

***MASTER DEGREE
COUNSELING PROGRAMS***

STUDENT HANDBOOK



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Introduction

The Counseling Program at Sam Houston State University offers both Master of Education and Master of Arts Degrees in Counseling and the Doctor of Philosophy Degree in Counselor Education. The Master of Education Degree is designed to prepare teachers for certification as school counselors. The Master of Arts Degree is designed to prepare community counselors and/or marriage and family therapist. The Clinical Mental Health program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Counseling program operates the Supervised Counseling Practicum in the Jack Staggs Clinic with the dual purposes of clinical training and community service. The program is a component of the Department of Educational Leadership and Counseling, accountable through the Department Chairperson to the Dean of the College of Education and the Academic Vice-President of the University.

This Handbook outlines the Master Degrees and School Counseling Certification programs and describes related policies and procedures established by the Department of Educational Leadership and Counseling. It is available to all students in the program online by going to http://www.shsu.edu/~edu_elc/handbook.html. Students are responsible for following these policies and procedures, in addition to those stated in the *Graduate Catalogue* of the University.

Please read this Handbook thoroughly. During the first class meeting of CNE 511, Orientation to the Counseling Profession, students will be asked to initial a statement on the Temporary Study Plan indicating they have read the Handbook.

Dear Students:

Welcome to the Counseling Program at Sam Houston State University!

This is an exciting time to be part of our program. The M.Ed. and M.A. programs in Counseling are highly regarded in this region. We are constantly working to improve the programs, and we want to keep you informed. The Doctor of Philosophy in Counseling was approved by the Texas Higher Education Coordinating Board in April 2002. Our first cohort of doctoral students will take classes beginning in summer 2003.

The purpose of this Handbook is to do just that--to inform you about the many details involved in going through these Master's programs and to explain to you about the facilitation of our clinical component, the Supervised Counseling Practicum. We have also included information about the Cycle of Courses, a step-by-step guide for "getting through the academic system" as well as details about the Supervised Practicum and Field Practicum. A separate Handbook for Counselor Education doctoral students is available online and in hard-copy form.

Because growth is ongoing, changes in policies and procedures may occur throughout the semester. The Handbook will be updated with the new information as quickly as possible. Written announcements of changes will be circulated in face-to-face classes and by Listserv for students enrolled in online courses. Everyone (students, staff, faculty, and administration) is accountable for implementing the change as soon as the change has been announced.

Please become very familiar with those details in the Handbook which will affect you and your academic career. Feel free to ask faculty or staff members about anything you do not understand. It is our goal to support and assist you in any way possible as you undertake this adventure in professional and personal growth.

Sincerely,

**Beverly Irby, Ed.D.
Department Chair**



Mission Statement

The mission of the SHSU Counseling Program is to facilitate the development of professional counseling generalists who play an active role in enhancing individual, family, and community wellness in a diverse and changing world. Within the context of this mission, the goals of the Counseling Program are to:

- ❖ Provide assistance to qualified students in learning the skills necessary to perform as competent and knowledgeable professionals in the counseling field. This includes encouraging students to develop themselves as well-rounded individuals combining their academic experience, personal values, interests and individual personalities.
- ❖ Provide academic coursework and clinical experience that support and enhance the professional development of the student following CACREP standards.
- ❖ Facilitate the Supervised Counseling Practicum in the Jack Staggs Counseling Clinic primarily for clinical training where advanced graduate students have opportunities for direct client contact and individual and group supervision from counseling faculty and counselor education doctoral students. Because of the availability of practicum interns, the Supervised Counseling Practicum also provides counseling and testing for the general public in the greater Huntsville region.
- ❖ Promote an understanding and acceptance of the cultural diversity of our society.
- ❖ Model the standards of integrity, performance, and concern for clients' welfare.

Philosophy

The Counseling Program is based on the belief that the ultimate goal of counseling is maximizing human effectiveness through facilitating human growth and development. The major responsibility of the counselor is seen as one of aiding individuals, couples, and families in the acquisition of effective problem-solving and decision-making patterns that help to establish values and life objectives.

The process of promoting effective decision-making behavior in others requires a firm belief in the potential for growth within each individual, a sound background in the psychology of human behavior and development, and the necessary skills and techniques.

About Your Degree

The Master of Education and Master of Arts Degrees in Counseling are designed to provide the academic background and opportunities to gain competencies in the necessary counseling skills for the following:

- ❖ Individuals seeking a career in the counseling field.

- ❖ Individuals in related professions who are often involved in counseling because of their positions but who have not had specific training for it.

About Your Certification and Licensure Options

School Counseling

Applicants interested in the certificate program for school counselors should initially contact the Coordinator of the Counseling master's degree programs to discuss certification requirements. The State Board of Education Certification (SBEC) requires school counselor applicants to have:

- Two years of teaching experience
- A master's degree, and
- A passing score on the TExES examination for school counselors.

Individuals needing the master's degree should apply for the M.Ed. degree in Counseling, focusing on school counseling.

Individuals needing two years of teaching experience should seek employment with a school district as a teacher. If the applicant is not certified to teach, she/he should contact the Department Chair for Curriculum and Instruction to obtain coursework necessary for teacher certification.

Applicants with a master degree, who are not seeking the M.Ed. in Counseling, should schedule an appointment with the Counseling Program Coordinator to review coursework needed for certification for school counseling. When the master degree is in a field dissimilar to counseling, applicants may need to take a minimum of 34 semester hours of required coursework in the Counseling program (CNE 511, CNE 564, CNE 663, CNE 597, CNE 585, CNE 533, CNE 579, CNE 570, CNE 592, CNE 674, CNE 635, CNE 676).

Some applicants may have a master's degree and are not seeking the M.Ed. in Counseling, and have some graduate coursework in counseling at another university. Those applicants must take a minimum of 19 semester hours of coursework at SHSU, including CNE 511 Orientation to the Counseling Profession, CNE 533 School Counseling: Consultation, Coordination and Counseling, CNE 635 School Counseling: Leadership, Advocacy, and Accountability, CNE 585 Pre-Practicum in Counseling, CNE 674 Practicum in Group Counseling, and CNE 676 Supervised Practice in Counseling. PLEASE NOTE: STUDENTS MUST TAKE THESE COURSES AT SHSU EVEN IF THE SAME OR SIMILAR COURSES HAVE BEEN COMPLETED AT ANOTHER UNIVERSITY.

Note: All students seeking school counselor certification, whether obtaining the M.Ed. degree, or not, must pass the written comprehensive examination. This rule applies *even* if the student has taken only 19 hours in the counseling program..

Some applicants or enrolled students may be asked by a school administrator to seek a “Deficiency Plan” in order to be emergency certified as a school counselor. In order to obtain a Deficiency Plan, the applicant must provide a letter from a school district requesting the plan on district letterhead, must submit a \$30 fee, and an original copy of transcripts showing completion of the baccalaureate degree. Any previous graduate coursework which may apply toward the deficiency plan must meet the following criteria:

- The courses are no older than seven years old at the time the Deficiency Plan courses are completed.
- The courses must be substantially equivalent to courses used for school counseling certification as required by the SHSU Counseling program.

The school district must send the deficiency plan request to the University Certification Officer in the Teacher Education Center, Room 217B. The Certification Officer will, upon receiving the written request from the student’s school district, consult with the Coordinator of the Counseling master’s degree to determine the appropriate coursework to be completed and provide information on the State TExES examination required for certification.

School Counseling Certification

After passing the written comprehensive examination, students in the School Counseling track will be reported to SHSU Certification Office as approved to register for the TExES School Counseling Examination (#152). To apply to take the TExES, students register with the State Board of Educator Certification (SBEC) at <http://www.sbec.state.tx.us/SBECOnline/default.asp> Student’s must have a TEA identification number in order to register for the TExES.

NOTE: The State Board of Educator Certification (SBEC) has discontinued the practice of issuing specialized certificates for special education counselor and vocational counselor. All school counselors are now certified under the general Professional Counselor Certificate.

Clinical Mental Health Counseling/Licensed Professional Counselor (LPC)-CACREP ACCREDITED PROGRAM

Students completing the 54 semester hour Clinical Mental Health/Licensed Professional Counselor (LPC) track meet the academic requirements needed to apply for LPC-Intern in the State of Texas. To apply for the LPC-Intern, graduates must document coursework, face-to-face counseling hours, and supervision time on forms available from the Texas State Board of Examiners for Licensed Professional Counselors. This state agency issues credentials for individuals who want to be recognized as having competence in the field of counseling. Texas State Board of Examiners for Licensed Professional Counselors issue LPC credentials to counselor’s in training who successfully complete required coursework, supervised counseling experience, and pass the appropriate state examination.

Upon completion of SHSU coursework, each graduate is responsible for taking steps necessary to apply for the LPC-Intern. She/he will need to complete a 3000-hour (total

work time) post-master's degree internship under an LPC approved Supervisor. Although providing the academic requirements for licensure is the responsibility of SHSU, the university has no responsibility for helping the graduate meet the LPC-Intern supervised experience requirements following graduation. Each graduate is encouraged to do extra study for the LPC exam. Some graduates find a workshop designed to prepare applicants for the LPC examination useful. More information about the LPC can be found at the internet website for LPC at <http://www.dshs.state.tx.us/counselor>.

SHSU is a testing site for the National Counseling Examination (NCE).

NBCC website address is <http://www.nbcc.org/>. Contact Dr.Henriksen for more information about the NCE at rch008@shsu.edu.

Licensed Marriage and Family Therapist (LMFT)

Students completing the 54 semester-hour Clinical Mental Health/Licensed Marriage and Family Therapist (LMFT) track will meet the academic requirements needed to apply for an Associate's License for a Marriage and Family Therapist (LMFTA) in the State of Texas. Upon completion of SHSU coursework and graduation from SHSU, graduates are responsible for taking steps necessary to apply for the LMFTA, where the student will need to complete 3,000 hours of which 1,500 hours must be direct clinical services with 200 hours of supervision from an LMFT approved supervisor. Although providing the academic requirements for licensure is the responsibility of SHSU, the University has no responsibility for helping the graduate meet the Associate LMFT supervised experience requirements following graduation. Students in the LMFT track will also meet LPC academic requirements. The LMFT interned website address is <http://www.dshs.state.tx.us/mft/>.

Pre-requisites for Program Admission

A committee made up of full-time counseling faculty will make admissions decisions based upon a holistic review of all of the following elements:

1. An application for graduate studies, sent to the Dean of Graduate Studies.
2. Official transcripts of all college/university coursework, sent directly from the respective registrars of the institution(s) to the Dean of Graduate Studies.
3. A grade point average of 2.6 overall (undergraduate) or 2.8 for the last 60 semester hours of undergraduate coursework is required.
4. Scores from either the Graduate Record Exam (GRE) general test or the Miller Analogies Test (MAT) on older than six years must be submitted to the Dean of Graduate Studies.
5. Three *confidential* reference evaluation forms completed from individuals who can validate an applicant's potential for graduate study in counseling, as well as appropriateness for the counseling profession. Copies of the reference forms are available online at http://www.shsu.edu/~edu_elc/counseling/documents/cnreference.pdf. One reference must be from a current or former employer/supervisor. One must be from a former professor; a Certified School Counselor or a Licensed Counselor, Marriage and Family Therapist, MSW or Psychologist. A third must be from someone other than a family member. References must be mailed directly to the program from the individual completing the reference form. Applicants should give each person submitting a reference a stamped envelope addressed to: Department of Educational Leadership and Counseling, Counseling Program Secretary; P.O. Box 2119, Sam Houston State University, Huntsville, TX 77341-2119.
6. Six semester hours of undergraduate coursework in Abnormal Psychology, and Human Development, with a grade of "C" or better are required prerequisite courses. Applicants who have not completed the two prerequisite courses may complete this requirement under a Conditional Admission status for one semester.
7. Satisfactory response to the following essay questions in no more than two typewritten, double-spaced pages total:
 - a. What is your experience related to the counseling field, either paid or volunteer?
 - b. What are your aspirations related to the field of counseling?
 - c. Describe one or more significant life event(s) that contributed to the development of these aspirations.
 - d. What is the one personal characteristic or quality that you most need to modify, improve or change in order to realize your aspirations?
8. A pre-admission on-campus-screening interview. Applicants should contact the Jack Staggs

Counseling Clinic secretary at (936) 294-1121 or the Counseling Program Secretary at (936) 294-4148 to make an appointment for a pre-admission on-campus-screening interview. During the interview, applicants will respond to a set of structured questions. A Supervised Counseling Practicum Intern will interview the applicant. Each interview will be electronically recorded. Other Practicum Interns and the faculty member supervising Practicum may observe through a one-way mirror. After the session is completed, the Intern will write a summary of the interview. The Faculty Supervisor will forward the summary of the interview and the DVD recording of the interview to the Counseling Program Admissions Committee for final disposition. Applicants are encouraged to complete the interview by July 30 for fall admission, November 30 for spring admission and April 30 for summer admission.

The following essay question will be written immediately following the interview. (300 words or less.)

“What is your single greatest personal asset that will serve you in realizing your aspirations?”

An additional writing prompt, responding to a vignette, will be completed at the same time.

The counseling faculty may also consider performance in courses taken under Conditional or Special Admission status as part of the holistic assessment process.

Probationary admission is occasionally extended to students whose educational backgrounds provide compelling reasons for admission. Students admitted in this fashion must complete the first twelve semester-hours of graduate counseling courses under stipulations assigned by the Department Chair, Counseling Coordinator and Counseling Faculty, typically with a 3.5 graduate grade point average.

The graduate studies office accepts applications for all semesters within the following deadlines: July 15 for fall, November 15 for spring, and April 15 for summer. The Graduate Studies Application form, official transcripts and GRE/MAT test scores must be sent to: Dean of Graduate Studies, P. O. Box 2448, Sam Houston State University, Huntsville, Texas 77341-2448.

Three letters of recommendation, responses to the essay questions and requests for further information must be directed to: Department of Educational Leadership and Counseling, Counseling Program Secretary, Sam Houston State University, Huntsville, Texas 77341-2119.

Applicants interested in transferring previous graduate work for SHSU credit must submit graduate transcripts for evaluation by the Counseling Program faculty. Only courses which are substantially equivalent to those at SHSU will be approved for transfer. Courses are approved only when comparable courses are offered at SHSU. Twelve semester hours maximum may be accepted toward requirements for the Master’s of Education degree and fifteen hours toward the Master of Arts degree. All courses for transfer will be closely scrutinized by the assigned Academic Advisor. Additional input may be solicited from Professors of the comparable courses. The student must provide course syllabi and/or catalog course descriptions to document substantial equivalence to SHSU courses. The Graduate Catalogue states that all coursework applied toward the degree must be earned within six years from the time the master’s degree in counseling from SHSU is completed (date of earliest course applied to the degree to the date of graduation).

Course Prerequisites

Once students have been accepted into the program, they should note the prerequisites for specific courses in the program.

COURSE	PREREQUISITE(S)
CNE 533	CNE 597 (or concurrently)
CNE 534	CNE 597 and undergraduate course in Abnormal Psychology
CNE 564	Admission to graduate program and CNE 511 Orientation taken concurrently
CNE 570	CNE 597
CNE 579	CNE 663
CNE 585	CNE 564 and CNE 663 (or concurrently)
CNE 587	Permission of instructor
CNE 592	Admission to Graduate Studies
CNE 593	CNE 534, CNE 564
CNE 597	Undergraduate course in Human Development
CNE 599	CNE 564, CNE 597
CNE 631	CNE 599 or Instructor Approval
CNE 632	CNE 564
CNE 633	CNE 632
CNE 634	CNE 585
CNE 635	CNE 533
CNE 637	CNE 632
CNE 663	CNE 564 (or concurrently)
CNE 674	CNE 564, CNE 585
CNE 676	CNE 534, CNE 674, Admission to Candidacy, completed or completing 33 semester hours (CNE 633 or concurrent enrolled for LMFT majors)
CNE 686I	CNE 676
CNE 686II	CNE 686I

A copy of the Temporary Study Plan is available in Appendix A.

Degree Requirements

M.Ed. (School Counselor) and Certification

Thirty-six semester hours are required for the M.Ed. and for School Counselor Certification (School Counselor track). Courses are organized in blocks that should be completed in sequence. All students must pass the written comprehensive examination including subject matter from all required content areas (students completing a degree program *and* students completing coursework for school counseling certification only.)

Block 1

CNE 511*	Workshop: Orientation to the Counseling Master's Degree
CNE 564	Theories of Counseling
CNE 663	Assessment in Guidance and Counseling
CNE 597	Human Growth and Development
CNE 585	Pre-Practicum Techniques in Counseling
CNE 533	School Counseling: Consultation, Coordination, and Counseling

Block 2

CNE 579	Methods of Research
CNE 592	Cross-Cultural Issues in Counseling
CNE 674	Practicum in Group Counseling
CNE 570	Career Counseling Across the Lifespan

Block 3

CNE 635	School Counseling: Leadership, Advocacy, and Accountability
Elective (See options below)	
CNE 676	Supervised Practice in Counseling

***Stem work course required for all students**

Elective Options:

CNE 534	Effective Human Behavior
CNE 591	Child and Adolescent Counseling
CNE 593	Community Counseling
CNE 599	Play Therapy Basics
CNE 632	Theories of Marriage & Family
CNE 634	Professional and Ethical Issues in Counseling
CND 637	Counseling Clients with Sexual Concerns
CNE 664	Counseling for Addictions

M. A. Clinical Mental Health Counseling (LPC) Track

Fifty-four semester hours are required for the M.A. in Counseling (Clinical Mental Health Counseling/Licensed Professional Counselor track). Courses are organized in blocks that should be completed in sequence. All students seeking the M.A. degree must pass the written comprehensive examination including subject matter from all required content areas.

Block 1

CNE 511	Workshop: Orientation to the Counseling Master's Degree
CNE 564	Theories of Counseling
CNE 663	Assessment in Guidance and Counseling
CNE 597	Human Growth and Development
CNE 585	Pre-Practicum Techniques of Counseling
CNE 579	Methods of Research

Block 2

CNE 534	Effective Human Behavior
CNE 674	Practicum in Group Counseling
CNE 570	Career Counseling Across the Lifespan
CNE 592	Cross-Cultural Issues in Counseling
CNE 512	Workshop: Ethical and Professional Issues in Counseling

Block 3

CNE 591	Child and Adolescent Counseling
CNE 593	Community Counseling
CNE 676	Supervised Practice in Counseling
Elective (see options below)	

Block 4

CNE 510 or CNE 513	Workshop: Elective (Current Issues)
CNE 632	Theories of Marriage and Family Therapy
Elective (see options below)	
CNE 686	Field Practicum I
CNE 686	Field Practicum II

Elective Options:

___ CNE 599	Play Therapy Basics
___ CNE 631	Advanced Play Therapy
___ CNE 633	Techniques in Marriage & Family Therapy
___ CNE 634	Professional and Ethical Issues in Counseling (take in place of CNE 512, students select a second section of CNE 510 or CNE 513 to replace CNE 512)
___ CNE 637	Counseling Clients for Sexual Concerns
___ CNE 664	Counseling for Addictions

M. A. Clinical Mental Health Counseling (LMFT) Track

Fifty-four semester hours are required for the M.A. in Counseling (Clinical Mental Health

Counseling/Licensed Marriage and Family Therapist track). Courses are organized in blocks that should be completed in sequence. All students completing the M.A. degree must pass the written comprehensive examination including subject matter from all required content areas. Students must take CNE 633 prior to or concurrently with CNE 676 in order to be in the LMFT track.

Block 1

CNE 511	Workshop: Orientation to the Counseling Master's Degree
CNE 564	Theories of Counseling
CNE 663	Assessment in Guidance and Counseling (MFT focus - Taken during the fall or spring terms only, students who take this course in summer must take CNE 513).
CNE 597	Human Growth and Development
CNE 585	Pre-Practicum Techniques of Counseling
CNE 579	Methods of Research

Block 2

CNE 534	Effective Human Behavior
CNE 674	Practicum in Group Counseling
CNE 632	Theories of Marriage and Family Therapy
CNE 570	Career Counseling Across the Lifespan
CNE 513	Workshop: Assessment in Marriage and Family Therapy

Block 3

CNE 633	Techniques of Marriage and Family Therapy (must have CNE 632)
CNE 634	Professional and Ethical Issues in Counseling
CNE 676	Supervised Practice in Counseling
CNE 593	Community Counseling
CNE 510	Workshop: Issues in Counseling

Block 4

CNE 637	Counseling Clients for Sexual Concerns
CNE 592	Cross Cultural Issues in Counseling
CNE 686	Field Practicum in Marriage and Family Therapy I
CNE 686	Field Practicum in Marriage and Family Therapy II (must have Completed CNE 686 I)

Examples of the Sequence of Courses

School Counselor Track for Full and Part-Time Students (6-9 hrs.)

Suggested degree plan for the School Counselor track, *part-time student, six hours per semester, or full-time student, nine hours per semester* is as follows:

6 Hour Example		9 hour example	
<p>Semester 1</p> <p>CNE 511</p> <p>CNE 564</p> <p>CNE 663</p> <p>Semester 2</p> <p>CNE 597</p> <p>CNE 585</p> <p>Semester 3</p> <p>CNE 533</p> <p>CNE 579</p> <p>Semester 4</p> <p>CNE 592</p> <p>CNE 674</p> <p><i>End of 36 Semester-Hour Program</i></p>	<p>Semester 5</p> <p>CNE 570</p> <p>CNE 635</p> <p>Semester 6</p> <p>Elective</p> <p>CNE 676</p>	<p>Semester 1</p> <p>CNE 511</p> <p>CNE 564</p> <p>CNE 663</p> <p>CNE 585</p> <p>Semester 2</p> <p>CNE 597</p> <p>CNE 533</p> <p>CNE 579</p> <p>Semester 3</p> <p>CNE 592</p> <p>CNE 570</p> <p>CNE 674</p> <p><i>End of 36 Semester-Hour Program</i></p>	<p>Semester 4</p> <p>CNE 635</p> <p>Elective</p> <p>CNE 676</p>

Clinical Mental Health Counseling/ LPC Track for Full and Part-Time Students

Full and Part-Time Students (6-9 hrs.)

Suggested degree plan for the LMFT track, *part-time student, six hours per semester, or full-time student, nine hours per semester* is as follows:

6 Hour Example		9 hour example	
Semester 1	Semester 5	Semester 1	Semester 4
CNE 511	CNE 570	CNE 511	CNE 633
CNE 564	CNE 633	CNE 564	CNE 634
CNE 663		CNE 663	CNE 676
Semester 2	Semester 6	CNE 597	CNE 510
CNE 597	CNE 634	Semester 2	Semester 5
CNE 585	CNE 676	CNE 585	CNE 592
	CNE 510	CNE 579	CNE 593
Semester 3	Semester 7	CNE 534	CNE 686 I
CNE 579	CNE 592	Semester 3	Semester 6
CNE 534	CNE 593	CNE 674	CNE 637
CNE 513		CNE 570	CNE 686 II
Semester 4	Semester 8	CNE 632	
CNE 674	CNE 637	CNE 513	
CNE 632	CNE 686 I		
Semester 9			
CNE D 686 II			
		<i>End of 54 Semester-Hour Program</i>	
<i>End of 54 Semester-Hour Program</i>			

Marriage and Family Therapy Track students should see Dr. Rick Bruhn for advisement on course sequences within the first semester of coursework in the program. Pre-requisite and sequencing requirements in the LMFT track require careful planning with Dr. Bruhn.

Counseling Program Faculty and Staff

❖ *Chairperson.* The Chairperson of the Department of Educational Leadership and Counseling is responsible

for staff supervision, all counseling and educational activities, and statistical and financial business. The Chairperson serves as the overall academic advisor for the students.

- ❖ **Director.** The Director of the Center for Research and Counselor Education (CRCE) responds to requests for information about the doctoral program, provides program leadership for the Counseling Program (doctoral), and serves as liaison to the Chair and Counseling Program alumni.
- ❖ **Coordinator.** The Master's Degree Coordinator responds to requests for information about the master's programs, provides program leadership for the masters program tracks, and serves as liaison to the Director and Counseling Program alumni.
- ❖ **Faculty/Supervisors/Advisors.** Responsibilities of the Faculty/Supervisors/ Advisors are teaching didactic classes, providing clinical supervision of practicum students, and providing ongoing advising for students as designated. The faculty is composed of teaching and practicing counselors. The faculty are active members of the American Counseling Association.
 - ❖ **Dr. Rick Bruhn** holds an Ed.D. in Counseling and Guidance, and is a Licensed Professional Counselor and Licensed Marriage and Family Therapist. He is a Clinical Member and Approved Supervisor of AAMFT.
 - ❖ **Dr. Chi-Sing Li** holds a Ph.D. in Counselor Education. He is a licensed Professional Counselor.
 - ❖ **Dr. Eckstein** holds a Ph.D. in Counselor Education. He is a licensed Professional Counselor/ supervisor in Texas and Licensed Psychologist in Arizona and California.
 - ❖ **Dr. Yvonne Garza** holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor, Licensed Masters level social worker and a register Play Therapy.
 - ❖ **Dr. Henriksen** holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor and an approved Clinical Supervisor.
 - ❖ **Dr. Irby** holds an Ed.D. in Curriculum and Instruction. She has been a School Psychologist and an educational diagnostician (registered). As a Doctoral administrator she has supervise the Counselor Education Program.
 - ❖ **Dr. Nelson** is a Certified School Counselor, Licensed Professional Counselor, and Licensed Marriage and Family Therapist.
 - ❖ **Dr. Mary Nichter** holds a Ph.D. in the area of Family Counseling. She is a Licensed Professional Counselor and a Licensed Marriage and Family Therapist, a Certified Professional (School) Counselor, and is an approved supervisor for LPC and LMFT.
 - ❖ **Dr. Onwuegbuzie** holds a Ph.D. in Educational Research. He is certified in Teaching English as a Foreign Language.
 - ❖ **Dr. Carol Hightower Parker** holds an Ed.D. in Counselor Education. She is a Licensed Professional Counselor and Certified Professional (School) Counselor.
 - ❖ **Dr. Rebecca Robles-Pina** holds a Ph.D. in the area of School Psychology. She is a Licensed Specialist of School Psychology, a Licensed Psychologist, Certified School Counselor and an approved supervisor for LPC.
 - ❖ **Dr. Serres** holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor and Certified Professional (School) Counselor.

- ❖ *Dr. Slate* holds a Ph.D. in Psychology.
- ❖ *Dr. Watts* holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor and Certified Family Therapist, and is an approved supervisor for the LPC.
- ❖ *Dr. Wiesner* holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor and Certified Clinical Mental Health Counselor.
- ❖ *CNE Secretary/Staff Assistants.* The secretaries and staff assistants are responsible to the Department Chairperson and Director of the CRCE for all secretarial, clerical, and receptionist functions. They arrange student appointments with the Department Chairperson and the Director of the CRCE.
- ❖ *Office Assistants.* During the academic year, designated office assistants work part-time to assist with clerical and secretarial functions.
- ❖ *Secretary/Jack Staggs Counseling Center.* The secretary is the receptionist for the Jack Staggs Counseling Center responsible for scheduling appointment for clients seeking counseling, scheduling interviews appointments for potential students, and assisting the clinical coordinator.

Campus Services

BEARKAT ONECARD (STUDENT IDENTIFICATION CARDS)

The Bearkat OneCard is the official ID of Sam Houston State University. The Bearkat OneCard signifies your status as an active member of the Sam Houston State University community, serving as your official student identification card and much more. You are expected to have your Bearkat OneCard with you at all times on campus.

Your first Bearkat OneCard is provided to all registered students, staff and faculty of the University at no charge and serves as the official identification card of the University. Activating the Bearkat OneCard will grant you access to the many privileges offered to the students of Sam Houston State University. For information about obtaining a BearKat OneCard, go to <http://www.shsu.edu/onecard/onecard.html>.

ACADEMIC LIBRARY



The Newton Gresham Memorial Library (NGL) at Sam Houston State University contains numerous volumes related to counseling. Several counseling professional journals are also available.



The library is a significant part of graduate school life as students do research on various counseling theories and methods. Library staff can help students become aware of specific reference sources, including periodical indexes, interlibrary loan, and computerized literature searches. Students may access the NGL through the SHSU website: <http://library.shsu.edu/>



Library hours are: Monday – Wednesday -- 7:30 a.m. to 1:00 a.m.
Thursday -- 7:30 a.m. to 12:00 Midnight
Friday -- 7:30 a.m. to 6:00 p.m.
Saturday -- 10:00 a.m. to 7:00 p.m.
Sunday -- 2:00 p.m. to 1:00 a.m.
Holiday hours will be posted.

WRITING CENTER

The Writing Center is located in the Farrington Building Room 111 and offers students the opportunity to work with tutors on various writing tasks: pre-writing, organization, idea development, thesis statements, revision, grammar, mechanics, sentence structure, and research documentation. Contact the Writing Center by telephone at 936-294-3680 or email wctr@shsu.edu. Hours opened: Monday-Thursday – 8:00 a.m. to 7:00 p.m., Friday 8:00 a.m. to 3:00 p.m., and Sunday 2:00 p.m. to 7:00 p.m.

UNIVERSITY COUNSELING CENTER

SHSU has a University Counseling Center with a full range of counseling and assessment services available. Student fees pay for free access to services. All students in the Counseling Program are strongly encouraged by the Faculty to seek personal counseling in order to experience what it is like to be a client as well as to explore personal issues which may block full development as a helping professional. Some students have already been in personal, group, family or marital counseling/therapy prior to entry into the program. Those students who have never been to counseling or psychotherapy are urged to enter into a therapeutic relationship with a provider of his/her choice. The University Counseling Center is an option for students with tight budgets. The University Center is open from 8:00 a.m. to 5:00 p.m. Monday through Friday, and is located in the North Annex to the Lee Drain Building. The phone number is (936) 294-1720.

CAREER PLANNING AND PLACEMENT CENTER

Students may receive help in their search for a job in the field through the Career Planning and Placement Center, located in Academic Building IV, Suite 210. A Career Library and a bulletin board located in the Center carry counseling-type job lists. Assistance is also available for developing resumes, making contacts in the field, and improving networking skills. The Career Planning and Placement Center phone number is (936) 294-1713. For additional information, including driving directions, office hours, and semester events sponsored by Career Services, visit their webpage at <http://www.shsu.edu/~ccp?www/>

COMPUTER SERVICES

Computers for student use are located in the Newton Gresham Library and in the AB1 building (PC and Macs). Software applications are updated to reflect state-of-the-art computer usage. Students must establish a student account in order to have access to Blackboard, SHSU's electronic classroom. The student account can be set-up from any computer with access to the internet or at the computer lab in the AB1 Building. The computer services phone number is (936) 294-1950.

Initial Academic Procedures

Initial Entry Into The Program

- ☰ **Admission to Graduate Studies.** Submit application for admission to graduate studies, official transcript(s), and GRE or MAT test scores to the Coordinator of Graduate Studies.
- ☰ **Department Secretary.** Three letters of recommendation and responses to the essay admissions questions are submitted to the Department Secretary.
- ☰ **Schedule Interview.** A pre-admission, on-campus screening interview is scheduled through the secretary of the Jack Staggs Counseling Clinic at (936) 294-1147.a (936)
- ☰ **Counseling Program Admissions Committee.** After collecting the applicant data, the Counseling Program Admissions Committee makes a recommendation about the application to the Graduate Dean. The Dean sends an official reply to the applicant.
- ☰ **Faculty Advisor.** Upon acceptance for graduate studies a Faculty Advisor will be assigned. Advisors are assigned according to the first letter of the student's surname.

Three Possible Types of Admission to Graduate Studies

1. **Regular Admission.** A student with regular admission has been accepted to take either a part-time or full-time load of courses through Blocks One and Two of the Course sequence (see pages 14-19 above).
2. **Conditional Admission.** A student with conditional admission must finish certain conditions early in the program before that student is allowed to proceed. General and specific conditions are listed in the letter from the Dean indicating conditional admission. Typically a student admitted conditionally may only take six (6) semester hours in the graduate program. At that point, he/she will be blocked from registering for further courses. For example, a student may be admitted conditionally with the requirement to complete an undergraduate Abnormal Psychology class with a grade of "C" or better. That student must submit a transcript showing that requirement has been met before she/he will be allowed to register for classes beyond the six semester hours permitted. At the time that all conditions are met, the student will receive a letter from the Dean indicating regular admission status has been granted.
3. **Special Admission.** A student with special admission status is typically not enrolled in a degree program.. This status is reserved for individuals with a master's degree from another university wishing to take courses to complete LPC requirements, or coursework for school counseling certification.

Students from another university program wishing to take CNE 686, Field Practicum will be required to take CNE 585, CNE 674 and CNE 676 at SHSU as pre-requisites, even if the applicant has completed similar courses at another university.

Prior to Registration

1. Obtain the class schedule(s) for the next semester(s) from the Admissions Office or, if available, the Department Office. Schedules may also be obtained on-line by accessing SHSU's home web page.
2. Access the Master's Degrees Counseling Program Student Handbook through the web at the Counseling Program homepage. Read the Handbook. Students must read the Handbook prior to signing a study plan.
3. Download a copy of the Educational Leadership and Counseling Department Writing Standards from the program web site. These writing standards will be utilized throughout each class in the program. Please read these standards carefully. A copy of the writing standards may be viewed in Appendix G.
4. Consult with Faculty Advisor (obtain name from Department Secretary or from CNE 510 Professor) for program planning and course selection. Develop a Temporary Study Plan with your Advisor. (see Appendix A) At this time you will be asked to initial a disclosure statement that you have read the entire Handbook and understand its contents. Students must have both the Temporary Study Plan and initialed the disclosure statement prior to applying for Candidacy for the Degree.
5. Pre-register or register during the periods designated before the semester.
6. The Registrar's Office will bill students for fees.

Candidacy for the Master's Degree

During the First 15 Semester Hours of Coursework (Includes CNE 564, 663, 585, 597 and 533[school counseling] or 579 [LPC/LMFT])

1. The Counselor Potential Scale or Professional Counseling Performance Evaluation will be completed for all CNE courses taken by the student. Students are encouraged to rate themselves toward the end of the course, then ask for feedback from the instructor's ratings on the Counselor Potential Scale or Professional Counseling Performance Evaluation (see Appendix C). The course instructor will turn in his/her completed Counselor Potential Scale or Professional Counseling Performance Evaluation to the Department Secretary where they are placed in the student's file.

2. The application for Candidacy to the Counseling Program forms are available to be downloaded from the Counseling Program webpage at http://www.shsu.edu/~edu_elc/counseling/counseling_intro.html#.
3. Students must meet the minimum criterion level for the required proficiencies in CNE 585 Pre-practicum in Counseling for a grade of “B.” Students who do not meet the minimum proficiency criterion level will be required to re-register for the course in the next semester of attendance.

Application for Candidacy for the Master’s Degree or certification as a school counselor (not seeking a degree)

A student who expects to earn a degree must apply for and be admitted to Candidacy for the Degree. Each student must satisfy all academic criteria and receive a favorable clinical judgment by the Counseling Faculty of the student's potential as a professional counselor. No student will be excluded on the basis of race, age, gender, sexual orientation, disability, religious orientation, etc.

After completion of 15 semester hours at SHSU (including CNE 564, 663, 585, 597 and 533 (SC) or 579 (LPC/LMFT), students must be admitted to Candidacy for the Degree or for certification as a School Counselor. Students must have attained Regular Admission status as a graduate student at SHSU and must carry at least a 3.0 average. (*Any student requesting the Counseling Program’s approval to take the TExES examination for the Professional Counselor Certificate must be approved through this procedure.*) Students with a counseling degree from another university must apply for candidacy if intending to take CNE 676 or more than 15 hours of didactic coursework.

1. File application for Candidacy with Department Secretary. Include a copy of SHSU transcript showing 15 semester hours completed in the SHSU Counseling Program (including CNE 564, 663, 585, 597 and 533 (SC) or 579 (LPC/LMFT); students must complete 15 semester hours at SHSU transfer hours are not applicable to meet this requirement.
2. The following documents must be on file in the Department Office: Temporary Study Plan, Counselor Potential Scales or Professional Counseling Performance Evaluation, application for Candidacy, transcript copy, and letters of reference.
3. All applications for Candidacy for the M.Ed. or M. A. in Counseling, or the school counselor certificate, will be automatically reviewed by the Counseling Faculty. Each student will be notified by mail as to whether or not s/he has been admitted as a candidate for the degree (or certification). Students denied admissions typically receive feedback and a remediation plan, formulated on an individual basis. Acceptance as a candidate for the degree (or certification) must be completed before

enrollment in Block 3 (including CNE 676 Supervised Practice in Counseling) and Block 4 and 5 classes.

It is the professional responsibility of the Counseling Program faculty to ensure that students not only exhibit the knowledge and skills required of the counselor, but also have the disposition and relationship capacities to utilize those skills. The Counseling faculty meet regularly and discuss individual students' progress often. The Commission on Accreditation for Counselor Education and Related Programs (CACREP) requires review of students on a semester by semester basis. Students are expected to model professional behavior throughout the program. Each student should review the SHSU Student Handbook to understand the university's definition of "exemplary behavior in the classroom." Students are required to read the American Counseling Association (ACA) Code of Ethics in the initial semester of graduate studies. Students are expected to follow the ACA Code of Ethics. Students violating the ACA Code of Ethics will receive appropriate consequences, which may include termination from the graduate program. Students must receive favorable evaluations by the instructors in the Counseling Program at SHSU. The Counselor Potential Scale or Professional Counseling Performance Evaluation may be used for this evaluation (see Appendix C). The faculty may also consider supporting statements and recommendations from professional counselors, student colleagues, or other informed persons.

If actual or potential problems are indicated, the student must remediate them in a manner satisfactory to the faculty. Strengths and limitations are identified and discussed with the applicant.

If, in the clinical judgment of the faculty, the applicant possesses the potential for rendering the desired counseling or therapeutic care to a client, the faculty will recommend that the Dean of the College of Education (COE) approve Candidacy.

If, in the clinical judgment of the faculty, the applicant could remediate the limitations, the faculty may recommend that the COE Dean approve Candidacy effective upon the remediation of the designated limitations, as judged by the faculty.

If, in the clinical judgment of the faculty, the applicant's limitations would prevent his/her rendering the desired counseling or therapeutic care to a client, the faculty will recommend that the COE Dean deny Candidacy.

The COE Dean approves or disapproves requests for Candidacy.

Professional Review of Counseling Students

The faculty makes every reasonable effort to facilitate a student's progress toward degree completion. Once Candidacy has been granted, it is anticipated that students will develop the skills necessary for rendering the desired counseling care to their clients. However, if the Faculty Advisor or other faculty identify limitations regarding a student after

Candidacy has been granted and it is the clinical judgment of the full-time faculty that the student is not capable or does not have the potential for rendering the desired counseling or therapeutic care to a client, two alternatives will be available to the student: (a) repetition of coursework and/or other remediation to be satisfactorily completed before graduation, or (b) denial of further enrollment until the student remediates the weaknesses or problems to the satisfaction of the faculty.

Semester Before Enrolling in CNE 676 Supervised Practice in Counseling

1. Download a Departmental Approval Form from the Counseling Program homepage, fill it in, and turn it into the Program Secretary. Students are assigned to a specific section of CNE 676 in the following semester based on courses taken concurrently, location of any off-campus sites involved, and “fit” with the supervisor. Typically, the process of assignment is on a first come first service basis. The earlier the Departmental Approval Form along with proof of insurance is submitted to Dr. Wiesner, the greater the possibility students will be assigned to the section requested.
2. Acquire the professional liability insurance required for CNE 676. (e.g. through the Texas Counselors Association or American Counselors Association). A copy of proof of insurance must be presented on or before the first night of class. Students may not counsel live clients without liability insurance.

During Semester Enrolled in CNE 676 Supervised Practice in Counseling

1. Print a copy of the Comprehensive Examination Application online at the Counseling Program homepage. *M.A. students, M.Ed. students and students seeking school counseling certification but no degree* will complete the written comprehensive examination process at this time. Certification only students must pass the comprehensive examination as part of the requirements to receive a approval for the TExES examination for school counselors. See Appendix B for more information about the Comprehensive Examination.
2. Submit Comprehensive Examination Application to Program Secretary 30 days prior to the examination date.
3. Take and pass the Comprehensive Examination. The examination is usually offered the second Thursday of November, April, and July.
4. Students must meet the minimum criterion level for required proficiencies in CNE 676 Supervised Practice in Counseling for a grade of “B.” Students who do not meet the minimum proficiency will not receive approval to graduate nor be approved to take the TExES certification examination for school counselors. M.A.

students who have not met the criterion for proficiencies for CNE 676 will not be allowed to register for CNE 686.

School Counselor Certificate Application

Once the School Counselor applicant has the master's degree, two years of teaching experience, and has passed the TExES for school counselors, she/he needs to apply for the certificate on the State Board of Educator Certification (SBEC) web-site. There is a hot-link to this site from the Counseling Program web-page. The applicant should make all arrangements for receiving the certificate through the SBEC web-site.

Semester Before Enrolling in CNE 686 Field Practicum

1. Download a CNE 686 Departmental Approval Form and the CNE 686 Packet from the Counseling Program webpage. After all documents are completed, schedule a face-to-face appointment with Dr. Li, Field Coordinator. Bring the following documents to the meeting with Dr. Li: CNE 686 Departmental Approval Form, Field Practicum Contract(s), proof of insurance, Supervisor Data Form and supervisor's current license, , Counseling Activity Log for the semester signed by the supervisor, current transcript (can be downloaded), and a copy of the Temporary Study Plan. Students are assigned to a specific section of CNE 686 based on courses taken concurrently, location of the off-campus sites involved, and "fit" with the supervisor. Students who submit the completed packet and meet with Dr. Li before the due date (April 1, July 1, and November 1) have a better chance of being assigned to the selected section. All students including cohort members must following the above procedures for approval to register for CNE 686.
2. Professional liability insurance is required for CNE 686 (should be maintained following CNE 676).
3. Students must obtain an off-campus placement and submit a signed "contract" when submitting the Departmental Approval Form for CNE 686.
4. LMFT track students enrolling in Field Practicum must find a placement which will include counseling couples and families at least 50% of the time. In addition, the off-campus supervisor should be able to supervise from a family systems viewpoint.

Exclusion of Students

At any time during the academic program, students who do not present adequate potential as a professional counselor for either academic or nonacademic reasons can be denied matriculation privileges, based on the decision of the full-time Counseling faculty. The appeal process for the exclusion for nonacademic reasons is similar to the appeal process for exclusion based on academic reasons.

The faculty, meet as a body, reviews the data from all sources to make a clinical judgment for approval or disapproval of the student's continuation in the program. When the faculty has concerns about a student's progress in the Counseling Program (before, at, or after the time of Candidacy), the Chairperson or the Chairperson's designee(s) are asked by the faculty to meet with the student to discuss the faculty's concern(s). Strengths and limitations are identified, and suggestions for dealing with the limitation(s) are offered and discussed. If, in the clinical judgment of the faculty, the weaknesses or problems are so glaring or if the student refuses or fails to remediate the limitation(s), the faculty might not approve the student's continuation in the Program. It should be noted that the Program's philosophy is to work with students and to facilitate their progress toward degree completion, whenever possible. Also, counseling students who violate the Code of Ethics (including confidentiality) for the American Counseling Association may be excluded from the program.

Grievance Policy

The following procedures are quoted directly from the "Process for Dealing with Student Grievance Cases," University policy number APS 900823:

Under the provisions of this policy academic grievances include disputes over: a. Course grades ; b. Unauthorized class absences or tardiness; c. Suspension for academic deficiency; d. An instructor's alleged unprofessional conduct related to academic matters; e. Graduate comprehensive and oral examinations; f. Theses and dissertations.

If, in turn, the division/department chair, academic dean, Academic Appeals Panel, or Vice President for Academic Affairs and Student Services finds a disputed action conflicts with federal or state law, university, college, division or department policy, or with the instructor's stated class policy, a decision should be rendered in favor of the aggrieved student.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and, in turn, the division/department chair, academic dean, Academic Appeals Panel and Vice President for Academic Affairs and Student Services form an opinion about the dispute and so advise the individuals involved. After considering the advice provided by any or all of the administrators participating in hearing the grievance, the individual(s) involved in the dispute shall retain the academic freedom to decline to change the original judgment in the matter.

Allegations of student misconduct, as defined in paragraph [5.2, Chapter VI](#) of the Rules and Regulations, Board of Regents, Texas State University System and Sam Houston State University student Guidelines, published by the Office of the Associate Vice President for Student Services and Dean of Student Life, will be referred to the Office of the Associate Vice President and Dean of Student Life for necessary action.

Allegations, questions or appeals involving academic dishonesty, i.e., cheating, plagiarism, collusion, and/or abuse of resource materials will be processed in accordance with the procedures set forth in Academic Policy Statement 810213, "Procedures in Cases of Academic Dishonesty"

There shall be in each college an Academic Appeals Panel. The members of the panel shall be chosen by procedures established by the college dean. The panel will consist of not more than four faculty members and may include up to two students at the discretion of the dean. The chair of the panel will be selected from the panel members by the appointees to the panel. A division/department chair or any party to the appeal being heard may not serve on the panel.

The Academic Appeals Panel will be involved in an alleged grievance only after the normal procedures outlined in paragraph 4.01a, b, and c below have been exhausted.

The Academic Appeals Panel will hear appeals involving disputes over those matters set forth in paragraph 2.01 -a- through -f- of this policy. Appeals regarding university/college degree requirements, student misconduct or scholastic dishonesty will not be addressed by the panel.

4.01 The following steps are to be followed in pursuing an academic grievance or an appeal of suspension for academic deficiency:

- a. In the event of an academic grievance, the student must first appeal to his or her instructor or committee chair for a resolution of the matter and must do so within sixty days following the end of the semester or summer session during which the dispute arises. If the grievance involves a suspension for academic deficiency, the student appeals directly to the appropriate academic dean.
- b. If an academic grievance is not satisfactorily resolved with the instructor or committee chair, the student may appeal to the chair of the academic division or department in which the complaint or dispute is centered.
- c. If the academic grievance is still unresolved, after an appeal to the chair of the division or department, the student may appeal to the dean of the college in which the dispute is centered. The dean will notify the faculty member or committee chair of the complaint and may request that both the faculty member or committee chair as appropriate, and student provide a written explanation of the circumstances to the dean, within a reasonable time, as specified by the dean.
- d. If a resolution of an academic grievance or an appeal from a suspension for academic deficiency is not reached at the level of the college dean, the student may, within two weeks, submit a written statement of the alleged grievance or appeal through the college dean to the chair of the Academic Appeals Panel of the college in which the complaint or dispute is centered. The Panel will investigate the alleged grievance or the appeal and present such findings and recommendations as the Panel finds appropriate to the college dean. To assure prompt resolution, the Panel shall strive to submit its findings and recommendations to the college dean within two weeks from the date of the receipt of the statement of grievance/appeal by the chair of the Panel. The college dean may accept, modify, or reject the recommendations of the Panel.

e. If the matter remains still unresolved, a final appeal may be made to the Office of the Vice President for Academic Affairs and Student Services. The Vice President for Academic Affairs and Student Services will receive all documents pertaining to the dispute from the academic dean. The Office of the Vice President for Academic Affairs and Student Services will inform the student, the instructor and/or committee chair, and the administrators participating in the appeals process of the decision and the final disposition of the matter within two weeks of receipt of the appeal.

Practicum/Clinical Information

Philosophy

The faculty and staff of the Sam Houston State University Counseling Practicum strive to assist students in becoming professionals skilled in counseling, and also to provide therapeutic and educational experiences designed to enable individuals and families to develop effective, meaningful relationships. Together with the students, the Counseling faculty strive to render effective, ethical counseling services to individuals, couples and families from the community. The policies of the Counseling Practicum are formulated in response to the goals of excellence in counselor training and in clinical service.

Practicum Curriculum

The overall practicum curriculum consists of the supervised clinical practice of counseling and participation in individual and group experiences designed to promote professional and personal growth. Five courses are included in the overall curriculum for M.A. students: CNE 585 Pre-Practicum: Techniques of Counseling; CNE 674 Practicum in Group Counseling; CNE 676 Supervised Practice in Counseling; and CNE 686 I Field Practicum and CNE 686 II Field Practicum. M.Ed. students will take three practica courses, CNE 585 Pre-Practicum: Techniques in Counseling; CNE 674 Practicum in Group Counseling; CNE 676 Supervised Practice in Counseling.

In CNE 676 and CNE 686, practical experiences will involve providing counseling to clients who have been assigned to the student according to his/her experience and skill levels. Students' hours of direct client contact and total time involvement are logged as course requirements and for possible use toward licensure as a Professional Counselor (LPC) or Licensed Marriage and Family Therapist (LMFT). Students are urged to keep copies of all practicum logs, as well as all graduate course syllabi and the Graduate Catalog. These documents may be crucial for future licensure and professional certification requirements!

Practicum Requirements

The Clinical Mental Health Counseling Program (LPC and LMFT) has accreditation from the *Council on Accreditation for Counseling and Related Education Programs* (CACREP).

Per CACREP standards, Clinical Mental Health Counseling Program students must earn 600 clock hours of total time involvement in CNE 686 (combining CNE 686 I and II). The six hundred hours includes 240 direct (face-to-face) client contact hours and 360 indirect hours. The CNE 686 hours are above and beyond the 100 hours of total time involvement from CNE 674 and CNE 676. This exceeds the LPC academic requirements for practicum (300 hours total time and 100 hours face-to-face).

1. **Individual course requirements are as follows:**
 - a. **In CNE 674, students acquire 10 hours of direct counseling total time involvement. To collect the 10 hours of direct counseling experience, students lead a counseling group while enrolled in this course.**
 - b. **In CNE 676, students must complete a minimum of 40 direct client contact hours.**
 - c. **In CNE 686 I, students acquire 300 hours of total time involvement with clients and counseling activities. The 300 hours include 120 direct client counseling and 180 indirect time.**
 - d. **In CNE 686 II, students acquire 300 hours of total time involvement with clients and counseling activities. The 300 hours include 120 direct client counseling and 180 indirect time.**
2. **Class time for didactic, experiential, and group supervision is provided.**
3. **Individual supervision with a doctoral student during Supervised Practice in Counseling (CNE 676).**
4. **Individual supervision with field supervisor and group supervision with SHSU faculty Field Practicum (CNE 686 I and II).**
5. **Selected readings are required or recommended as warranted.**
6. **Audio- or videotaping of all sessions is expected during Supervised Practice in Counseling and Field Practicum.**
7. **Clinical Mental Health Counseling students (LPC and LMFT) students must complete two semesters of CNE 686 Field Practicum.**

Practicum intern professionalism. Each Practicum intern in CNE 676 and CNE 686 is a representative of Sam Houston State University. The Counseling faculty expects that students will exhibit high standards of professionalism in dress, attitude and behavior. Students failing to exhibit appropriate levels of professionalism will be given feedback and expected to make changes to reach the high standards required while interacting with the public.

CNE 585 Pre-Practicum: Techniques of Counseling

Pre-Practicum is designed to provide the student with didactic and experiential training in fundamental techniques of counseling. Extensive simulation and role-playing activities facilitate student development of skills to be utilized in the following Practicum courses. Twenty-five hours of total time involvement are applicable toward the overall practicum total time requirement. Seven hours of direct client contact counseling hours may be applied toward the overall hours of direct client contact required in the SC, LPC and LMFT tracks. A number of proficiencies have been set for students in Pre-Practicum. These proficiencies must all be met at a minimum level to obtain a grade of "B". The Pre-Practicum proficiencies are listed in Appendix D.

Students who are unable to demonstrate the required proficiencies to the professor's satisfaction will be required to re-register for the class. Students unable to meet the proficiencies in two attempts will be advised to leave the program. Successful completion of CNE 585 is a pre-requisite for CNE 674 and cannot be taken concurrently.

CNE 674 Practicum in Group Counseling

The Practicum in Group Counseling is composed of two basic elements: didactic and experiential. One-half of each class session is given to didactic activities. In the other half of each class session, class members are divided into small, personal growth groups. The personal growth groups are designed to be facilitated by Supervised Practice in Counseling and Field Practicum students or community professionals, and are supervised only indirectly by the course instructor. The experiential element of the Practicum in Group Counseling course is not included in the grade evaluation for the students. All students are required to participate in the didactic and experiential elements, unless alternative arrangements for the small group experience are approved by the instructor. All students must serve as a group leader outside regular class time for no less than 10 hours while enrolled in CNE 674. The 10 hours of group leadership can be applied to the hours of direct client contact required for the LPC. Successful completion of CNE 674 is a pre-requisite for CNE 676 and cannot be taken concurrently.

CNE 676 Supervised Practice in Counseling

CNE 676 Supervised Practice in Counseling (Counseling Practicum) provides opportunities for on-site client counseling and testing experiences. In Counseling Practicum, faculty supervise graduate students (interns) who provide individual, marital, group, and family counseling, as well as testing, to those individuals from the community-at-large who need and desire these services. Each Supervised Practicum intern must complete a minimum of 30 client contact hours within total time involvement in Practicum activities. CNE 676 is part of a three course sequence for LMFTs, including two semesters of CNE 686, where one half of the client contact must be with couples or families. Successful completion of CNE 676 is a pre-requisite for CNE 686 and cannot be taken concurrently. CNE 633 Techniques of Marriage and Family Therapy is a pre-requisite for LMFT students (or must be taken concurrently).

A number of proficiencies have been set for students in Practicum. A minimum acceptable level of attainment of the CNE 676 will qualify the student for a grade of "B". Students who are unable to demonstrate the required proficiencies to the professor's satisfaction will not be allowed to graduate, or complete the certification process to become a School Counselor. Students unable to meet the proficiencies in two attempts will be advised to leave the program. The CNE 676 proficiencies are listed in the Appendix E.

*****A total of 40 hours of client contact is required by CACREP for the "Practicum." To meet that standard, the Counseling program applies 10 hours of client contact from CNE 674 and 30 hours of client contact from CNE 676.***

Supervision

M.A. students will be supervised by CNE doctoral students. Supervision time is scheduled outside the class meeting time. Supervision is face-to-face conversation with the supervisor, customarily scheduled by appointment once a week. Supervision focuses on the raw data from a supervisee's continuing clinical practice, made available to the supervisor through direct observation, written clinical notes, and audio- or videotaping. Supervision is a process clearly distinguishable from (though in some ways similar to) personal counseling and is contracted in order to serve professional/vocational goals. Each student will negotiate with the supervisor regarding the specific activities for each session. The student may be requested to bring up-to-date case folders and records, audiotapes, or videotapes to supervision sessions.

Services

Direct counseling services are provided for the purpose of studying, understanding, and effecting appropriate changes in clients' behavior, perceptions, and goals. The following are examples of services which are available:

1. **Counseling to individuals (including play therapy) for those who are aware of unresolved personal difficulties in daily living;**
2. **Counseling for married couples who are aware of some unresolved difficulties in their marriage;**
3. **Relationship counseling for unmarried individuals;**
4. **Family counseling for families who are aware of conflict and problems in any part of the family constellation;**
5. **Divorce adjustment counseling for those persons who desire help in making an appropriate adjustment during separation and/or following divorce;**
6. **Group counseling for children, teenagers, and adults who can benefit from this approach (when enough participants are available);**
7. **Career assessment and counseling for individuals desiring occupational information and help in making career decisions;**
8. **Educational assessment for achievement, abilities, and learning modalities.**

Client Case Assignments and Procedures

Members of the community-at-large and Sam Houston State University faculty, staff, and students are eligible for services of the Supervised Counseling Practicum. Clients of the Practicum may be self-referred or referred by school personnel, human service personnel, church officials, physicians, lawyers, and others.

Procedures for Scheduling of Obtaining Counseling in the Jack Staggs Clinic

Referrals are made by phoning the Jack Staggs Clinic 294-1121.

The supervisor or student will take the name and phone number of the client, and time when the client is available for counseling. A brief description of the presenting problem will be asked for at this time, and recorded on the Intake Data Sheet. There is no fee for counseling. The fee for administration of achievement and intelligence tests is \$10 per test.

The Intake Data Sheet is made available to the supervisor, who then assigns the client, to a Supervised Practicum intern. The intern then contacts the client for an appointment.

On certain occasions, clients cannot be reached. The time and date of each attempt to contact a client is documented. If the client cannot be reached after calling a minimum of three times, at different times and days, the intern should return the form to the supervisor.

The supervisor retains overall responsibility for the assignment of cases to students. However, interns may request clients with specific issues in order to develop or enhance skills for working with those problems. The assigned intern schedules appointments convenient for both client and intern (during assigned Counseling Practicum hours). The day and time of the appointment are confirmed with the supervisor, so the supervisor can monitor individual caseloads and reserve a counseling room.

Procedures for Counseling Sessions

In the intake session, the intern discusses his/her Personal Disclosure Statement with the client. The client reads and signs the Parental Consult Form or the Adult Consent Form.

The client is asked to complete the "Release of Confidential Information" form, if there is a history of previous counseling or related services. The intern obtains Intake and Personal Data information.

At the conclusion of the intake session, the intern confirms the ongoing appointment time and makes arrangements for the collection of any fees. Appointment cards are available.

As much as possible, ongoing sessions are scheduled for a consistent time. The ongoing counseling process is facilitated according to the intern's theoretical orientation.

The intern is responsible for maintaining a clinical record for each client, couple, family, or group seen during Practicum. The record contains a Consent Form, Personal Data Form, a summary of the initial interview, summary reports of counseling sessions (made after each counseling session), any test results, correspondence, log of contacts, and other pertinent information. The intern assigned to the case is responsible for keeping the record current.

The termination of counseling for the client is left to the discretion of the intern and his/her Supervisor. A Termination Summary is written and placed in the client's file folder. The folder is then given to the Supervisor for final checkout and storage as an inactive file.

Care and Maintenance of Clinical Records

All records are confidential and contained within a locked file accessible to authorized personnel of the Counseling Practicum. No information from the record can be released without the written consent of the client. Telephone requests for information concerning the clientele will be politely refused, and no information (including the names of those persons who are presently being provided services or who have received services at the Counseling Practicum) will be released via telephone.

All records are the property of the Counseling Practicum and must not be removed without consent of the Supervisor.

Full written clinical records are kept for a period of five years after termination of the counseling relationship in accordance with Sam Houston State University policy. For minors, records are kept for a period of five years after client reaches the age of 18.

Clinical records (tape recordings, test results, clinical notations) may be used for educational and/or a research purpose only with the client's consent, providing the client's identity is protected. A counselor involved in research and/or publication is obligated to protect the identity and welfare of the researched subjects. Informed consent, as specified by SHSU Human Subjects Committee guidelines, must be procured.

Audio-taping and Videotaping

Interns are responsible for supplying their own audiotapes and tape recorders for taping their sessions. Interns will audiotape all of their sessions. All interns must learn how to operate and care for the video equipment. Videotapes are loaned by SHSU for Practicum use only. Sessions are to be videotaped whenever possible. No tapes may be taken from or used outside the Practicum area without permission of the Supervisor. Copies of the tapes may not be made without permission of the Supervisor.

Student Liability Insurance

During Practicum, interns can be held responsible legally and financially for the results of their professional activities. Each intern is required to obtain professional liability insurance which is designed to provide coverage for acts of malpractice, error, or omission in the performance of their duties whether they are actual or alleged. (Note: Acts that are held to be negligent are rarely deliberate).

Insurance can be purchased through several agencies. Brochures are available in the Supervised Practicum area. Interns who are student members of TCA or ACA may obtain liability insurance through these organizations. Teachers may find that their Supervised Practice in Counseling activities are covered under their teacher's liability insurance. Some interns have purchased liability insurance through their homeowner's insurance policy.

Referral Services and Relationship with Other Agencies

The Counseling Practicum, through the supervisors and interns, maintains relationships with other departments of the University, as well as public and private agencies. The rationale for such involvement is to provide optimal professional service by being available to campus personnel and community agencies as a referral resource and to have clear channels of communication to resources both on- and off-campus for appropriate use of their services when referring to them. The supervisor and interns will link individuals who need services not available at the Practicum with community agencies.

Code of Ethics/Confidentiality

The Counseling Program abides by the Code of Professional Ethics for the American Counseling Association. All students in the program are expected to follow the Code of Ethics from the point of entry into the program through graduation. Practicum interns are expected to perform their duties with integrity and professional competence. The following guidelines are offered for the purpose of maintaining these high standards of service:

- 1. Interns will not misrepresent themselves either by title or professional capabilities.**
- 2. No one shall be denied professional service because of his/her race, religion, gender, sexual orientation, political affiliation, or social or economic status.**
- 3. Informed consent for the specific counseling service(s) and a signed release for audio- and videotaping must be obtained from the clients prior to proceeding with counseling sessions. Clients must be informed of the presence of supervisors and student observers.**
- 4. Strict confidentiality will be observed at all times in record keeping, tape recordings, and case presentations. Clinical faculty will maintain and support this confidentiality. The client must provide written permission before any data may be divulged or before the counselor can request information about the client from another professional, except as provided under state law.**
- 5. Confidential information which indicates an immediate physical danger to any individual or to the client him/herself must be communicated to the appropriate authority or professional worker, even without the client's consent. The Supervisor should be notified and apprised of the information. The client must also be informed of this communication. Consultation should be sought when necessary and referrals to other health professionals will be made when problems are outside the recognized boundaries of the intern's competence.**
- 6. An intern will not use the counseling relationship to further personal interests of any kind. Sexual intimacy with clients is unethical and, in Texas, illegal. The acceptance of gifts is unethical. Clients seen in the Supervised Practicum are not to be seen in private practice by the same counselor. An awareness of unethical**

conduct on the part of a colleague or another professional should be brought to the attention of a Faculty Supervisor.

7. Confidentiality is of primary concern in the waiting room, hallways, and Practicum areas. All Supervisors and interns are obligated to protect a client's personal data in verbal discussions. Written data must be appropriately filed. At no time are clients or non-Practicum individuals allowed in the Practicum area except as clients in the counseling rooms.

CNE 686 Field Practicum

(M.A. Students)

During CNE 686 Field Practicum I and II (LPC and LMFT), each student will see clients at an off-campus site. The student is responsible for finding his/her own placement and a qualified supervisor (LPC, Licensed Psychologist, LMSW, LMFT, or Licensed Psychiatrist).

Pre-class Procedures

- 1. While enrolled in CNE 676, M.A. students (LPC and LMFT) download a Departmental Approval Form, complete and submit to Dr. Li while enrolled in CNE 676.**
- 2. Obtain Field Placement Documents (CNE 686 Student Packet and Contract) from the Counseling Department web page.**
- 3. Secure a Field Placement Site and an off-campus licensed supervisor prior to the first day of class. Failure to secure either one can necessitate blocking of the student from the course for that semester.**
- 4. Students are required to purchase professional liability insurance prior to the first day of class. Information is available from the course instructor or Faculty Advisor.**
- 5. LMFT students must secure a Field Placement Site where at least 50% of the client contact will be with couples and families. The Off-Campus Supervisor must be able to supervise from a family systems viewpoint.**

Course Requirements

- 1. Participate in class activities every other week. Complete other course requirements as designated by the course instructor.**
- 2. Complete a minimum of 240 direct client contact hours within 600 hours of total time involvement in the two sections of CNE 686. Students complete 300 total hours with 120 of the hours direct client contact hours in CNE 686 I and the same amount of hours in CNE 686 II. LMFT track students must take Field Practicum I and II in two successive semesters. CNE 633 Techniques of Marriage and Family Therapy is a pre-requisite for LMFT track students taking CNE 686 I.**
- 3. Participate in supervision with the off-campus supervisor for one hour per week. Attend class every other week for three hours. Be available for one hour every other week for supervision, on-site, with the Field Practicum instructor.**

- 4. Abide by the ACA Code of Ethics at all times.**

Appendices

Appendix A: Temporary Study Plans

Clinical Mental Health Counseling (LPC)	46
LMFT/LPC.....	47
School Counseling	48

Temporary Study Plan

Specify Track:
 ___ LPC and LMFT

Department of Educational Leadership & Counseling
 College of Education
 Sam Houston State University

Student's Name _____ Student ID # _____
 Degree Plan: Master of Arts Plan III (54 hours)
 Major Subject: Counseling Hours _____
 Minor Subject: Composite Hours _____
 Other: Specify: _____ Hours _____

APPLICATION FOR ADMISSION TO CANDIDACY MUST BE SUBMITTED FOR REVIEW TO COUNSELING FACULTY PRIOR TO ENROLLMENT BEYOND 15 SUCCESSFULLY COMPLETED GRADUATE HOURS.

Required Courses:	Proposed Enrollment Date	Actual Completion
Date CNE 511 <i>Workshop: Orientation to the Counseling Profession</i> (stem work, does not apply toward degree requirements)		
CNE 564 <i>Theories of Counseling</i>		
CNE 663 <i>Assessment in Guidance & Counseling</i>		
CNE 597 <i>Human Growth and Development</i>		
CNE 585 <i>Pre-Practicum Techniques of Counseling</i>		
CNE 579 <i>Methods of Research</i>		
CNE 534 <i>Effective Human Behavior</i>		
CNE 674 <i>Practicum in Group Counseling</i>		
CNE 632 <i>Theories of Marriage and Family Therapy</i>		
CNE 570 <i>Career Counseling Across the Lifespan</i>		
CNE 513 <i>Workshop: Assessment in Marriage and Family Therapy</i>		
CNE 633 <i>Techniques of Marriage and Family Therapy</i>		
CNE 634 <i>Professional and Ethical Issues in Counseling</i>		
CNE 676 <i>Supervised Practice in Counseling</i>		
CNE 593 <i>Community Counseling</i>		
CNE 510 <i>Workshop: Issues In Counseling</i>		
CNE 637 <i>Counseling Clients for Sexual Concerns</i>		
CNE 592 <i>Cross Cultural Issues in Counseling</i>		
CNE 686 <i>Field Practicum I</i>		
CNE 686 <i>Field Practicum II</i>		
54 Hrs.		

___ I have read the Counseling Program Student Handbook and understand the contents. _____
(initial)

NOTE TO STUDENT: This study plan will remain in effect and will be the basis for course registration until requirements for regular admission to the Counseling Program have been met. An official degree plan will be typed and submitted to the Registrar's Office after candidacy has been approved. If this study plan is followed and if the student does not change objectives, all courses satisfactorily completed will apply to the degree program outlined above.

 Signature of Advising Counseling Professor/Date

 Signature of Graduate Student/Date

Temporary Study Plan

Specify Track:
 ___ School Counselor

Department of Educational Leadership & Counseling
 College of Education
 Sam Houston State University

Student's Name _____ Student ID # _____

Degree Plan: Master of Education (36 hours)

APPLICATION FOR ADMISSION TO CANDIDACY MUST BE SUBMITTED FOR REVIEW TO COUNSELING FACULTY PRIOR TO ENROLLMENT BEYOND 15 SUCCESSFULLY COMPLETED GRADUATE HOURS.

Pre-requisite CNE 487 Abnormal Behavior in Schools

Required Courses:	Proposed Enrollment Date	Actual Completion
Date CNE 511 <i>Workshop: Orientation to the Counseling Profession</i> (1 hour course to meet two Saturdays on campus)		
CNE 564 <i>Theories of Counseling</i>		
CNE 663 <i>Assessment in Guidance & Counseling</i>		
CNE 597 <i>Human Growth and Development</i>		
CNE 585 <i>Pre-Practicum Techniques of Counseling</i>		
CNE 533 <i>School Counseling: Consultation, Coordination & Counseling</i>		
CNE 579 <i>Methods of Research</i>		
CNE 592 <i>Cross-Cultural Issues in Counseling</i>		
CNE 674 <i>Practicum in Group Counseling</i>		
CNE 570 <i>Career Counseling Across the Lifespan</i>		
CNE 635 <i>School Counseling: Leadership, Advocacy & Accountability</i>		
Elective (see options below)		
CNE 676 <i>Supervised Practice in Counseling</i>		

36 Hrs.

___ I have read the Counseling Program Student Handbook and understand the contents. _____
(initial)

NOTE TO STUDENT: This study plan will remain in effect and will be the basis for course registration until requirements for regular admission to the Counseling Program have been met. An official degree plan will be typed and submitted to the Registrar's Office after candidacy has been approved. If this study plan is followed and if the student does not change objectives, all courses satisfactorily completed will apply to the degree program outlined above.

 Signature of Advising Counseling Professor/Date

 Signature of Graduate Student/Date

Elective Options:

- | | |
|-------------|--|
| ___ CNE 599 | <i>Play Therapy Basics</i> |
| ___ CNE 591 | <i>Child and Adolescent Counseling</i> |
| ___ CNE 631 | <i>Advanced Play Therapy</i> |
| ___ CNE 634 | <i>Professional and Ethical Issues in Counseling</i> |
| ___ CNE 637 | <i>Counseling for Sexual Concerns</i> |
| ___ CNE 633 | <i>Techniques of Marriage & Family Therapy</i> |
| ___ CNE 664 | <i>Counseling for Addictions</i> |

APPENDIX B: Written Comprehensive Examination

Each student in the M.Ed., School Counseling Certification only, and M.A. programs must pass the Written Comprehensive Examination. Students must download a Request to take Comprehensive Examination Form; complete the form and submit to Dr. Parker early in the semester you plan to take the exam.

Students must pass each content area for the 36 hours of required courses for the first three blocks (e.g. CNE 564, CNE 534). There will be thirteen content areas for examination, including the eleven (or twelve) required courses in Blocks I, II and III, and the elective course, as well as the area on Ethics. Each content area must be passed at the 70% correct criterion level. Those students receiving passing scores in all thirteen areas will receive the examination grade of “pass” or “high pass”.

Students must score 70% in each of the thirteen content areas to pass. Students who score lower than 70% do not pass that section and must retake only the content area(s) failed within two (calendar) weeks of the comprehensive examination testing date. If students fail a section on the retake examination, they will have a second retake for the section(s) failed or the faculty responsible for testing the section failed may choose an alternate assignment, such as writing a paper, attending classes, workshops, seminars on the content area before retesting. Every student must pass all sections of the comprehensive examination before graduating from the counseling program. School counseling track students must pass all sections of the comprehensive examination before their will be approved to take the TexES Examination for School Counseling Certification.

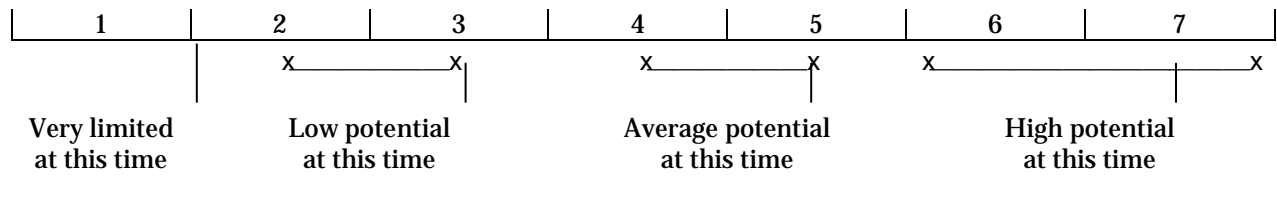
APPENDIX C: Counselor Potential Scale

Course: _____ Semester: _____ Student's Name: _____

Counselor Potential Scale

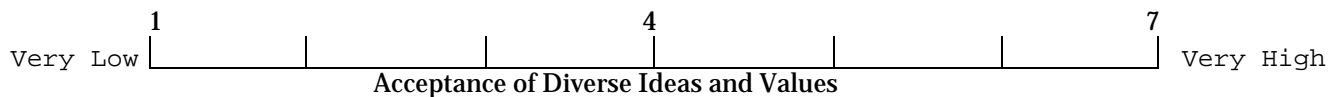
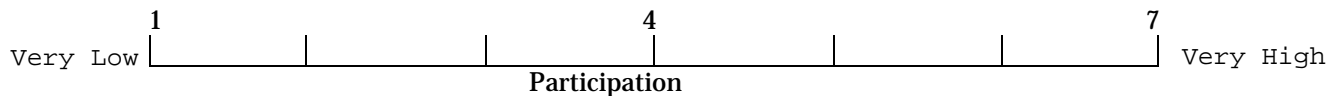
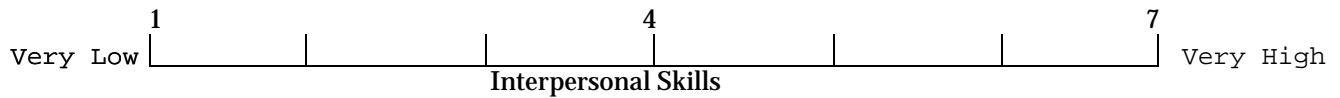
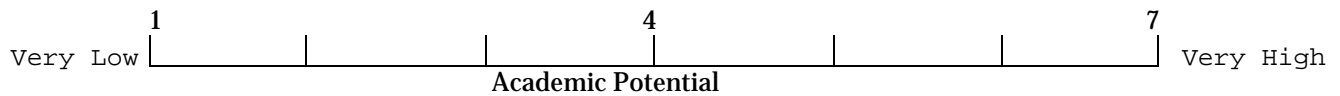
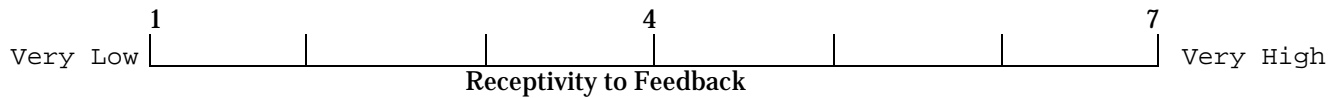
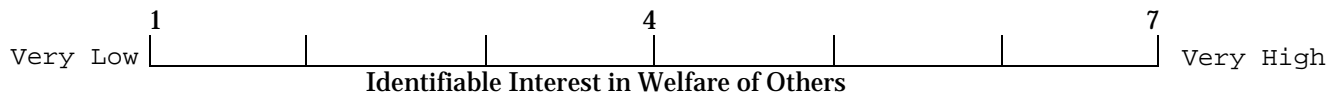
Instructors: Please rate the student on each of the following variables by placing an "X" in one of the spaces. Comments are requested for low ratings. Evaluation should be made in comparison to all first year graduate students; therefore, it is expected that many ratings may fall in the average range. Results may be shared with the student.

Potential as a graduate student and counselor



Areas

Don't Know



In my clinical judgment:

- I support this student's continuation in the program.
- I do not support this student's continuation in the program.
- Insufficient information to render judgment.

Note: Please provide an explanation of non-support on the reverse of this form.

Signature of Professor _____



Date _____







PROFESSIONAL COUNSELING PERFORMANCE EVALUATION

Student: _____ Semester/Year _____

Faculty: _____ Course Number _____

Rating Scale						
0-Does not meet criteria for program level	3-Meets criteria most of the time at this program level			4-Meets criteria consistently at this program level		
1-Rarely meets criteria at this program level	2-Meets criteria inconsistently for this program level			N-No opportunity to observe		
Professional Responsibilities						
❖ The student conducts self in an ethical manner so as to promote confidence in the counseling profession.	0	1	2	3	4	N
❖ The student relates to peers, professors, and others in a manner consistent with stated professional standards.	0	1	2	3	4	N
❖ The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	0	1	2	3	4	N
❖ The student demonstrates application of legal requirements relevant to counseling training and practice.	0	1	2	3	4	N
Competence						
❖ The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	0	1	2	3	4	N
❖ The student takes responsibility for compensating for her/his deficiencies.	0	1	2	3	4	N
❖ The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	0	1	2	3	4	N
❖ The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.	0	1	2	3	4	N
❖ The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients.	0	1	2	3	4	N
Maturity						
◆ The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	0	1	2	3	4	N
◆ The student demonstrates honesty, fairness, and respect for others.	0	1	2	3	4	N
◆ The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	0	1	2	3	4	N
◆ The student demonstrates the ability to receive, integrate and utilize feedback from peers.	0	1	2	3	4	N
◆ The student demonstrates the ability to receive, integrate and utilize feedback from teachers.	0	1	2	3	4	N
◆ The student demonstrates the ability to receive, integrate and utilize feedback from supervisors.	0	1	2	3	4	N
◆ The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	0	1	2	3	4	N

◆ The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	0	1	2	3	4	N
Integrity						
◆ The student refrains from making statements which are false, misleading or deceptive.	0	1	2	3	4	N
◆ The student avoids improper and potentially harmful dual relationships.	0	1	2	3	4	N
◆ The student respects the fundamental rights, dignity and worth of all people.	0	1	2	3	4	N
◆ The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	0	1	2	3	4	N
◆ The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	0	1	2	3	4	N
Counseling Skills and Abilities						
 The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created.	0	1	2	3	4	N
Rating Scale						
0-Does not meet criteria for program level 1-Rarely meets criteria at this program level 2-Meets criteria inconsistently for this program level 3-Meets criteria most of the time at this program level 4-Meets criteria consistently at this program level						
 The student demonstrates therapeutic communication skills including:	0	1	2	3	4	N
a. Creating appropriate structure-setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	0	1	2	3	4	N
b. Understanding content-understanding the primary elements of the client's story.	0	1	2	3	4	N
c. Understanding context-understanding the uniqueness of the story elements and their underlying meanings.	0	1	2	3	4	N
d. Responding to feelings-indentifying client affect and addressing those feelings in a therapeutic manner.	0	1	2	3	4	N
e. Congruence-genuineness, external behavior consistent with internal affect.	0	1	2	3	4	N
f. Establishing and communicating empathy-taking the perspective of the client without over identifying and communicating this experience to the client.	0	1	2	3	4	N
g. Non-verbal communication-demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	0	1	2	3	4	N
h. Immediacy-is able to examine the overall relationship with the client.	0	1	2	3	4	N
i. Timing-responding at the optimal moment.	0	1	2	3	4	N
j. Intentionality-responding with a clear understanding of the therapist's therapeutic intention.	0	1	2	3	4	N
k. Self-disclosure-skill and carefully-considered for specific therapeutic purpose.	0	1	2	3	4	N

 The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.	0	1	2	3	4	N
 The student collaborates with the client to establish clear therapeutic goals.	0	1	2	3	4	N
 The student facilitates movement toward client goals.	0	1	2	3	4	N
 The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.	0	1	2	3	4	N
 The student creates a safe clinical environment.	0	1	2	3	4	N
 The student demonstrates analysis and resolution of ethical dilemmas.	0	1	2	3	4	N
Classroom Performance						
◆ Academic Potential	0	1	2	3	4	N
◆ Class Participation	0	1	2	3	4	N
◆ Acceptance of Diverse Ideas and Values	0	1	2	3	4	N

In my clinical judgment:

- I support this student's continuation in the program.
- I do not support this student's continuation in the program.
- Insufficient information to render judgment.

Note: Please provide an explanation of non-support on the reverse of this form.

Signature of Professor

Date

APPENDIX D: Pre-Practicum Proficiencies

CNE 585 PROFICIENCIES REQUIRED FOR A GRADE OF "B" OR ABOVE

PROFICIENCY CHECKLIST

1. _____ Student is able to establish a working relationship when counseling peers in practice session.
2. _____ Student can identify the nonverbal behaviors in the practice counseling sessions of both the counselor and the client.

3. _____ Student can identify the presenting problem of the practice clients.
4. _____ Student can identify the content of the practice client's statement.
5. _____ Student can identify the feelings of the practice client's statement.
6. _____ Student attends to the practice client using SOLER (Egan):
 - S Squarely faces the client
 - O is Open – arms and legs are not crossed
 - L Leans toward the client to indicate interest
 - E Eye contact conveys understanding
 - R Relaxed in nonverbal behaviors
7. _____ Student responds accurately to the content of the client's message.
8. _____ Student responds accurately to the feelings of the client's message.
9. _____ Student can demonstrate how to open and close a counseling session.

APPENDIX E: Supervised Practice in Counseling Proficiencies

In order to complete CNE 676, all proficiencies must be met with a rating of average or better.

Proficiencies	Poor	Below Average	Average	Above Average	Excellent
Knowledge					
<i>Has knowledge of theory and intervention strategies</i>					
<i>Has knowledge of assessment and diagnosis</i>					
<i>Is understanding of cultural and ethnic issues</i>					
<i>Has knowledge of resources in community</i>					
<i>Has knowledge of current ethical guidelines and legal issues</i>					
Practice					
<i>Practices within a theoretical frame</i>					
<i>Demonstrates mastery of intervention techniques</i>					
<i>Able to develop rapport</i>					
<i>Able to establish a counseling relationship</i>					
<i>Able to conceptualize a problem</i>					
<i>Responds accurately to content</i>					
<i>Responds accurately to feelings</i>					
<i>Responds accurately at Carkhuff Level 4</i>					
<i>Can respond to multicultural issues</i>					
<i>Is timely and thorough in documentation</i>					
<i>Able to formulate treatment goals</i>					
Personal					
<i>Demonstrates ethical behavior</i>					
<i>Demonstrates use of good judgment in counseling skill</i>					
<i>Is interpersonally competent</i>					
<i>Is able to identify own strengths and weaknesses</i>					
<i>Is able to accept and learn from feedback</i>					
<i>Is an asset to the profession</i>					

Proficiencies	Poor	Below Average	Average	Above Average	Excellent
Knowledge					
<i>Has knowledge of theory and intervention strategies</i>					
<i>Has knowledge of assessment and diagnosis</i>					
<i>Is understanding of cultural and ethnic issues</i>					
<i>Has knowledge of resources in community</i>					

<i>Has knowledge of current ethical guidelines and legal issues</i>					
Practice					
<i>Practices within a theoretical frame</i>					
<i>Demonstrates mastery of intervention techniques</i>					
<i>Able to develop rapport</i>					
<i>Able to establish a counseling relationship</i>					
<i>Able to conceptualize a problem</i>					
<i>Responds accurately to content</i>					
<i>Responds accurately to feelings</i>					
<i>Responds accurately at Carkhuff Level 4</i>					
<i>Can respond to multicultural issues</i>					
<i>Is timely and thorough in documentation</i>					
<i>Able to formulate treatment goals</i>					
Personal					
<i>Demonstrates ethical behavior</i>					
<i>Demonstrates use of good judgment in counseling skill</i>					
<i>Is interpersonally competent</i>					
<i>Is able to identify own strengths and weaknesses</i>					
<i>Is able to accept and learn from feedback</i>					
<i>Is an asset to the profession</i>					

APPENDIX F: Reference Evaluation Forms

COUNSELING PROGRAM
 Department of Educational Leadership And Counseling
 Sam Houston State University
Master's Degree Applicant
Reference Evaluation Form

Name of Applicant: _____
 Confidential Reference: This information will not be shared with the applicant.
 Please mail directly to: Department of Educational Leadership and Counseling
 P. O. Box 2119, SHSU Station
 Huntsville, Texas 77341-2119

The above named person has applied to the Master's program in Counseling at the Sam Houston State University and has asked that you supply the information requested below.

1. Your personal knowledge of the applicant. (Please check all that apply.):

- I have _____ supervised the applicant as an employee.
- _____ served as the applicant's professor.
- _____ known the applicant only as a friend.
- _____ worked with the applicant as a colleague.
- _____ other _____.

	Excellent	Good	Average	Low	Unknown
2. Academic Potential:					
Ability in written expression					
Ability in oral expression					
Dependability					
Initiative					
Knowledge of human growth and development					
Perseverance					
Research capacity					
3. Professional Experience:					
Activity within the profession					
Communication skills with people					
General competence					
3. Professional Experience (continued)					
Relates well and has confidence of staff and fellow workers					

Professional attitude					
Professional service reputation					
Openness to innovation					
Open minded and rational when dealing with problems					
Teaching/counseling reputation					
4. Personal Characteristics:					
Free of annoying mannerisms					
Level of emotional stability and/or physical health					
Perceived as open and approachable by others					
Willingness to accept diversity					

If this person were certified/licensed and seeking a position as a counselor, which of the following would most nearly characterize your reaction to his/her application? (Please check one)

- 1. Consider as a top candidate
- 2. Consider seriously but solicit other applications
- 3. Consider a last resort only
- 4. Reject as completely unsuitable

Remarks:

If you need additional space for remarks, please use another page and staple to this form.

Date: _____ Signature: _____

Please print name: _____

Position: _____ Telephone Number: _____

**Please mail directly to: Department of Educational Leadership and Counseling
Sam Houston State University Huntsville, Texas 77341-2119**

Revised 8/24/2009 3:48 PM

Appendix G: Writing Standards

The Educational Leadership and Counseling Department Writing Standards were developed with the following purposes in mind:

- Provide students with a set of standard expectations for all graduate level written work;

- ❑ Provide students with a tool to review their own writing and measure it against a set of standards before submitting their work; and
- ❑ Provide faculty members with a tool to use when communicating with students about how they can improve their writing. Where student writing falls below an “Acceptable” level of performance, students are expected to request help from faculty and/or the Sam Houston State University Writing Center.

Sam Houston State University
Educational Leadership and Counseling
WRITING STANDARDS

NOTE: All written work must adhere to *The Publication Manual of the American Psychological Association (APA), Fifth Edition.*

Evaluation Categories	A Academic Excellence	B Acceptable Performance	C Insufficient Achievement	F Failure
Purpose	<ul style="list-style-type: none"> ➤ Clearly articulated central theme ➤ Clear transitions from point to point ➤ Paragraphs support topic sentences ➤ Originality of the task is clear 	<ul style="list-style-type: none"> ➤ Generally clear and appropriate central theme ➤ No more than two unclear transitions from point to point ➤ Paragraphs support topic sentences 	<ul style="list-style-type: none"> ➤ Unclear central theme ➤ More than two unclear transitions from point to point ➤ More than two paragraphs without supporting topic sentences 	<ul style="list-style-type: none"> ➤ No central theme ➤ Transitions from point to point are unclear and confusing ➤ No supporting topic sentences for paragraphs
Thesis	<ul style="list-style-type: none"> ➤ Original ➤ Insightful ➤ Well-articulated 	<ul style="list-style-type: none"> ➤ May lack originality ➤ May lack insight ➤ Clear, plausible 	<ul style="list-style-type: none"> ➤ Unoriginal ➤ No insight revealed ➤ Identifiable but vague 	<ul style="list-style-type: none"> ➤ Theme non-existent
Support/Argument	<ul style="list-style-type: none"> ➤ Critically reasoned ➤ Arguments strategically placed ➤ Well substantiated with reliable, relevant evidence 	<ul style="list-style-type: none"> ➤ Soundly reasoned ➤ Arguments well-placed ➤ Sufficient substantiated with reliable evidence 	<ul style="list-style-type: none"> ➤ Some reasoning provided ➤ Arguments wander or jump around ➤ Little substantiation with evidence 	<ul style="list-style-type: none"> ➤ Little or no reasoning provided ➤ Lack of arguments for thesis ➤ No substantiation with evidence or contradictory use of evidence


Sam Houston State University
 Educational Leadership and Counseling
 WRITING STANDARDS

NOTE: All written work must adhere to The *Publication Manual of the American Psychological Association (APA), Fifth Edition*.

Evaluation Categories	A Academic Excellence	B Acceptable Performance	C Insufficient Achievement	F Failure
Audience/Reader(s)	<ul style="list-style-type: none"> ➤ Exemplary response to reader's needs ➤ Actively engages reader through author's insightful stance regarding the topic ➤ Topic clearly identifiable, understandable, and founded on extensive research ➤ Evidence presented through a flawless logical sequence that motivates the reader to critically reflect and analyze both simple and complex points embedded in the writing 	<ul style="list-style-type: none"> ➤ Solid response to reader's needs ➤ Engages the reader through author's knowledgeable stance regarding the topic ➤ Topic identifiable, understandable, founded on research ➤ Adequate, relevant evidence presented through a logical sequence, sufficiently founded on research 	<ul style="list-style-type: none"> ➤ Minimal response to reader's needs ➤ Minimal attempts made to engage the reader by author's stance regarding the topic ➤ Topic is vaguely identifiable, not founded on research ➤ Minimal evidence presented to support the major point(s) 	<ul style="list-style-type: none"> ➤ Ignores reader's needs ➤ Does not engage the reader by author's stance regarding the topic ➤ Topic nonexistent or too vague ➤ Insufficient or erroneous evidence presented for support of major point(s)

Sam Houston State University
Educational Leadership and Counseling
WRITING STANDARDS

NOTE: All written work must adhere to The *Publication Manual of the American Psychological Association (APA), Fifth Edition*.

Evaluation Categories	A Academic Excellence <i>Mastery in All Areas</i>	B Acceptable Performance <i>Competent Understanding</i>	C Insufficient Achievement <i>Elementary Understanding</i>	F Failure <i>Lacks Understanding</i>
Style 	<ul style="list-style-type: none"> ➤ Mastery of specific research guidelines ➤ Sophisticated content analysis ➤ Effective written/language/communication 	<ul style="list-style-type: none"> ➤ Meets specific research guidelines ➤ Basic content analysis ➤ Effective written/language/communication 	<ul style="list-style-type: none"> ➤ Meets basic research guidelines ➤ Minimal content analysis ➤ Adequate written/language/communication 	<ul style="list-style-type: none"> ➤ Meets some research guidelines ➤ Lacking content analysis ➤ Inadequate written/language/communication
	<ul style="list-style-type: none"> ➤ Clearly and thoroughly informs the reader ➤ Engages the reader's interest throughout 	<ul style="list-style-type: none"> ➤ Thoroughly informs the reader ➤ Engages the reader's interest in some places 	<ul style="list-style-type: none"> ➤ Informs the reader in some places ➤ Minimally engages the reader's interest 	<ul style="list-style-type: none"> ➤ Does not inform the reader ➤ Does not engage the reader's interest
	<ul style="list-style-type: none"> ➤ Clearly defined central focus ➤ Focus maintained throughout paper 	<ul style="list-style-type: none"> ➤ Central focus ➤ Focus maintained throughout most of paper 	<ul style="list-style-type: none"> ➤ General focus ➤ Focus appears occasionally throughout the paper 	<ul style="list-style-type: none"> ➤ Focus not defined ➤ Focus does not appear anywhere
	<ul style="list-style-type: none"> ➤ Well-organized analysis ➤ Connects ideas logically ➤ Strongly supports concepts with appropriate data and reference citations 	<ul style="list-style-type: none"> ➤ Organized analysis ➤ Generally connects ideas ➤ Supports concepts with data and reference citations 	<ul style="list-style-type: none"> ➤ Analysis exists, not organized ➤ Does not clearly connect ideas ➤ Does not support concepts with data and reference citations 	<ul style="list-style-type: none"> ➤ Analysis non-existent ➤ No connection of ideas ➤ Lacks support of any kind
	<ul style="list-style-type: none"> ➤ Correct, varied sentence structures 	<ul style="list-style-type: none"> ➤ Correct sentence structures, some variation 	<ul style="list-style-type: none"> ➤ Simplistic sentence structures, minimal variation 	<ul style="list-style-type: none"> ➤ Significant errors in sentence structure
	<ul style="list-style-type: none"> ➤ Language is concise and specific and mechanically correct 	<ul style="list-style-type: none"> ➤ Language is mechanically correct 	<ul style="list-style-type: none"> ➤ Language contains several noticeable errors in mechanics 	<ul style="list-style-type: none"> ➤ Language contains many noticeable errors in mechanics

Sam Houston State University
Educational Leadership and Counseling
WRITING STANDARDS

NOTE: All written work must adhere to *The Publication Manual of the American Psychological Association (APA), Fifth Edition*.

Evaluation Categories	A Academic Excellence	B Acceptable Performance	C Insufficient Achievement	F Failure
<p>Mechanics and Point of View Avoids distracting readers and applies the “EPS” System:</p> <ul style="list-style-type: none"> ▪ Edit ▪ Proofread ▪ Spell Check 	<ul style="list-style-type: none"> ➤ No errors in grammar ➤ No errors in sentence structure ➤ No run-on sentences or comma splices ➤ Minimal to no spelling errors ➤ Sources always appropriately documented and cited ➤ The “first” and “third” person always used correctly 	<ul style="list-style-type: none"> ➤ Minimal errors in grammar ➤ Minimal errors in sentence structure ➤ Minimal number of run-on sentences and/or comma splices ➤ Some minor spelling errors ➤ Sources usually documented and cited correctly ➤ The “first” and “third” person used correctly with few errors 	<ul style="list-style-type: none"> ➤ Frequent errors in grammar distract the reader ➤ Frequent errors in sentence structure ➤ Frequent run-on sentences and/or comma splices ➤ Frequent errors in spelling that distract the reader ➤ Frequent errors in the documentation of sources and citations ➤ Frequent errors in the usage of the “first” and “third” person 	<ul style="list-style-type: none"> ➤ Multiple errors in grammar interfere with reading ➤ Multiple errors in sentence structure ➤ Multiple run-on sentences and/or comma splices ➤ Multiple errors in spelling that interfere with reading ➤ Multiple errors in the documentation of sources and citations ➤ Multiple errors in the usage of the “first” and the “third” person
<p>Organization</p>	<ul style="list-style-type: none"> ➤ Organized seamlessly to clarify the thesis ➤ Reflects structure, logic and analysis necessary to support thesis ➤ Introduction, conclusion, transitions and other organization strategies clear and strong ➤ Paragraphs fully developed and positioned ➤ All paragraphs contain strong topic sentences 	<ul style="list-style-type: none"> ➤ Organized so that ideas connect fluidly and sensibly ➤ Structure generally clear and appropriate ➤ Introduction and conclusion are solid transitions are used, although may be unclear or may need to be stronger ➤ Paragraphs well-developed, focused and positioned ➤ Some paragraphs lack strong topic sentences 	<ul style="list-style-type: none"> ➤ Weak organization and transitions ➤ Structure weak or unclear ➤ Transitions are few or weak ➤ Paragraphs require greater development ➤ Many paragraphs without topic sentences 	<ul style="list-style-type: none"> ➤ Lacks any organization ➤ Structure unclear because thesis is weak or non-existent ➤ Transitions and writing strategies are awkward, confusing, unclear or missing ➤ Paragraphs under-developed, lack focus or cohesion ➤ Topic sentences nonexistent in paragraphs