseling; and c) marriage, couple, and family counseling. Upon completion of the degree program, students will have met all relevant Texas Licensed Professional Counselor (LPC) educational requirements. Students who complete the marriage, couple, and family counseling emphasis will also meet all relevant Texas Licensed Marriage and Family Therapist (LMFT) educational requirements. The **Master of Science in Professional School Counseling** (60 semester hours) prepares students to counsel in PK-12 school settings. Upon completion of the degree program, students will have met all relevant educational requirements for Texas Education Agency school counselor certification and Texas professional counseling licensure (LPC). Students seeking school counseling certification should consult with the professional school counseling program coordinator and certification office staff on campus regarding current state certification requirements to ensure eligibility prior to graduation. In both 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 knowledgebase, 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

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

- Addictions Counseling (accredited through 2028)

- Clinical Mental Health Counseling (accredited through 2028)
- Marriage, Couple, and Family Counseling (accredited through 2028)
- School Counseling (accredited through 2028)

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 outcomes measures.

Program Objectives

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

- Foster a learning community where students can develop professionally and personally and achieve their highest potential.
- Create a culture of accountability in which all students are expected to maintain high professional standards for ethical behavior, academic performance, clinical skill development, interpersonal relationships, professional attitudes, and personal character.
- Utilize anti-racist pedagogical approaches and practices.
- 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 and Professional School Counseling master's programs will be able to:

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

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

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

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

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

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

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

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

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

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 an effective counselor.

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 typically are found in the introductory courses 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 course typically taken toward the end of 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, value diversity, and champion inclusivity efforts.
- 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 CGS 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 who do not meet the requirements for full admission into the department may be admitted on a **conditional status** and take courses **approved by the CNEP faculty**. Typically, these courses include CNEP 5304, 5308, 5314, and 5327. In the event these courses are not offered in the conditionally admitted students are permitted to register for nine (9) semester credit hours and must earn a grade of “B” or better in each course taken during their probationary period (courses need not be taken in the same semester). Students who do so become eligible for full admission status. No more than nine (9) semester credit hours of coursework completed under the conditional status may be applied to the student’s specific program of study. Students who fail to meet the conditions stipulated in their admission letter by the Department of CNEP will be suspended from the COEHD for a period of at least one year (12 months). During this suspension, they cannot take any graduate courses in the COEHD. After the suspension period, students may reapply to the program.

Students may request additional information about the department's admissions process from the CNEP Admissions Coordinator.

Program Matriculation

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

1. A cumulative GPA of 3.0 or better
2. No more than two courses with a grade of C being applied toward the degree plan
3. No course with a grade below C being applied toward the degree plan
4. No grade below B in Practicum or Internship being applied toward the degree plan
5. Successfully achieving a passing score on the comprehensive examination
6. No more than 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 choose to begin their practicum or internship once all prerequisite coursework has been completed (see list of prerequisites in this handbook). However, students are prohibited from proceeding to 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

Students experiencing life changing or catastrophic events should consult with their program coordinator and/or department chair and request a [Leave of Absence](#) in writing from the College of Graduate Studies using the [Request for Leave of Absence form](#). A student who is in good standing may petition for a leave of absence of no more than two full academic terms. The maximum number of leave of absence requests permitted in a program is two. A request for a leave of absence requires approval in advance by the faculty advisor, Department of CNEP Chair, COEHD Dean, and the Graduate Dean. If the Graduate Dean approves the petition, the registration requirement is set aside during the period of the leave. Students should be aware that leaves of absences require suspension of all activities associated pursuit of the degree. See the catalog for more information.

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.

Repetition of a Course

There are specific policies about repeating courses for higher grades, including the provision that graduate students may retake a maximum of two courses during graduate study at the University. Each course may be repeated only once. Some courses may be repeated for multiple credit if those courses are so designated in the course description and approved by the faculty or program advisor as designated by their college. Complete catalog information can be found in the [Graduate Academic and Degree Requirements](#) section of the catalog.

Time Limit to Degree

The requirements for a master's degree at Texas A&M University-Corpus Christi **must be completed within seven years after admission to the program**. The seven-year period begins the first semester of enrollment and is calculated from the date of degree conferral. Credit that is more than seven years old will not be counted toward a master's degree. Exceptions will require **strong** justification in writing from the student requesting the exception as well as submission of a revalidation plan. Credits earned at another university are not eligible for an exception. Written approval from the Department of CNEP Chair, COEHD Dean, the Graduate Dean, and Provost is required. See the revalidation process below.

Revalidation of Courses Beyond Degree Time Limit

To revalidate dated courses, students should carefully review the information in the catalog (see [Graduate Academic and Degree Requirements](#) section of the catalog). Revalidation requests should be made using the [Revalidation Request Form](#). The request form must be accompanied by a written justification, updated degree plan, and documentation to be used for revalidation. All revalidation requests and plans must be approved by the student's faculty advisor, Department of CNEP Chair, COEHD Dean, the Graduate Dean, and Provost.

Academic Requirements for Graduate Work

Graduate Students, including degree-seeking, certificate-seeking, and non-degree-seeking students are considered in “**good academic standing**” if they maintain a minimum 3.0 grade point average (GPA) on all graduate course work and earn a grade of S (Satisfactory), IP (In Progress, or CR (Credit) on all course work that does not affect GPA. A complete discussion of academic requirements including but not limited to scholastic probation and enforced withdrawal can be found in the [Graduate Academic and Degree Requirements](#) section of the catalog. For information regarding the financial impact of scholastic probation and enforced withdrawal, see

the [Financial Assistance Suspension Policy](#) in the Tuition, Fees, & Financial Assistance section of the catalog.

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. Students can also access University Rules and Procedures [13.02.99.C0.04](#): Student Academic Misconduct Cases.

The Curriculum

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

Institutional Research Course

EDFN 5301 Introduction to Research

Core Courses

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

Specialty Program Courses

The M.S. in **Professional Counseling** degree includes additional course requirements based on the specialty program. Each specialty program includes 12 semester credit hours of coursework. In the **Addictions Counseling** program, students also are required to take:

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

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

CNEP 5320 Introduction to Marriage, Couple, and Family Counseling
CNEP 5322 Strategies in Family Counseling or CNEP 5324 Counseling Couples
CNEP 5375 Clinical Mental Health Counseling Strategies (prerequisites: CNEP 5381)
CNEP ----- (3 semester hour elective to be chosen in consultation with faculty advisor)

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

CNEP 5320 Introduction to Marriage, Couple, and Family Counseling***
CNEP 5322 Strategies in Family Counseling
CNEP 5324 Counseling Couples
CNEP 5326 Family Counseling with Children and Adolescents

The M.S. in **Professional School Counseling** degree includes additional course requirements based on the specialty program. Students in this program are required to take:

CNEP 5315 Consultation and Responsive Services in Schools
CNEP 5316 Developmental School Counseling***
CNEP 5320 Introduction to Marriage, Couple, and Family Counseling
CNEP ----- (3 semester hour elective to be chosen in consultation with faculty advisor)

* 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.

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

*** 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

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

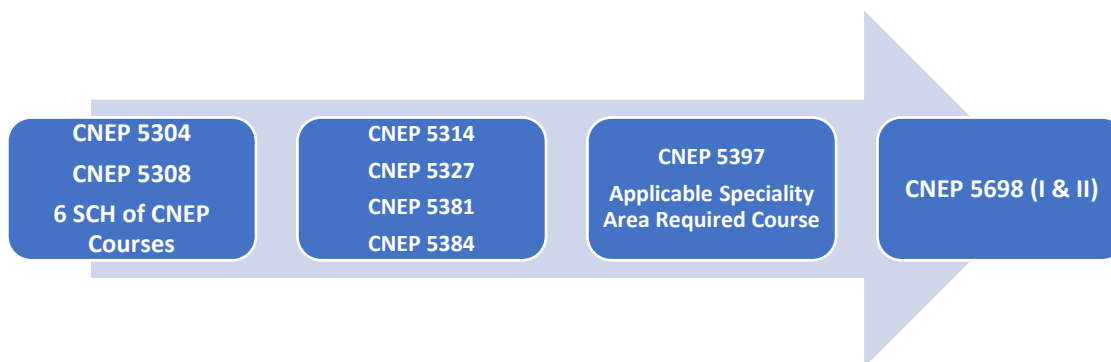
the Internship experience, CNEP 5698. Course sequencing is utilized to maximize the learning process for students. Students bear responsibility for reviewing the CNEP handbook to be certain all prerequisites are met before planning to enroll in select courses. **Meeting with your faculty advisor is strongly encouraged before registering for classes each semester.** Please note, **your faculty advisor is different than your academic advisor.** Your faculty advisor can assist you in avoiding situations where your progress in the program may be delayed due to a lack of planning or known schedule conflicts.

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

After completing Theory and Practice of Multicultural Counseling (CNEP 5314), Ethical and Legal Issues in Counseling (CNEP 5327), Psychodiagnosis and Treatment Strategies (CNEP 5381), and The Counseling Process (CNEP 5384), students are eligible to sign-up for Practicum (CNEP 5397). During their Practicum, students also can register to sit for the comprehensive examination (see the department comprehensive examination policy in this handbook for more details). As the comprehensive examination covers the eight CACREP core content areas, completion of those courses is **strongly encouraged**.

In addition, to Practicum (CNEP 5397), some specialty courses must be completed prior to admission to Internship (CNEP 5698). These specialty courses include Developmental School Counseling (CNEP 5316) for school counseling students, Introduction to Marriage, Couple and Family Counseling (CNEP 5320) for marriage, couple, and family counseling students, and Addictions Counseling (CNEP 5312) for addictions counseling students.

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



When planning their schedules, students should recognize that not all courses are offered every semester. Additionally, all courses carry minimum and maximum enrollment requirements and are subject to cancellation if there is not sufficient interest in them. When classes fill, students may be placed on a waiting list should others drop the course and spaces become available. If

seat(s) become available, a student on the waitlist may be notified via email notification and will be given the opportunity to add themselves to the course. Once a student elects to add themselves to a waitlist, they are responsible for monitoring their TAMU-CC email daily as prompt action is required, otherwise the notice may expire, and notice would be sent to the next designated person from the waitlist. While students may have a target graduation date in mind, this date is subject to course availability and cannot be guaranteed. To ensure students make informed course selection decisions, Students are **strongly encouraged to meet with their faculty advisor** each semester to consult on course selection before they will be allowed to register for courses the following semester. Please refer to **Appendix A** for the Department of CNEP's course rotation schedule and **Appendix B** for sample course sequencings for 6-credit, 9-credit, and 12-credit hour course loads at the end of this handbook for scheduling suggestions and future planning.

Practicum and Internship

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

Please see the current edition of the Graduate Catalog as well as earlier sections of this handbook for specific information regarding prerequisites. In addition, students are required to complete a Practicum/Internship orientation in Canvas before a permit to enroll the following semester will be issued. Completing the orientation is required prior to **each** semester in which students will be registering for 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. Practicum requires weekly group supervision in addition to individual site supervision and individual or triadic university supervision. Thus, practicum students receive an average of 1.5 hours of group supervision a week as well as two (2) hours of individual/triadic supervision each week. Students enrolled in Practicum (CNEP 5397) must obtain a copy of the **Practicum/Internship Manual** and familiarize themselves with department policies pertaining to field-based study. The manual is available electronically on the departmental website (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 count as a part of the 100 hours required for Practicum. Students should consult the **Practicum/Internship Manual** for a complete list of objectives and student learning outcomes associated with the Practicum experience.

Internship

The internships for graduate students in **Professional Counseling** and **Professional School Counseling** are considered the most important and comprehensive professional 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** and **Professional School Counseling** degrees follow the internship requirements set forth in the CACREP Standards (<https://www.cacrep.org/for-programs/2016-cacrep-standards/>) and follow the Texas State Board of Examiners of Professional Counselors licensure rules (<https://www.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.

Professional School Counseling students should plan to take the Internship semesters sequentially. Because CACREP regulations specify school counseling students must fulfill internship requirements in a school setting offering a comprehensive school guidance program, students training to be professional school counselors are **required** to take their internship courses in the Fall and Spring semesters. Additionally, school counseling students may find it necessary to secure a community site placement when taking internship in the summer as most local school districts do not remain open throughout the course of the 10-week summer session. Your faculty advisor can assist you in enrolling in the correct section.

Enrollment in two Internships in the same semester is **rarely allowed**. Exceptions will be reviewed on a case-by-case basis and issued for specific extenuating circumstances. Students should consult with their faculty advisor for more information. Over the course of the two Internships, at least 240 hours of the 600 required hours must be direct client contact hours. However, unlike Practicum, both group and individual supervision hours count as part of the 600 total (direct and indirect) hours needed.

All students 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.

The marriage, couple, and family and addictions programs have specific requirements for Internship as shown below. Students should consult the Internship course syllabus as well as the **Practicum/Internship Manual** for additional information. For students in the **Marriage, Couple, and Family Counseling Program**, at least 80 of the overall 240 internship direct hours earned must be accrued working with couples and families. Working systemically with an individual may not constitute couples and family contact. Students should consult with their individual instructors about specifics of this requirement and clarification on which hours may be counted toward the 80 hours of specialized service delivery.

For students in the **Addictions Counseling Program**, at least half of their direct hours in internship (120+ hours) must be earned working with individuals and/or families concerning substance abuse. To qualify for the LCDC, students are required by the regulatory board to obtain hours in a variety of specific areas. To be certain that both LCDC and departmental requirements are being met, students must pay attention to the documentation of direct/indirect hours as specified by state LCDC requirements.

Site Selection

The Department of CNEP 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 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 on-going training provided by the department. Additional requirements may be in place for school counseling supervisors (please check for current information)
- Availability of a variety of professional experiences
- Availability of adequate opportunities to audio- or video-tape sessions
- Availability of adequate opportunities to provide individual, group, couple, and/or family counseling over time

Information on previous sites used by students can be viewed in our online platform, Tevera (see the section on "Steps for Applying for Practicum and Internship" for more information on Tevera). It is strongly recommended that, in addition to visiting more than one site, prospective internship students also contact students who completed their internships at those sites to get useful feedback on the quality of supervision, receptiveness of staff, and types of clients typically served by the site. In addition, the Department of CNEP hosts a Site Fair during the fall and spring semesters. Students are encouraged to attend and meet representatives from available sites in the area so they can make informed decisions about their site placements.

Almost always, students should choose sites different from their place of current employment. With permission from one's current employer and Department of CNEP Clinical Coordinator, and in collaboration with the course instructor, a student may complete practicum/internship at an employment site **if professional activities are qualitatively different than what is normally required 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.

Criminal Background Checks

All counseling Practicum/Internship students are required to attest that they have received a criminal background check within the last year or will receive one prior to working with clients. While this is a university policy for those working with certain populations, the department requires the background check for working with *all* populations. In addition, verification of certain health information such as a record of vaccinations is required by some sites. The procedures for some sites require the student to go through the site for these checks; others require the student to arrange for required checks. If a student's site requires a background check, the student should participate in the site's procedure for obtaining a background check and share the results of that check with their Practicum/Internship instructor. If a student's site does not require a background check, the student must attain a background check via TAMU-CC. Information about how to obtain the criminal background checks is included below. Students should begin the process early in the semester prior to practicum/internship. In addition, students should submit the release of information regarding criminal background checks prior to beginning the course. Failure to do so could adversely impact a student's ability to complete Practicum/Internship.

Steps for Applying for Practicum and Internship

- You must complete an application every semester you wish to enroll in practicum and internship. The application can be completed via our online platform, Tevera.
- You will need to login to the [COEHD Marketplace](#) to purchase a Tevera license. The COEHD Dean has graciously agreed to help offset the cost for our students, so we are pleased to be able to make this product available to you at a discounted rate of \$100.00 (this will raise to \$115.00 on November 1, 2023). Please note this is a one-time fee, and you will have access to your account and materials throughout your career. Tevera

licenses should be purchased when you begin the program as you will be using them in your introductory coursework (i.e., CNEP 5304).

- Upon completing your online purchase, an automated alert will be sent to [Rachel Perez](#) in the Department of CNEP. Rachel will then add you to the Tevera system.
- Soon after being added to the system, you can expect to receive an email from Tevera asking you to register as a new user.
- Once in Tevera, you can view sites via the tile in the bottom righthand corner that states “site placements.” This is where you can find the contact information for sites and supervisors. Be sure to reach out to them FIRST if you are interested in a site, BEFORE you start the application in Tevera. You may also consider sites that are not in Tevera, however be sure to verify the site and site supervisor meet all department requirements (see below).
- Consult with your faculty advisor for questions or assistance. You may also contact [Dr. Wannigar Ratanavivan](#), Clinical Coordinator. School counseling students also may contact [Dr. Adrienne Backer](#) 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, THEN begin the application to the site in Tevera. In addition to the application, you must add your designated supervisor under the site tile in Tevera.
- With your online application, you will need to attach a copy of your degree planner, a copy of your professional liability insurance policy, upload your Practicum/Internship Handbook test result, and verify the confirmation of site contact. If your site will not (or has not) complete(d) a background check, you will need to complete the background check and FERPA forms and submit those to TAMU-CC Career and Professional Development Center (for a \$15- \$25 fee) in University Center 304. **All students are required to complete a criminal background check.** All background checks must have been completed within the past year.
- Once your application has been approved in Tevera, [Rachel Perez](#) will enter the permit for you to register for the course.
- After enrolling in the class, but before class starts, contact your site supervisor to begin drug screening (if required), or any preliminary training the site requires. Do not wait until the class begins to start these processes as this may jeopardize your ability to obtain the required number of hours required in your course. Schedule a start date with your site supervisor for the first week of the semester.
- Prior to the first-class day, complete and submit the site agreement and ethics agreement in Tevera.

To ensure we have sufficient sections of Practicum and Internship available each semester, the Department of CNEP needs to advance track students planning to enroll in these courses. For this reason, students must email [Rachel Perez](#) within one week from when the schedule for the next semester is available for online viewing and indicate the section (ONE per student) in which they would like to be registered. Rachel will then reserve a seat for the student. While that seat is reserved, the student will not be able to register until their application is completed in Tevera and approved by the Clinical Coordinator. Seat reservations are made on a first come-first served basis. Students who do not email Rachel within one week of the schedule being posted online are not guaranteed a spot in practicum or internship for that semester. Be advised the schedule is available online two weeks before registration opens for the following semester.

Practicum/Internship classes can fill quickly, and most students apply for practicum and internship mid-way through the preceding semester. If you wish to be able to select your class, apply early. Class size is limited by our accreditation standards. In addition, some sites require on-site training prior to beginning the field experience or only allow a few students per semester.

Bridge Supervision Course

All students obtaining practicum or internship hours must be enrolled in a group supervision course (Practicum, Internship, or Bridge Supervision). The bridge supervision course is a one credit hour course that meets an average of 1.5 hours per week during breaks between semesters, allowing students to provide continuity of care to their clients 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. 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 (master's students only).
 - b. The [American Counseling Association](#) offers student members free liability insurance as part of their membership (master's students only).

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

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 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 grade of “B” or better to proceed to Internship. Internship students should show substantial progress toward accruing hours during their first semester of internship; however, as internship hours must be accrued over a minimum of two semesters, there is not a specific hour requirement. If a student fails to make substantial progress and the shortage is deemed excessive by the instructor when considering a particular case, a student **may earn 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. Students may make up missed group supervision hours, with permission from the instructors involved, by attending another section of the course. No exceptions will be made for students to complete the Internship with less than the required number of supervision hours.

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 enacted.

Policies for review of students during Practicum and Internship include the criteria discussed in the Student Review and Retention Policy, those noted on the Professional Issues and Behavior Rating Scale, and additional criteria appropriate to clinical practice. Specific criteria used for evaluation in practicum and internship are outlined in the **Practicum/Internship Manual**. CNEP faculty engage in continual monitoring of students to ensure quality services are provided to the clients with whom our students are working with during their practicum and internship courses.

Department of CNEP Community Outreach Collaborative

Some students may be able to complete Practicum or Internship hours at one of the Department of CNEP Community Outreach Collaborative (COC) sites. The COC manages the delivery of low-cost counseling services to the community at two locations, the Counseling and Training Clinic (CTC) and the Antonio E. Garcia Arts and Education Center (GC). [Dr. Kimberlee Mincey](#) serves as Training Director for the Department of CNEP COC. Along with a team of doctoral students serving as site supervisors, Dr. Mincey will coordinate all administrative, staffing, training, and supervision aspects of these field placement experiences. Students seeking to

complete their Practicum or Internship course at the Department of CNEP COC would follow the same process for selecting a site as described earlier in this handbook. Students accepted to work at the Department of CNEP COC may only see clients when Dr. Mincey (or designee) or one of the doctoral student supervisors are on site.

The Department of CNEP COC exists for three purposes. First, the COC provides a setting for supervised counselor training for Practicum and Internship students. Due to the structure of the COC, there likely is an increased opportunity for access to site supervisors than at other sites in the community. Second, the COC offers counseling services for individuals, couples, and families from the surrounding community who otherwise may not have access to the needed services we provide. Third, the COC serves as a potential site at which Department of CNEP faculty and students may conduct community-based research or advocacy projects.

The CTC and the GC are designed to allow for the monitoring and recording of all counseling sessions. These facilities allow for direct observation, supervision, and feedback from supervisors to CNEP students. All students who wish to complete Practicum or Internship at these sites should expect every session to be recorded and monitored.

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 encourage all students to review the content covered on the CPCE (see below) to ensure they are prepared for success before scheduling a testing appointment.

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

- Professional 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 [Dr. Joshua Watson](#). Dr. Watson 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

Although the counseling programs in the Department of CNEP are offered primarily as campus-based, in-person programs, the faculty do 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 want to ensure all students possess the necessary technological proficiencies to thrive personally and professionally during their time in the program and as a practicing counselor. 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 Tutorials and User Guides](#) (TUGS) 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, **your faculty advisor is different than 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 who their assigned faculty advisor will be 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. Students wish to change their program emphasis (e.g., from clinical mental health counseling to addictions counseling), they must meet with their advisor to discuss the implications of such a change and to file a new degree plan. Because each program has specific requirements, failure to make formal changes can jeopardize both entry into Practicum/Internship and graduation. Because the MS in Professional Counseling and MS in Professional School Counseling are separate degrees, students are not able to switch programs without withdrawing from one and applying to the other. In these circumstances, not all completed coursework may be eligible for transfer.

Individual Development Plan (IDP)

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 in Tevera, and digitally submitted to the student's faculty advisor. Once received, the faculty advisor will reach out to schedule a review meeting. Students can purchase a Tevera account in the [COEHD Marketplace](#).

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

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 in** The Counseling Process (CNEP 5384), Practicum (CNEP 5397), 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 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 also are available on the TAMU-CC website and the College of Graduate Studies website. If students need to cancel an application for graduation, they can do so through the [Office of the University Registrar website](#).

Endorsement Policy

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

The CNEP faculty view it as their professional duty to only endorse or recommend a student or graduate for employment opportunities, licensure, certification, or any other credentials to which the individual is adequately prepared through knowledge, training, and experience. Under no circumstance will a CNEP faculty member recommend or verify training, experience, or expertise the individual does not possess or that the faculty member does not have personal knowledge of having occurred or being accurate. Further, CNEP faculty are not able to estimate future performance in any remaining coursework, during Practicum or Internship, or on the comprehensive examination when assisting students in their job search processes.

Professional Duties and Responsibilities

Student Responsibility

In accordance with the Graduate Catalog, the Department of CNEP faculty assists students in progressing toward the degrees they are seeking. However, ultimate responsibility for understanding and following the degree requirements rests with the students themselves. Students are responsible for understanding degree requirements, enrolling in courses that fit into degree programs, and taking courses in the proper sequence to ensure appropriate progression of work. Students are expected seek advice from faculty about degree requirements and other university policies when necessary. Students are responsible for understanding and complying with the provisions of this handbook, the university Student Handbook, and all applicable

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

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

Students in training are reviewed **each semester** by all CNEP faculty members. This regular and on-going monitoring allows CNEP faculty members to identify problems students may be experiencing in the program as early as possible in their academic careers and assist students in developing solutions before such problems lead to concerns which merit formal remediation procedures. Students are reviewed based on student professional and ethical behavior as outlined in this document and in the professional codes of ethics referenced, clinical performance, and academic performance. If a student's professional integrity, skill level, professional development, academic performance, or conduct is found lacking, the faculty member who notes the concern will meet individually with the student to review and document those concerns and responses thereto following the **Student Review and Retention Policy** (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 which interfere with a student's ability to function effectively as a counselor. Other issues as identified on the Individual Development Plan (IDP) may also be considered. Note: While the *Professional Issues and Behavior Rating Scale* is also completed in specified courses and is not necessarily an indication of problem behavior, the *Student 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 Tevera file. The faculty member will inform departmental faculty about the evaluation. Recommendations that are agreed upon by the student and faculty member will be followed up by the faculty member and a report then filed regarding completion or non-completion of the recommended actions. Non-completion of agreed-upon recommendations will result in referral to the Review, Remediation, Retention, and Dismissal Committee for possible further action.

If a student receives more than one form in the student's Tevera, 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, including 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 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 in the student's Tevera account. 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 in Tevera 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 Tevera account. The faculty member will provide information about the SRRE and subsequent completion/non-completion report during regularly scheduled student monitoring sessions with Department of CNEP faculty.

In some cases (e.g., 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 other individuals who may have pertinent information to contribute. The Committee will determine whether probation and remediation, recommendation for voluntary resignation from the program, or a recommendation for dismissal is warranted.

3. Probation and Remediation

If the Department of CNEP Review and Retention Committee determines that remediation with departmental probation is appropriate, the committee will develop a remediation plan in consultation with the student. This plan will (a) behaviorally define the 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 (e) 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 Tevera account and can be viewed by the student and 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 at the date for goal attainment or reevaluation.

If the student disagrees with the remediation plan established by the Committee, the chair of the committee will file forward the SRRE, with complete remediation plan, to the Department of CNEP Chair. The student will have a right to appeal the decision with the Department of CNEP Chair within ten (10) business days. If the Department of CNEP Chair agrees with the committee

recommendations, the remediation plan and departmental probation will go into effect. If a student continues to refuse participation in the remediation once the Department of CNEP Chair has rendered a decision, the Department of CNEP will move forward to dismiss the student from 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 no longer present a significant problem, and the student can continue in the program.
- b) *Continued probation and remediation*: If progress toward achieving the objectives is documented on the first evaluation but further remediation activities are warranted, an updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion.
- c) *Voluntary resignation*: If satisfactory progress has not been demonstrated and there is little or no expectation that the student can reasonably attain them soon, the Committee may recommend that the student voluntarily withdraw from the program.
- d) *Dismissal from the program*: If the student has failed to attain the objectives and there is no expectation that he or she can reasonably attain them soon and the student does not voluntarily withdraw from the program, the Committee will recommend to the department that the student be dismissed from the program.

If the recommendation from the Committee is 5.a or 5.b, the student will be notified in writing, by the Chair of the Committee, of the reevaluation decision. If continued probation and remediation is recommended, the Committee will establish a new remediation plan (see 3 above for details).

If the recommendation from the Committee is 5.c or 5.d, the Committee will bring the issues to the departmental faculty meeting. Upon faculty agreement, the Chair of the Committee will meet with the student to discuss voluntary withdrawal. The student will have ten (10) business days to

appeal the decision of the committee to the Department of CNEP Chair. If the Department of CNEP Chair concurs with the decision of the committee, the student will have the opportunity to voluntarily resign from the program. If the student chooses not to resign, the faculty, in consultation with the COEHD Dean, may dismiss the student from the counseling program. Students may appeal decisions of the Department of CNEP faculty to the COEHD Dean within five (5) business days.

Students who are dismissed from the program will need to sit out for one calendar year before they are eligible to reapply to the program. Students who choose to reapply to the program must navigate through the entire application process. Reapplication does not guaranteed readmission to the program. In reviewing a student's application for readmission, the admissions committee may consider all previous interactions with the student during their deliberations. Should a student be readmitted to the program, the Department of CNEP Admissions Coordinator will communicate to the student their admission status (conditional or full admit) and faculty advisor contact information.

Communicating with Students

E-mail

Students are **required to set up and utilize their islander e-mail account**. This e-mail address is the one the University requires faculty and staff to use when communication originates from the University. The islander account can be set to forward automatically to the student's preferred e-mail address so that communication from the department and the university is not overlooked. Students requiring assistance in setting up their e-mail accounts should contact the IT Helpdesk or fill out a help ticket.

Canvas

Canvas is the contracted Learning Management System (LMS) used by TAMU-CC. A Canvas Organization 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 Canvas Organization 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 can be added to the Canvas Organization Page. Throughout the semester, faculty may post news and announcements to Canvas. Students are expected to check the Organization Page on a regular basis to ensure they are not missing any important updates or pending deadlines.

Please be aware that **failure to receive information from the university or department because the islander 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 [College of Graduate Studies webpage](#).

Graduate Assistantships

The Department of CNEP has a limited number of graduate assistantships available. Priority is typically given to doctoral students, but all counseling students are eligible to apply. To apply for an assistantship, students first must submit a resume to the Department of CNEP main office. While not required, a recommendation letter from a program faculty member also may be submitted. The Department of CNEP Chair will review all complete applications submitted. The applicants will be rank ordered in terms of fit both for the student's professional growth and the department's needs. The Department of CNEP Chair will communicate with those students selected to receive a graduate assistantship in the department. The offer letter details the nature of the appointment and corresponding compensation.

In addition, several Department of CNEP students are employed as graduate assistants in other Departments within and outside of the COEHD. Research assistants also are employed on funded research projects within the Department of CNEP and across campus. Information on the availability of these assistantships is communicated through the CNEP Canvas page and sent to all current students through Canvas announcements. Additional information can be found on the CGS website: <https://www.tamucc.edu/grad-college/funding/assistantships.php>

Scholarships

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

Professional Licensure and Certification

Individuals in the counseling profession who practice in the state of Texas may seek licensure as a Licensed Professional Counselor (LPC). Depending on their academic program, they may also be eligible for licensure as a Licensed Marriage and Family Therapist (LMFT). The Department of CNEP faculty makes every effort to ensure that graduates meet all academic and pre-graduation clinical requirements for licensure; thus, if a student adequately completes the courses required for graduation in the CNEP program, he or she should be well prepared to seek licensure in the state of Texas. After graduation, students must still obtain additional clinical supervised experience. They must also take the licensure examination and the jurisprudence examination for either license desired. The examinations must be taken and passed before obtaining the LPC-Associate or LMFT-Associate. Accumulation of clinical hours may not begin until the license has been granted. Details of licensure procedures, including testing information, may be found on the websites for the regulatory boards. For LPC information, students may visit <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>. For LMFT information, visit <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-marriage-and-family-therapists/index.html>.

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

Individuals obtaining the M.S. in **Professional School Counseling** degree who are seeking school counseling certification must complete several steps to be to be certified in Texas. Students must complete the school counselor application on the TEA website, submit evidence of a background check, and pass the TExES 252 School Counseling Certification examination. Please note, TEA charges various fees when completing the certification process. Students must create a new profile with TEA when they enroll in the Professional School Counseling program. To take the TExES 252 school counseling exam, students must complete Developmental School Counseling (CNEP 5316). There are no exceptions to taking the state exam prior to course completion. After completing CNEP 5316, students must provide evidence of their readiness to test before they will be granted approval to register for the exam. Please schedule an appointment with Dr. Adrienne Backer to discuss test preparation and the steps needed to demonstrate readiness to test. Students will be approved to take the state counseling exam once they have demonstrated readiness to test. Please note that the TExES 252 exam is offered on a limited basis per TEA guidelines. Students must pass this exam and obtain a master's degree in the **Professional School Counseling** program to qualify for a Texas school counseling position. Students are encouraged to read and familiarize themselves with the information available at https://tea.texas.gov/Texas_Educators/Certification/Additional_Certifications/Student_Services/Certificates/

The National Board of Certified Counselors (NBCC) certifies individuals as National Certified Counselors if they have met the minimum academic and experiential preparation standards appropriate for all persons who refer to themselves as counselors. Beyond successful completion

of an appropriate master's degree program, NBCC's National Counselor Examination must be successfully completed. Information can be obtained by contacting www.nbcc.org. The Department of CNEP, by virtue of its CACREP-accredited counseling programs, 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 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. Additionally, a student's IDP should address goals for professional growth and counselor identity.

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

Professional Affiliation

To enhance graduate education and set the foundation for full participation in the counseling profession, the Department of CNEP faculty strongly recommend that all graduate students become members of the professional organizations or associations that represent their area(s) of special interest. Most professional organizations offer reduced membership rates. Students may be required to obtain a faculty signature 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 included in the cost of student membership

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

Students are often given applications to join the American Counseling Association (ACA) and the Texas Counseling Association (TCA) at orientation sessions. Applications are also available in the Department of CNEP main office. Most of the Department of CNEP faculty are members of ACA and TCA and actively participate in these organizations. Some hold offices in the professional organizations or are on boards and committees of these organizations. Students are encouraged to speak with Department of CNEP faculty to find out how they can get involved and begin strengthening their professional counselor identity. 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 page 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.

Chi Sigma Iota

TAMU-CC has a chapter of [Chi Sigma Iota](#) (Theta Alpha Mu), the International Counseling Honor Society. The Theta Alpha Mu Chapter in the Department of CNEP is active in conducting seminars and workshops and holding special events for CNEP students. A student member representing the chapter will attend the National ACA Conference and represent the Theta Alpha Mu Chapter at the CSI business meeting. Eligibility criteria include the completion of a minimum of nine semester hours in the counseling program with a GPA of 3.5. The Chapter Faculty Advisor ([Dr. Adrienne Backer](#)) will send all membership-eligible students an invitation to join. A member initiation ceremony occurs each May.

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

Workshops and Continuing Education Programs

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

Additional Information

Information, 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:

[College of Graduate Studies](#)

[Office of Student Financial Assistance](#)

[Office of International Education](#)

[\(Graduate Resource and Opportunity Workspace \(GROW\)\)](#)

[Assistantships](#)

Appendix A
Department of CNEP M.S. Course Sequencing

Course	Fall	Spring	Summer I	Summer II
CNEP 5304 Introduction to Counseling	X	X	X	
CNEP 5306 Career Counseling	X	X		
CNEP 5308 Counseling Theories	X	X		X
CNEP 5309 Grief & Loss Counseling		X		
CNEP 5312 Addictions Counseling	X		X	
CNEP 5313 Theories & Techs in Substance Abuse Counseling			X*	
CNEP 5314 Theory & Practice of Multicultural Counseling	X	X		X
CNEP 5315 Consultation & Responsive Services in Schools		X		
CNEP 5316 Developmental School Counseling	X			
CNEP 5317 Play Therapy: A Counseling Intervention	X			
CNEP 5320 Intro to Marriage, Couple, & Family Counseling	X		X	
CNEP 5321 Adv. Strategies in Process Addictions				X*
CNEP 5322 Strategies in Family Counseling			X	
CNEP 5323 Counseling for Holistic Wellness		X		
CNEP 5324 Counseling Couples				X
CNEP 5326 Family Counseling with Children & Adolescents				X
CNEP 5327 Ethical & Legal Issues in Counseling	X	X		X
CNEP 5328 Abnormal Human Behavior	X	X		
CNEP 5329 Cultural Immersion: Diversity of Spanish Speakers		X**		
CNEP 5330 Professional & Technical Spanish		X**		
CNEP 5331 Strategies & Interventions for Spanish-Speaking Clients			X**	
CNEP 5332 Spanish-Speaking Internship I				
CNEP 5333 Spanish-Speaking Internship II				
CNEP 5345 Integrated Care Strategies in Behavioral Health Settings				X
CNEP 5354 Developmental Issues in Human Personality & Behavior		X		X
CNEP 5361 Group Counseling	X	X		
CNEP 5365 Stress Management & Integrated Wellness				
CNEP 5371 Psychometrics	X	X		
CNEP 5374 Individual Intelligence Testing	X			

CNEP 5375 Clinical Mental Health Counseling Strategies	X			X
CNEP 5381 Psychodiagnosis & Treatment Strategies	X	X	X	
CNEP 5384 The Counseling Process	X	X		X
CNEP 5385 Bridge Supervision	X	X		X
CNEP 5397 Practicum	X	X	X	
CNEP 5399 Specialized Internship Experience				
CNEP 5698 Internship	X	X	X	

**These courses (CNEP 5313 & 5321) will be taught biennially*

***These courses are part of the counseling Spanish-speaking clients certificate (courses taught in Spanish)*

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

Appendix B

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

Max Time	Full-Time (University)	Part-Time
Fall, Year 1	Fall, Year 1	Fall, Year 1
CNEP 5304	CNEP 5304	CNEP 5304
CNEP 5308	CNEP 5308	CNEP 5308
CNEP 5314	CNEP 5327	
CNEP 5327		Spring, Year 1
	Spring, Year 1	CNEP 5306
Spring, Year 1	CNEP 5314	CNEP 5314
CNEP 5306	CNEP 5328	
CNEP 5328	CNEP 5328	Summer I, Year 1
CNEP 5371		Specialty Course #1
CNEP 5384	Summer I, Year 1	
	Specialty Course #1	Summer 2, Year 1
Summer I, Year 1		Specialty Course #2
Specialty Course #1	Summer 2, Year 1	
CNEP 5312	Specialty Course #2	Fall, Year 2
		CNEP 5327
Summer 2, Year 1	Fall, Year 2	CNEP 5312
Specialty Course #2	CNEP 5361	
CNEP 5381	CNEP 5381	Spring, Year 2
	CNEP 5384	CNEP 5371
Fall, Year 2		CNEP 5384
EDFN 5301	Spring, Year 2	
Specialty Course #3	CNEP 5354	Summer 1, Year 2
CNEP 5361	CNEP 5371	CNEP 5381
CNEP 5397	CNEP 5397	
		Summer 2, Year 2
Spring, Year 2	Summer 1, Year 2	Specialty Course #3
CNEP 5354	Specialty Course #3	
CNEP 5698	CNEP 5698	Fall, Year 3
		CNEP 5361
Summer 1, Year 2	Summer 2, Year 2	EDFN 5301
Specialty Course #4/elective	Specialty Course #4/elective	
CNEP 5698		Spring, Year 3
	Fall, Year 3	CNEP 5354
	EDFN 5301	CNEP 5397
	CNEP 5312	

	CNEP 5698	Summer 1, Year 3
		CNEP 5698
		Summer 2, Year 3
		Specialty Course #4/elective
		Fall, Year 4
		CNEP 5328
		CNEP 5698

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

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, 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)

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

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

A digital version of the IDP is housed in Tevera. Students complete their initial IDP during their enrollment in CNEP 5304 (introduction to counseling). The plans are downloaded to a student file which is securely maintained by program support staff. Student files are made available to faculty advisors for use during advising meetings with students. In this way, advisors can help student complete or revise IDP plans throughout the student's curricular experience.

Professional Issues and Behavior Rating Scale

Professional counseling is a process that requires high levels of ethical behavior, professionalism, integrity, and self-knowledge in addition to skills and academic knowledge. Faculty members will complete the *Professional Issues and Behavior Rating Scale* on all students in their Introduction to Counseling, Practicum, and Internship I and II courses. In addition, faculty members who have concerns about a student who exhibits the kinds of potential problems identified on this rating scale may complete this scale at any other time during the program. The originating faculty member will review the scale with the student, and the original

document will be placed in the student’s departmental file. The student will receive a copy. The scale, as well as further detail about its use, can be found in **Appendix E**.

Appendix E
Professional Issues and Behavior Rating Scale
Department of Counseling and Educational Psychology

Student Name: _____ Date: _____

Course (if applicable): _____ Other: _____

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

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

*N/O denotes Not Observed.

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., TSBEP, 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 issues of multiculturalism and diversity, including willingness to enhance skills and competence in these areas	1	2	3	4	5	N/O

Faculty Signature

Student Signature

Date

Date

Appendix F **Statement of Understanding**

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

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

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

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

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

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

If in the opinion of the faculty, any, or all of these are in question, I agree to abide by the faculty's decision as to whether I will continue in the program.

Student Signature

Date

Instructor Signature

Date