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Introduction

The Department of Counselor Education at Sam Houston State University offers a Master of Education Degree in School Counseling (SC), a Master of Arts Degree in Counseling (with two separate specializations; one in Clinical Mental Health Counseling (CMHC) and one in Marriage, Couple, and Family Counseling (MCFC), and a Doctor of Philosophy Degree in Counselor Education. All programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). There are two counseling clinics, Jack Staggs Counseling Clinic (JSCC) at SHSU campus in Huntsville and the Community Counseling Clinic (CCC) at The Woodlands Center are affiliated with the Department of Counselor Education. During the semester when students in the master’s and doctoral programs are enrolled in supervised practicum in counseling courses, they see clients in the JSCC or the CCC. The clinics operate with the dual purposes of clinical training and community service. The Department of Counselor Education is 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 SC, CMHC, and MCFC programs and presents a description of related policies and procedures established by the Department of Counselor Education. Students are responsible for following these policies and procedures, in addition to those stated in the Graduate Catalog of the University. The Graduate Catalog is available at: http://catalog.shsu.edu/graduate/.

Note: It is a student’s responsibility to read this handbook and be aware of the contents herein.
Welcome to the Department of Counselor Education at Sam Houston State University!

We are excited to have you be part of our program! You are joining a program that is highly regarded in this region. The faculty and I are constantly working to improve the programs to make certain we provide quality training and a comprehensive learning environment for you.

The purpose of this Handbook is to inform you about the many details involved in going through the Master's programs. We have also included information about the cycle of courses, a step-by-step guide for *getting through the academic system* and information on comprehensive examination. Additionally, this Handbook will provide information on the clinical course requirements. However, for specifics please read the Department of Counselor Education Clinical Experiences Handbook and the Clinics Handbook found at: [https://www.shsu.edu/academics/counselor-education/resources-for-current-students.html](https://www.shsu.edu/academics/counselor-education/resources-for-current-students.html).

Handbooks are updated at the beginning of the fall semester. So, it is important that you revisit the handbook each fall. At times, policies are changed at a university or college level that are to be implemented immediately, if the change impacts the content of this handbook they you will be informed via the Department of Counselor Education listserv. Please be advised that everyone (i.e., 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 all Handbooks, which will affect you and your academic career. Also, refer to [Counselor Education Important Dates Deadlines](https://www.shsu.edu/academics/counselor-education/resources-for-current-students.html) for additional information. Feel free to ask your advisor about anything you do not understand. If at any time you need additional assistance after speaking with your advisor, please contact me. I am here to support and assist you.

Good luck as you start your new journey as a counselor-in-training!

Sincerely,

Dr. Rice

Dr. Kathleen Rice, LPC, LCAS, NCC, ACS
Department Chair
PROFESSIONAL IDENTITY

A comprehensive mission statement has been developed, with input from faculty, which brings the Department of Counselor Education into focus and concisely describes the intent and purpose of the program. The mission statement is publicly available (i.e., department website and student handbook) and systematically reviewed to affirm that the mission of the program is aligned with the mission and goals of Sam Houston State University. The web address for viewing our mission statement is: https://www.shsu.edu/academics/counselor-education/about-us.html

Department of Counselor Education Mission Statement

The mission of the SHSU Department of Counselor Education (DCE) 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 (DCE) are to:

Program Area Goals

Within the context of this mission, the goals of the Department of Counselor Education 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 Practicums in the Jack Staggs Counseling Clinic and the Community 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. The Supervised Counseling Practicum provides counseling for the general public in Huntsville and the Woodlands.
- 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 Department of Counselor Education 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. In addition, counselors need to have a sound background in the psychology of human behavior and development, and the necessary skills and techniques to support clients to make desired changes.

The Department of Counselor Education Core Values:

- Dedication to Inclusivity, Helping Others, and Improving the Profession
- Commitment to Respect, Integrity, and Professionalism
- Embracement of Self-Awareness, Self-Growth, and Life-Long Learning

ABOUT YOUR LICENSURE AND CERTIFICATION OPTIONS

Clinical Mental Health Counseling/Licensed Professional Counselor (LPC Intern) - CACREP Accredited Program (M.A. in Counseling Degree)

Students completing the 60-semester hour Clinical Mental Health Counseling (CMHC) specialization meet the academic requirements needed to apply for LPC Intern in the State of Texas. To apply for the LPC Intern license, 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 at https://www.dshs.state.tx.us/counselor/lpc_welcome.shtm?terms=licensed%20professional%20counselor. 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 Intern credentials to counselors-in-training that successfully complete required coursework, supervised counseling experience, pass the appropriate state examinations, and meet additional requirements.

Upon completion of SHSU coursework, each graduate is responsible for taking steps necessary to apply for the LPC Intern license. She/he will need to complete a 3000-hour (total work time) post- master's degree internship under an LPC-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.
SHSU is a testing site for the National Counseling Examination (NCE). The National Board of Certified Counselor (NBCC) website address is [http://www.nbcc.org/](http://www.nbcc.org/). Students seeking more information about the NCE need to contact Dr. Henriksen at rch008@shsu.edu.

**Marriage, Couple, and Family Counseling specialization (LMFT Associate) - CACREP Accredited Program (M.A. in Counseling Degree)**

Students completing the 60 semester hour Marriage, Couple, and Family Counseling (MCFC) specialization meet the academic requirements needed to apply for LMFT Associate. Upon completion of SHSU coursework and graduation from SHSU, graduates are responsible for taking steps necessary to apply for the LMFT Associate, where the student will need to complete 3,000 hours of which 1,500 hours must be direct clinical services including, 750 direct contact hours with couples and family and weekly supervision from an LMFT-Supervisor. Although providing the academic requirements for licensure is the responsibility of SHSU, the University has no responsibility for helping the graduate meet the LMFT Associate experience requirements following graduation.

The Texas State Board of Examiners of Marriage and Family Therapists website address is [https://dshs.state.tx.us/mft/mft_aonline.shtm](https://dshs.state.tx.us/mft/mft_aonline.shtm). Students seeking more information about LMFT in Texas and the requirements for adding this focus of study need to schedule an appointment with Dr. Susan Henderson, faculty advisor for marriage and family therapy coursework. 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.

**School Counseling Certification - CACREP Accredited Program (M.Ed. in Counseling Degree)**

Applicants interested in becoming certified as professional school counselors should meet the following requirements prior to admittance into our program or sign a statement acknowledging they are aware that 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.

The two years of teaching experience is not required prior to enrolling in the Master of Education program at SHSU; however, it is required before SBEC will issue the school counseling certification to applicants. Individuals needing the master degree should apply for the M.Ed. degree in 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.
The school district must send the deficiency plan request to the College of Education
University Certification Officer in the Teacher Education Center Box 2119, Huntsville,
TX 77341. 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.

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
https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Educator_Preparation_Home/. Students must have a TEA identification number in order to register
for the TExES. Test dates and registration details for the TExES examination are located
at: https://tea.texas.gov/Texas_Educators/Certification/Educator_Testing/.

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.

**Graduate Certificate in Play Therapy**
The 9 credit hour Graduate Certificate in Play Therapy is designed for students training in
counseling and related fields as well as for post-master’s professionals in counseling and related
fields who want to specialize and/or work towards their professional registration through the
national organization (Association for Play Therapy, APT). While the Play Therapy Institute at
SHSU is an approved provider, APT alone holds the right to accept or deny any academic
training or continuing education training at its discretion. SHSU has been one of a small number
of approved centers in the country meeting APT’s rigorous criteria for approved training sites.

**Curriculum**
Students enrolled in the 9 credit hour certificate program may be taking courses with students
pursuing Master’s degree programs within the University. Course work in the Certificate
Program (3 credit hours each): COUN 5399 Play Therapy Basics, COUN 6331 Advanced Play
Therapy, and COUN 5398 Sandtray. Helpful link: http://catalog.shsu.edu/graduate/college-departments/education/counselor-education/play-therapy-certificate/#admissionstext
PROFESSIONAL ASSOCIATIONS

The following are the various professional association counseling students need to be aware of to further their career as an LPC, LMFT, or SC: American Counseling Association (ACA), the Texas Counseling Association (TCA), the International Association of Play Therapy, International Association of Marriage and Family Counselors, Texas Association of Marriage and Family Counselors, Texas Association for Marriage and Family Therapy, and the American Association of Marriage and Family Therapy (AAMFT), along with many other specialty counseling associations. Students are encouraged to become members of the many different organizations and to attend their conferences as both attendees and presenters. Students are encouraged to consider using the liability insurance afforded them by membership in the ACA, TCA, or AAMFT.

The Department of Counselor Education at Sam Houston State University also maintains a chapter of Chi Sigma Iota, the counseling academic and professional honor society international. Through this organization students are able to further learn about leadership in the counseling profession.

PROGRAM ADMISSION

Program admission occurs in the Fall and Spring semesters. For consideration for Fall admission, all required elements must be submitted by July 15, 2018. For consideration for Spring admission, all required elements must be submitted by November 15, 2018. Department of Counselor Education takes a holistic view when making admissions decisions based upon the following elements:

1. An application for graduate studies completed at ApplyTexas and submitted to the Department of Graduate Studies. Access ApplyTexas application at https://www.applytexas.org/adappc/gen/c_start.WBX.
2. Official transcripts of bachelor degree confirming institution, sent directly from the respective registrars of the institution(s) to SHSU Graduate Admissions.
3. A grade point average of 3.0 overall (undergraduate) or 3.0 for the last 60 semester hours of undergraduate coursework is required. Some exceptions are made based on strengths in other components of the application.
4. If undergraduate GPA is under 3.0, then scores from the Graduate Record Exam (GRE) general test no older than five years must be submitted to Graduate Admissions.
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. One reference must be from a current or former employer/supervisor. One must be from a current or former professor. A third must be from someone other than a family member who can provide a professional reference. All references must be submitted to Graduate Admissions.
6. 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?

7. A pre-admission on-campus-screening interview. Applicants should contact the Department of Counselor Education 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. Each interview will be recorded. After the interview is completed, a summary of the interview and the recording of the interview will be forwarded to the Department of Counselor Education Admissions Committee for final disposition. The following essay question will be written immediately following the interview:

“First, describe what you believe constitutes a helping relationship. Next, describe a moment when your personal motivations, values, or beliefs interfered with your ability to help someone. Knowing what you know now, what, if anything, would you have done differently and how might that have changed the outcome?”

PROPOSAL TO TRANSFER CREDIT

In accordance with Academic Policy Statement 801007, graduate courses completed at other accredited colleges and universities may be applied as transfer credit toward the Master of Education and the Master of Art degrees. The maximum credit hours that may be transferred according to the policy are: 12 hours for a 48-hour degree and 15 hours for a 60-hour degree. Only didactic courses will be considered for transfer credits. Practicum courses will not be considered for transfer credits and all practicum courses, even those students have completed at another university, must be taken at SHSU. Once a student has been accepted into the program, consideration will be given to graduate work done at other accredited institutions in courses that were clearly at the graduate level with grade B or better, and appropriate to Department of Counselor Education course requirements. In addition, all coursework, including the transferred credits, must be completed within six years from the earliest date of the first course applied to the master degree. Every request for transfer of credits is reviewed individually and the faculty advisor must make a recommendation on the student's behalf to the Dean of Graduate Studies.

When there is a question about accepting credit for didactic courses taken at other institutions, students must provide the course syllabus and/or catalog description of the course to document substantial equivalence to SHSU courses.

No courses will be considered for transfer unless they are CACREP-equivalent.
COURSE PREREQUISITES

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

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<th>COURSE</th>
<th>PREREQUISITE(S)</th>
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<tr>
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<tr>
<td>COUN 5370</td>
<td>COUN 5397</td>
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<tr>
<td>COUN 5385</td>
<td>COUN 5364 and COUN 5011 (or concurrently)</td>
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<td>COUN 5334</td>
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<td>COUN 5011</td>
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<td>COUN 6370</td>
<td>COUN 6332 &amp; concurrently enrolled in 6376 or 6386</td>
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<td>COUN 6374</td>
<td>COUN 5385 and COUN 5364</td>
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<td>COUN 6376</td>
<td>COUN 5334, Grade of B or above in COUN 5385, COUN 6363 and Admission to Candidacy.</td>
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<td>COUN 6386 I</td>
<td>Grade of B or above in COUN 6376, and Passed Comprehensive Exams</td>
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<td>COUN 6386 II</td>
<td>Grade of B or better in COUN 6386 I</td>
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A copy of the Master of Education and Master of Arts Temporary Study Plans are available in Appendix A.
DEGREE REQUIREMENTS

M.Ed. in School Counseling

Forty-eight semester hours are required for the Master of Education in School Counseling. Courses are organized in blocks that should be completed in sequence. All students must pass the written comprehensive examination (CPCE) including subject matter from all CACREP core content areas.

Block 1
- COUN 5011 Orientation to the Counseling Profession
- COUN 5364 Theories of Counseling
- COUN 5392 Cross-Cultural Issues in Counseling
- COUN 5385 Pre-Practicum: Techniques of Counseling
- COUN 5397 Human Growth and Development
- COUN 5333 Methods of Consultation, Coordination, and Counseling

Block 2
- COUN 5379 Methods of Research
- COUN 5334 Effective Human Behavior
- COUN 6374 Practicum in Group Counseling
- COUN 6363 Assessment in Guidance and Counseling

Block 3
- COUN 6335 School Counseling: Leadership, Advocacy, and Accountability
- COUN 5391 /or 5399 Child and Adolescent Counseling /or Play Therapy Basics
- COUN 6376 Supervised Practice in Counseling
- COUN 5370 Career Counseling Across the Lifespan

Block 4
- COUN 6386 Internship
- COUN 6386 Internship II
M. A. in Counseling (Clinical Mental Health Counseling)

Sixty semester hours are required for the Master of Arts in Counseling (Clinical Mental Health Counseling 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 (CPCE) including subject matter from all CACREP core content areas.

Block 1
- COUN 5011 Orientation to the Counseling Profession
- COUN 5364 Theories of Counseling
- COUN 5379 Methods of Research
- COUN 5385 Pre-Practicum: Techniques of Counseling
- COUN 5392 Cross-Cultural Issues in Counseling
- COUN 5397 Human Growth and Development

Block 2
- COUN 5334 Effective Human Behavior
- COUN 6374 Practicum in Group Counseling
- COUN 5370 Career Counseling Across the Lifespan
- COUN 6363 Assessment in Guidance and Counseling

Block 3
- COUN 6350 Counseling Ethics: Management and Law
- COUN 5336 Advanced Behavior Pharmacology
- COUN 5394 Crisis and Trauma Counseling
- Elective (See Options Below)

Block 4
- COUN 5393 Community Counseling
- COUN 6364 Counseling for Addictions
- COUN 6332 Theories of Marriage and Family Therapy
- COUN 6376 Supervised Practice in Counseling

Block 5
- COUN 6386 Internship
- COUN 6386 Internship II

Elective Options:
- COUN 5391 Child and Adolescent Issues in Counseling
- COUN 5398 Sandtray Therapy
- COUN 5399 Play Therapy Basics
- COUN 6331 Advanced Play Therapy
- COUN 6337 Counseling Clients for Sexual Concerns
- COUN 6333 Techniques of Couples Therapy
- COUN 6338 Techniques of Family Therapy
M. A. in Counseling (Marriage, Couple, and Family Counseling)

Sixty semester hours are required for the Master of Arts degree. Courses are organized in blocks that should be completed in sequence. All students seeking the M.A. degree must pass the written comprehensive examination (CPCE) including subject matter from all CACREP core content areas. Key Performance Indicators for MCFC will be assessed at three points during the program.

Block 1
COUN 6334 Ethical Issues in MFT
COUN 6332 Theories of Marriage and Family Therapy
COUN 5385 Pre-Practicum: Techniques of Counseling
COUN 5397 Human Growth and Development
COUN 5392 Cross-Cultural Issues in Counseling
COUN 5379 Methods of Research

Block 2
COUN 6363 Assessment in Guidance and Counseling
COUN 5364 Theories of Counseling
COUN 5370 Career Counseling Across the Lifespan
COUN 6374 Practicum in Group Counseling

Block 3
COUN 5334 Effective Human Behavior
COUN 6337 Counseling Clients for Sexual Concerns
COUN 5394 Crisis and Trauma in Counseling
COUN 6338 Techniques of Family Therapy
COUN 6333 Techniques of Couples Therapy

Block 4
COUN 6364 Counseling for Addictions
COUN 6370 Family Therapy Applications
COUN 6376 Supervised Practice in Counseling

Block 5
COUN 6386 Internship
COUN 6386 Internship II
EXAMPLES OF THE SEQUENCE OF

School Counselor Program for Part-Time Students (6 hrs.)

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<td>COUN 5370 Career Counseling</td>
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<tr>
<td>COUN 5392 Cross Cultural Issues Coun.</td>
<td>COUN 6376 Supervised Practicum</td>
<td>COUN 5379 Methods of Research</td>
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<tr>
<th>Fall 3:</th>
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<th>Spring 3:</th>
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<tbody>
<tr>
<td>COUN 6386/7 Internship</td>
<td>COUN 6386/7 Internship</td>
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<tr>
<td>COUN 6335 School Coun Leader, Adv.</td>
<td>COUN 5391 Child and Adolescent Coun.**</td>
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</tbody>
</table>

NOTES/COMMENTS:
- Comprehensive Exams are taken this semester on Main Campus
- **5399 - Play Therapy Basics can be substituted for this course

Date: ____________________________  Student Signature: ____________________________

Advisor Signature: ____________________________  Rev: 2/19_3R

Note: This is only an example. Students should make an appointment with their assigned M.Ed. in School Counseling advisor for individual study planning.
M.A. in Counseling (Clinical Mental Health Counseling concentration) (requirements for LPC Intern) for Full Time Students (9 hrs.)

Students seeking the M.A. with a concentration in clinical mental health counseling should schedule an appointment with the CMHC advisor prior to registering for courses. NOTE: Pre-requisite and sequencing requirements of CMHC course electives require careful planning.

Note: This is only an example. Students should make an appointment with their assigned M.A. in Clinical Mental Health Counseling advisor for individual study planning.
M.A. in Counseling (MCFC) (academic meets requirements for LMFT Associate) for Full-Time Students (9 hrs.)

Students seeking the M.A. with a concentration in marriage, couples, and family counseling should schedule an appointment with the MCFC advisor prior to registering for courses. NOTE: Pre-requisite and sequencing requirements of MCFC course electives require careful planning.

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<tr>
<th>Fall 1</th>
<th>Sem</th>
<th>Spring 1</th>
<th>Sem</th>
<th>Summer 1</th>
<th>Sem</th>
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<tr>
<td>COUN 6332 Theories of MFT</td>
<td>COUN 6364 Theories of Counseling</td>
<td>COUN 3385 Pre-practicum</td>
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<tr>
<td>COUN 6332 Cross Cultural Issues</td>
<td>COUN 6363 Assessment in Guidance &amp; Coun (OL)</td>
<td>COUN 6334 Ethical Issues in MFT*</td>
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<tr>
<td>COUN 6337 Human Growth &amp; Develop</td>
<td>COUN 6373 Methods of Research</td>
<td>COUN 6371 Career Counseling (OL)</td>
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<tr>
<th>Fall 2**</th>
<th>Sem</th>
<th>Spring 2***</th>
<th>Sem</th>
<th>Summmer 2</th>
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<tr>
<td>COUN 6374 Prac Group Counseling</td>
<td>COUN 6376 Internship</td>
<td>COUN 6385 Internship</td>
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<tr>
<td>COUN 6334 Effective Human Behavior (OL)</td>
<td>COUN 6333 Techniques of Couples Therapy*</td>
<td>COUN 6384 Addictions</td>
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<tr>
<td>COUN 6338 Techniques of IT*</td>
<td>COUN 6334 Crisis &amp; Trauma</td>
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<tr>
<th>Fall 3</th>
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<th>Spring 3**</th>
<th>Sem</th>
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<tbody>
<tr>
<td>COUN 6386 Internship</td>
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<tr>
<td>COUN 6387 PT Applications*</td>
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<tr>
<td>COUN 6377 Coun for Sexual Concerns (OL)</td>
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** Notes/Comments:
* Only offered that term
** Apply for candidacy at the beginning of this semester
*** Comprehensive & MCFC Exams are taken this semester on Main Campus

Date: ____________________________  Student Signature: ____________________________
Advisor Signature: ____________________________  RW: 2/19/18

Note: This is only an example. Students should make an appointment with their assigned M.A. in Marriage, Couple, and Family Counseling advisor for individual study planning.
### Course Availability Schedule

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<tr>
<td>COUN 5011</td>
<td>TEC, TWC</td>
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<tr>
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<td>Online</td>
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<td>COUN 5391</td>
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</table>

TEC – Main Campus, Huntsville, TX  
TWC – Woodland Center, Woodlands, TX  
Online – Blackboard  

Note: Above is tentative schedule, courses will be offered based on SHSU, COE, and departmental policies. Special topic courses (COUN 5088) will be offered as needed. Students should always check with their assigned advisor before making any changes to their approved programs of study so the progress is not impeded.

RK2R2_2019
Faculty

Dr. Kathleen Rice  
**Department Chair**  
Dr. Rice holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor, Licensed Clinical Addiction Counselor, Approved Clinical Supervisor, and National Certified Counselor. The Department Chair is responsible for the effective and efficient operation of the instructional programs under her authority, determines the teaching duties of the departmental faculty, holds regular staff meetings, and directs academic counseling within the department unit.

Dr. Sinem Aky-Sullivan  
**Director of Clinics**  
Dr. Akay-Sullivan holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor – Supervisor, Registered Play Therapist, and Certified Trauma Focused CBT Therapist. The Director of Clinics is responsible for all activities related to the Jack Staggs Counseling Clinic and the Community Counseling Clinic and works in collaboration with the department chair on these activities.

Dr. Tim Brown  
**Communications Coordinator**  
Dr. Brown holds Ph.D. in Counselor Education. He is a Licensed Professional Counselor, and Certified School Counselor. The Communications Coordinator is responsible for communication systems within the department (e.g., listserv, social media) and works in collaboration with the department chair on these activities.

Dr. Rick Bruhn  
**Doctoral Director**  
Dr. Rick Bruhn holds an Ed.D. in Counseling and Guidance, and is a Licensed Professional Counselor – Supervisor, and Licensed Marriage and Family Therapist-Supervisor. The Doctoral Director is responsible for activities related to the Counselor Education PhD program and collaborate with department chair on the implementation of this program.

Dr. Yvonne Garza-Chaves  
**Clinical Experiences Coordinator**  
**Play Therapy Graduate Certificate Coordinator**  
Dr. Garza-Chaves holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor, Licensed Masters level Social Worker, and a Registered Play Therapist. The Clinical Experiences Coordinator is responsible for overseeing all practicum and internship placements and the Play Graduate Certificate Coordinator is responsible for overseeing the recruitment, admission, and collaborate with department chair on the implementation of this certificate program.

Dr. Dee-Anna Green  
**School Counseling Program Coordinator**  
Dr. Green holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor and Certified School Counselor. The School Counseling Program Coordinator is responsible for overseeing the recruitment, admission, and collaborate with the department chair on the implementation of this degree program.

Dr. Susan Henderson  
**Marriage, Couple, and Family Counseling Program Coordinator**  
Dr. Henderson holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor and LMFT-Associate. The Marriage, Couple, and Family Counseling Coordinator is responsible for overseeing the recruitment, admission, and collaborate with the department chair on the implementation of this degree program.
**Dr. Richard Henriksen, Jr.**  
**Accreditation and Testing Coordinator**  
Dr. Henriksen holds a Ph.D. in Counseling. He is a Licensed Professional Counselor-Supervisor. The Accreditation and Testing Coordinator is responsible for department accreditation and comprehensive exams and collaborates with the department chair to implement these activities.

**Dr. David Lawson**  
**Director for Center of Research and Clinical Training in Trauma (CRCTT)**  
Dr. Lawson holds a Ph.D. in Counseling. He is a Licensed Professional Counselor-Supervisor and a Licensed Marriage and Family Therapist-Supervisor. The Director of the CRCTT is responsible for all center matters and collaborates with the department chair to implement these activities.

**Dr. Chi-Sing Li**  
**Multicultural Affairs Coordinator**  
Dr. Li holds a Ph.D. in Counseling. He is a Licensed Professional Counselor-Supervisor and a Licensed Marriage and Family Therapist-Supervisor. The Multicultural Affairs Coordinator is responsible for coordinating diversity and inclusivity related to the department and collaborates with the department chair to implement these activities.

**Dr. Rebecca Robles-Piña**  
**Internal and External Advisory Coordinator**  
Dr. Robles-Piña 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 a Licensed Professional Counselor-Supervisor. The Internal and External Advisory Coordinator is responsible for facilitating internal and external partnerships, alumni surveys, and assisting with curriculum matters and collaborates with the department chair to implement these activities.

**Dr. Jeffery Sullivan**  
**Clinical Mental Health Counseling Program Coordinator**  
Dr. Sullivan holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor-Supervisor and a Registered Play Therapist. The Clinical Mental Health Counseling Coordinator is responsible for overseeing the recruitment, admission, and collaborates with the department chair on the implementation of this degree program.

**Dr. Richard Watts**  
**Scholarly and Research Coordinator**  
Dr. Watts holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor-Supervisor, and a Certified Family Therapist. The Scholarly and Research Coordinator assist students and faculty with APA and editing inquiries to facilitate student and faculty publications, establish and coordinate departmental research teams, and collaborates with department chair of the implement these activities.

**Administrative Staff**

**Ms. Dee Dee Dirk**  
**Assistant to the Chair**

**Ms. Magen Jordan**  
**Administrative Associate 1**

**Ms. Petra Cater**  
**Administrative Staff for the Jack Staggs Counseling Clinic**

**Ms. Nancy Cordner**  
**Administrative Staff for The Community Counseling Clinic**

All faculty are available to meet with students. Contact faculty members directly by phone or email to schedule an appointment.
ADVISING

Advising is developmental in nature and serves as an integral piece to the overall success of students. The Counselor Education faculty is committed to assisting students in achieving their academic goals by creating an atmosphere that promotes student growth and encourages ownership by the student of their individual plan of study. Advising assists students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of an educational institution to meet their personal and educational needs and aspirations. Advising goals are to assist students to realize the maximum educational benefits available to them by:

1. Helping students to clarify their values and goals and to better understand themselves;
2. Helping students to understand the nature and the purpose of graduate education;
3. Providing accurate information about educational options, requirements, policies and procedures;
4. Creating a plan of study consistent with a student's degree program, abilities, and future work goals;
5. Assisting students in the continual monitoring and evaluation of their progress; and
6. Integrating the resources of the institution to meet the students' educational needs and aspirations.

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/dept/bearkatone/.

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.
Hours between semesters and during the summer term are revised and posted on the NGL website.

WRITING CENTER
The Writing Center is located in the Farrington Building Room 111 and at TWC, 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. The website is http://www.shsu.edu/dept/academic-success-center/writing/.

UNIVERSITY COUNSELING CENTER AND STUDENT HEALTH 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 Department of Counselor Education 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 that may block full development as a helping professional. Some students have already been in personal, group, family, or couples 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, Thursday, and Friday, and is open until 7:00 P.M. on Tuesdays and Wednesdays during the long semesters. The physical location is at 1608 Avenue J next to Old Main Market. The phone number is (936) 294-1720. The website is http://www.shsu.edu/dept/counseling/. The website for the Health Center is http://www.shsu.edu/dept/student-health-center/.

CAREER SERVICES
Students may receive help in their search for a job in the field through the Career Services, located in Academic Building IV, Suite 210. There is also a presence at TWC. Staff at Career Services will assist with searching for counseling jobs. Career Services will also help develop resumes, making contacts in the field, and improve networking skills. The Career Services 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/dept/career-services/.

COMPUTER LABS
Computers (PC and Macs) for student use are located in the Newton Gresham Library, in the AB1 building, at TWC, and at various locations throughout both campuses. 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. The website for computer labs is: http://www.shsu.edu/dept/it@sam/services/lab-classroom-services/computerlabs.html.

ACADEMIC PROCEDURES

Initial Entry into the Program
Admission to Graduate Studies. Submit the Graduate Admissions Application through Apply Texas. The website is http://www.shsu.edu/admissions/apply-texas.html. Along with the Apply Texas application, submit the application fee, and all required items. For an overview of the entire application process access the website http://www.shsu.edu/academics/counselor-education/index.html.

Schedule Interview. A pre-admission, on-campus screening interview is scheduled through the main office of the Department of Counselor Education: 936-294-4841

Admissions Decision. After collecting the applicant data, the Department of Counselor Education makes a recommendation about the application to the Dean of Graduate School and an admission decision is sent to the applicant.

Faculty Advisor. Upon acceptance to the master’s program, a Faculty Advisor will be assigned. Students should contact their advisor to complete a Temporary Study Plan.

Prior to Registration
Refer to guidelines for registration at the Office of the Registrar at: https://www.shsu.edu/dept/registrar/students/registration/how-to.html

Students are required to read the Master’s Degree Department of Counselor Educations Student Handbook and ACA Code of Ethics prior to signing a study plan.

Consult with your Faculty Advisor for program planning and course selection. Develop a Temporary Study Plan with your Advisor (see Appendix A).

Pre-register or register during the periods designated before the semester. Pay all course fees prior to drop date from non-payment. Check academic calendar for date.

PROFESSIONAL COMPORTMENT

The Department of Counselor Education expects students to adhere to the highest standards for professional comportment at all times throughout their enrollment in this program. To this end, those associated with the Department of Counselor Education must display professional maturity, competence in their scope of practice, and personal and ethical integrity in every facet of the clinical and educational setting.

Students are required to practice diligence and discretion in client-counselor relationships as well as faculty-student relationships. Some attitudinal or behavioral patterns that may elicit concerns as to the student’s ability to continue in their counseling program may include, but are not
limited to, breaching client confidentiality, becoming sexually involved with a client, performing clinical skills outside of one’s scope of ability, academic dishonesty, revealing a lack of concern or compassion in practice, and disobeying or showing disrespect for others (e.g., faculty, professional colleagues, fellow students). Students should exemplify a manner befitting a professional at all times, including displaying professional maturity in their dress, both in-class and in all clinical settings.

**SPECIAL NEEDS AND STUDENTS WITH DISABILITIES**

To ensure success in the academic and clinical aspects of the program, students with disabilities are advised to discuss their accommodations with their advisor and the director of disability services. Ideally, this should occur before registering for classes. Accommodations may not interfere with academic and clinical training and performance competences expected of professional counselors.

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: https://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006%20Students%20with%20Disabilities-180504.pdf

**CANDIDACY FOR THE MASTER’S DEGREE**

Upon completion of the 18 hours of required course work (See Block 1 requirements for specific program) and permission of their assigned advisor, students are eligible to apply for Candidacy. To be eligible for Candidacy a student must:
- Have attained regular admission as a graduate student at SHSU;
- Satisfy all academic criteria;
- Carry at least a 3.0 overall GPA;
- Obtain a grade of B or above in COUN 5385 Pre-Practicum in Counseling; and
- Receive a favorable clinical judgment by the Counselor Education 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, or religious/spiritual orientation.

To be considered for candidacy, complete the Candidacy Application found at: http://www.shsu.edu/academics/counselor-education/resources-for-current-students.html. October 1 is the deadline to submit Candidacy Application to be eligible for Spring Supervised Practicum. April 1 is the deadline to submit Candidacy Application to be eligible for Summer and Fall Supervised Practicum. All students must apply for and be admitted to Candidacy prior to receiving approval to enroll in COUN 6376 Supervised Practice in Counseling.

**Denial of Candidacy**
Students denied admission to candidacy typically receive feedback and a remediation plan, formulated on an individual basis.

It is the professional responsibility of the Counselor Education 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 Counselor Education faculty meets regularly and discusses individual students’ progress at various times through the semester. CACREP requires review of students on a semester-by-semester basis. Students are expected to model professional behavior throughout the program. To understand the university's definition of "exemplary behavior in the classroom", each student should review the Student Guidelines at: https://www.shsu.edu/dept/dean-of-students/guidelines/student-guidelines

Students are required to read the most recent version of 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 Department of Counselor Education at SHSU. The Counselor Potential Scales are used for this evaluation (see Appendix B). The faculty may also consider supporting statements and recommendations from professional counselors, student colleagues, or other informed persons.

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 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 in a private meeting with the student’s faculty advisor and the coordinator of the master’s degree programs.

If, in the clinical judgment of the faculty, the applicant can remediate the limitations, the faculty may recommend that the COE Dean approve Candidacy effective remediation of the designated limitations, as evaluated by the faculty.
If, in the clinical judgment of the faculty, the applicant's limitations 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.

**REMEDIATION PROTOCOL FOR MASTER’S CANDIDACY APPLICANTS**

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.

The following protocol will be followed, with the potential for additions depending on the individual needs of the student, for any student who has been identified as having a concern or non-support from one or more faculty members during the completion of the core counseling courses. Issues of concern or non-support must include a full description regarding the student’s performance prior to remediation. For all remediation plans the initial step will include a meeting between the student’s advisor and the program coordinator to discuss and develop a possible plan that addresses the student’s individual issues and then both faculty will meet with the student to develop and sign a finalized plan. The following areas for concern were developed to specifically address requirements outlined in the master’s program handbook in that: It is the professional responsibility of the Department of Counselor Education 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.

1. **Knowledge Deficit**: the student struggles with retaining or understanding content knowledge associated with core program courses relevant to her/his respective track (e.g. theory, lifespan development, research methods, etc.). This must be evidenced by lowered grades in core areas (at least one C or three or more B’s).
   a. Students with two C’s or one F are automatically removed from the program at the time they receive the second C or first F, and will be required to reapply for admission to the program. They will also be required to complete a remediation plan and will have the option of requesting that a committee be formed to review the fairness of the plan developed with their advisor and the program coordinator as well as to review the completion of their plan.
   b. Remediation plans may include the completion of a written assignment associated with the topic area(s) where a deficit exists to be reviewed, at minimum, by her/his advisor and the program coordinator. The written assignment must address all areas of knowledge/content deficit therefore, if multiple deficits exists then a topic must be proposed that integrates multiple areas or multiple papers must be written.
   c. The student will not be allowed to enroll in COUN 6376 until the remediation plan is
complete.
d. If a faculty member or members expresses concern regarding this area but the student has excellent or acceptable grades, a preponderance of evidence must be gathered to justify remediation (i.e. multiple assignments, discussion postings, etc. in the problem areas identified).

2. Skill Deficit: a concern is present that indicates the student struggles with application of content knowledge in counseling situations as evidenced by case study assignments, review of practice tapes, or other application oriented activities and written work.
   a. Remediation plans may include a case study application and reflection of work with a client appearing on a practice skill tape. The specific nature of the skill demonstrated will be determined by the student and her/his advisor.
   b. The student may also be required to receive individual supervision during COUN 6376 with a full-time faculty member.

3. Professionalism/Behavioral Issue: concerns have been voiced regarding the student’s behavior inside or outside of class in situations associated with their program. Behavioral issues may include one or more of the following: frequent tardiness and/or absences; frequent texting and/or talking in class; unethical actions; lack of involvement in reflection; introspection and personal growth regarding bias/possibly discriminatory beliefs that would interfere with her/his role as a counselor; disrespectful behavior towards faculty, supervisors, practice clients, and/or colleagues, that does not improve following direct intervention. It is the responsibility of faculty and instructors to address behavioral issues as they are identified so that students can make corrections prior to the completion of the course and before applying for candidacy.
   a. Remediation plans may include a reflection that sufficiently addresses how the student has improved the behavioral/professional issue identified. The student in writing must address thoughts, feelings, and actions the student took to develop as a professional in the area(s) delineated in the plan.
   b. The student may be required to seek individual counseling and submit proof of attendance for a time period to be determined by the student, her/his advisor, and the program coordinator.
   c. The student may be asked to attend individual supervision with a full-time faculty member during COUN 6376.

During breaks between semesters, faculty from the student’s core classes will be solicited for additional comments regarding the identified student prior to beginning any remediation procedure. Faculty will have two weeks to respond to any request. Students with knowledge deficits will not be permitted to enroll in COUN 6376 until the remediation plan is complete and students with skill deficits must receive individual supervision with a full-time faculty member if they are permitted to proceed to COUN 6376.

Students who are provided with a remediation plan at the point of candidacy will receive an addendum on their program admission letter that indicates that their admission is contingent on the successful completion of their remediation plan as approved by their faculty advisor and the master’s program coordinator. If a student has an issue in more than one of the areas listed above,
they must complete the basic remediation outlined in each category. The student will have one semester to complete the plan unless otherwise agreed upon by those involved in the development of the initial plan. It will be suggested that students with skill or knowledge deficits take no more than one class (if any) in the semester of their remediation. If he or she does not complete her or his plan in one semester, or by the agreed upon date of completion, he/she will not be able to register for classes until the plan is complete.

This protocol is designed to work in congruence with requirements outlined in the master’s program handbook. Updates regarding student progress will be presented regularly during faculty meetings where plan alterations may be discussed if growth is not satisfactory.

**DISMISSAL 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 meets as a body and 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 Department of Counselor Education (before, at, or after the time of Candidacy), the Chair or the Chair'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 may choose to not approve the student's continuation in the Program. It should be noted that the philosophy and commitment of the faculty is to work with students and to facilitate their progress toward degree completion, whenever possible. Also, counseling students who violate the *ACA Code of Ethics* for the American Counseling Association may be excluded from the program.

**COMPREHENSIVE EXAMINATION**

All graduate students at SHSU must successfully pass comprehensive exams in order to graduate. All Department of Counselor Education master students are required to take and pass the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is scheduled three times each year. Testing dates are usually late March, October, and June. MCFC students will also take the examinations for the first Key Performance Indicators (KPIs) at this time. Contact the MCFC advisor for more information. Please review the comprehensive examination guidelines and the Comprehensive Examination Application from the Resources for Current Students link on the Counselor Education webpage. See: [https://www.shsu.edu/academics/counselor-education/resources-for-current-students.html](https://www.shsu.edu/academics/counselor-education/resources-for-current-students.html)
If a student is not successful in their first attempt taking their comprehensive exams, they will be allowed a separate attempt. However, they will be required to meet with their advisor to determine a remediation plan. As per Graduate School policy, a third examination may be permitted only with the approval of the Dean of the College of Education and Chair of the Department of Counselor Education.

Note: Students must successfully pass comprehensive exams to be eligible to enroll in COUN 6386/6387. Failure to pass comprehensive exams will result in dismissal from the student’s program of study.

**CLINICAL COURSE WORK**

*Philosophy*

The faculty and staff of the Sam Houston State University Department of Counselor Education 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 Counselor Education faculty endeavors to provide effective, ethical counseling services to individuals, couples, and families from the community.

*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. Four practicum courses are included in the overall curriculum for M.A. and M.Ed. students:

- COUN 5385 Pre-Practicum: Techniques of Counseling
- COUN 6376 Supervised Practice in Counseling
- COUN 6386/6387 I Internship
- COUN 6386/6387 II Internship

In COUN 6376 and COUN 6386/6387, practical experiences will involve providing counseling to clients who have been assigned to the student according to 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 Licensed Professional Counselor Intern or Licensed Marriage and Family Therapist Associate. Students are urged to keep copies of all practicum logs, as well as all graduate course syllabi and the SHSU University Graduate Catalog. These documents may be crucial for future licensure and professional certification requirements! Note: SHSU Department of Counselor Education keeps students’ records for five years.

*COUN 5385 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. These proficiencies must all be met at a minimum level to obtain a grade of "B". The Pre-Practicum proficiencies are listed in Appendix C.
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 may be advised to leave the program. Successful completion of COUN 5385 is a prerequisite for COUN 6374 and cannot be taken concurrently.

**COUN 6376 Supervised Practice in Counseling**

COUN 6376 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. In addition, students completing the play therapy courses may see children in the playroom. Each Supervised Practicum intern must complete a minimum of 40 client contact hours** within 100 hours of total time involvement in Practicum activities. Successful completion of COUN 6376 is a pre-requisite for COUN 6386/6387 I and cannot be taken concurrently. For MCFC students, COUN 6333 Techniques of Couples Therapy or COUN 6338 Techniques of Family Therapy is a pre-requisite (or must be taken concurrently).

A number of proficiencies have been set for students in Practicum. A minimum acceptable level of attainment of the COUN 6376 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 continue taking practicum courses. Students unable to meet the proficiencies in two attempts may be advised to leave the program. The COUN 6376 proficiencies are listed in the Appendix D.

**COUN 6386/6387 Internship I and II**

During both semesters of COUN 6386/6387 Internship each student will see clients at an off-campus site. The student intern is responsible for finding his/her own placement and a qualified supervisor (LPC, Licensed Psychologist, LCSW, LMFT, or Licensed Psychiatrist). Students can obtain a list of suggested field sites from the Clinical Experiences Coordinator.

**Enrolling Requirements**

**Before COUN 6376 Supervised Practice in Counseling**

1. Read Clinical Experiences Handbook
2. Apply for Candidacy
3. Meet with assigned advisor to obtain approval to apply for COUN 6376.
4. Acquire professional liability insurance required for COUN 6376.
5. Complete a Departmental Approval Form available on Tk20. For more information, see COUN 6376: Supervised Practicum Resources at [https://www.shsu.edu/academics/counselor-education/resources-for-current-students.html](https://www.shsu.edu/academics/counselor-education/resources-for-current-students.html)

**During COUN 6376 Supervised Practice in Counseling**

1. Take Comprehensive Exams. For more information, see Comprehensive Exam Resources at: [https://www.shsu.edu/academics/counselor-education/resources-for-current-students.html](https://www.shsu.edu/academics/counselor-education/resources-for-current-students.html)
**Before COUN 6386/6387 Internship**

1. Successfully pass comprehensive exams  
2. Obtain a grade of B or better in COUN 6376.  
3. Re-read Clinical Experiences Handbook  
4. Meet with assigned advisor to obtain approval to apply for COUN 6386/6387.  
5. Comply with all requirements for internship as provided in the Clinical Experiences Handbook.  
6. For more information, see COUN 6386/6387: Internship Resources at [https://www.shsu.edu/academics/counselor-education/resources-for-current-students.html](https://www.shsu.edu/academics/counselor-education/resources-for-current-students.html)

**Clinical Hour Requirements**

Individual practicum course requirements are as follows:

- In COUN 6376, students must complete a minimum of 40 direct client contact hours and must have one-hour individual or triadic supervision weekly.
- Per CACREP standards, students must earn 600 clock hours of total time involvement in COUN 6386/6387 Internship (combining COUN 6386/6387 I and II). The six hundred hours includes 240 direct (face-to-face) client contact hours and 360 indirect hours. These COUN 6386 hours are above and beyond the 100 hours of total time involvement from COUN 6376. This exceeds the LPC Intern academic requirements for practicum (300 hours total time and 100 hours face-to-face).
- In COUN 6386/6387 I, students acquire 300 hours of total time involvement with clients and counseling activities. The 300 hours include 120 direct counseling hours and 180 indirect hours. Students are required to have one hour of individual or triadic supervision weekly from a field site supervisor. For students in the MCFC specialization*, 30 of the 120 direct hours must be counseling with couples or family members. All students are required to have one hour of individual or triadic supervision weekly from a field site supervisor.
- In COUN 6386/6387 II, students acquire 300 hours of total time involvement with clients and counseling activities. The 300 hours include 120 direct counseling hours and 180 indirect hours. Students are required to have one hour of individual or triadic supervision weekly from a field site supervisor. For students in the MCFC specialization*, 30 of the 120 direct hours must be counseling with couples or family members. All students are required to have one hour of individual or triadic supervision weekly from a field site supervisor.

* MCFC students should familiarize themselves with the LMFT rule 801.114 (b) (8) (a-c) related to total practicum experience, direct contact hours, and relational hours that are to be accumulated in COUN 6376, COUN 6386 I, and COUN 6386 II.

**Practicum Intern Professionalism**

Each Practicum intern in COUN 6376 and COUN 6386/6387 I and II 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 receive feedback and are expected to make changes to reach the high standards required while interacting with the public. An Individualized
Remediation Plan may be developed for a student failing to meet expectations of high standards of professionalism. An Individualized Remediation Plan will include a timeline and the student will be held accountable for making the necessary adjustments to their professionalism.

**PROFESSIONAL ENDORSEMENT OF COUNSELING STUDENTS**

Training students to become competent and ethical professional counselors who meet the qualifications to be credentialed and licensed (i.e., clinical mental health, school, or marriage, couple, and family). Graduates with a specialization in clinical mental health counseling and marriage, couples, and family counseling are prepared for employment as entry-level professional counselors in community agencies, mental health settings, hospitals, private practice settings, and consultation practices. Graduates with a specialization in school counseling are prepared for employment as entry-level professional school counselors in K-12 settings.

Students meeting the academic requirements of the Department of Counselor Education will be endorsed for certification or licensure reflective of their program of study. Faculty members support most students’ efforts to obtain employment in their degree field. It is recommended that students approach faculty members with whom they have worked closely and who have a clear understanding of the student’s professional skills for letters of recommendation and support for employment. The policy for recommending students from SHSU is up to the discretion of each individual faculty member. The counselor education faculty limits its endorsement to the student’s academic preparation and observed competencies.

**ACADEMIC GRIEVANCE POLICY**

As a student, you have a right to grieve an academic decision. The Sam Houston State University policy can be found at: https://www.shsu.edu/dept/academic-affairs/documents/aps/students/900823%20Academic%20Grievance%20Procedures%20for%20Students-180504.pdf. Under the provisions of this policy academic grievances include disputes over: (a) course and/or assignment grades, except cases of academic dishonesty (see Academic Policy Statement 810213 for procedures in cases of academic dishonesty); (b) unauthorized class absences or tardiness; (c) an instructor’s alleged unprofessional conduct related to academic matters; (d) withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs. The steps below are to be followed in pursuing an academic grievance:

1. The student must first appeal to his/her instructor for a resolution of the matter and must do so in writing within ten (10) working days following the posting of the grade, the absence or tardiness, or the alleged conduct.

2. The instructor must reply in writing to the aggrieved student within ten (10) working days following receipt of the appeal.

3. If an academic grievance is not satisfactorily resolved with the instructor, or the student does
not receive a response from the instructor within ten (10) working days, the student may appeal to the chair of the academic department/school in which the complaint or dispute is centered. The student appealing must provide to the chair a written summary of the pertinent issues of the grievance within ten (10) working days of the date of the response of the instructor or when the response from the instructor was due. In addition, a student may include other faculty or staff members or any other informed individual who might act as advocates in support of his/her appeal.

4. The chair of the academic department/school in which the complaint or dispute is centered reviews the evidence provided by students and may request/review information provided by the instructor. The chair must respond to the student and the instructor with a written decision within ten (10) working days of receipt of a timely appeal.

5. If the student remains aggrieved after an appeal to the chair of the department/school, the student may, within ten (10) working days of receipt of the chair’s decision, forward the written appeal (plus any other additional material) to the college dean in whose college the dispute arose with a request to have the case heard by the College Academic Review Panel. Within ten (10) working days of receiving the appeal, the Panel will investigate the alleged grievance and present such findings and recommendations as the Panel finds appropriate as soon as possible to the student and to other relevant parties, including the department/school chair and the faculty member(s) against whom the grievance is directed. During the panel hearing(s), all parties involved in the original grievance will be invited to appear before the Panel. The student may request either oral or written statements from advocates. The inclusion of these statements at the hearing(s) will be at the discretion of the Panel. Under no circumstances will advocates be permitted to directly question or cross-examine any person who is involved in the grievance. Legal counsel, if included by the grievant, may act only in an advisory capacity and may not be a directly active participant in the proceedings.

6. If a student wishes to appeal the Academic Review Panel resolution, he or she may, within ten (10) working days, request in writing that the grievance be forwarded to the college dean in whose college the dispute arose for review and adjudication. The Review Panel will forward all documents pertaining to the dispute to the dean, and the dean will inform the student, the instructor, and the administrators participating in the appeals process of the decision and the disposition of the matter within ten (10) working days of receipt of the appeal.

7. If a student wishes to appeal the college dean’s decision, he or she may, within ten (10) working days, request in writing that the grievance be forwarded to the Provost and Vice President for Academic Affairs. The Provost will receive all documents pertaining to the dispute from the Academic Review Panel and the dean for review. The Provost, or his/her designee, will inform the student, the instructor, and/or the committee chair, and the administrators participating in the appeals process of the decision and the disposition of the matter within ten (10) working days of receipt of the appeal. The Provost’s decision is final.
ACADEMIC DISHONESTY

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, See: https://www.shsu.edu/dept/academic-affairs/documents/aps/students/810213%20Procedures%20in%20Cases%20of%20Academic%20Dishonesty-180504.pdf
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# Appendix A

## Temporary/Final Study Plan

**MA in Counseling with a specialization in Clinical Mental Health Counseling**

Department of Counselor Education - College of Education - Sam Houston State University

**Cohort:** A B

**Student's Name:**

**Student ID #:**

**Degree Plan:** Master of Arts (60 hours)/Counseling

**Advisor's Name:**

**Advising Occurred:** __In Person__ __Via Phone__ __Via Video__

---

**APPLICATION FOR ADMISSION TO CANDIDACY MUST BE SUBMITTED FOR REVIEW TO COUNSELOR DEPARTMENT FACULTY PRIOR TO ENROLLMENT BEYOND 3.8 SUCCESSFULLY COMPLETED GRADUATE HOURS. IT IS THE STUDENT'S RESPONSIBILITY TO CONTACT THEIR ADVISOR PRIOR TO ENROLLING IN CLASSES THAT DEVIATE FROM THE PROPOSED PLAN. ALL CHANGES MUST BE PRE-APPROVED.**

Courses designated with "Online" may be offered either online or face-to-face. Students are NOT guaranteed online or off campus seating.

### Required Courses:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Enrollment Date</th>
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<td>Counseling Professions &amp; Ethics</td>
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<td>COUN 5364</td>
<td>Theories of Counseling</td>
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<td>COUN 5379</td>
<td>Methods of Research</td>
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<td>COUN 5385</td>
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<td>(prereq: 5011 &amp; 5364 or concurrent enroll)</td>
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<td>COUN 6376</td>
<td>Supervised Practicum in Counseling</td>
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<td>COUN 6388</td>
<td>Internship (second semester)</td>
<td>(prereq 6378 &amp; pass comprehensive exams)</td>
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**60 hours**

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I have read the Department of Counselor Education Master Student Handbook and understand the contents.

I have read the current ACA Code of Ethics and will abide by the mandates contained therein.

---

**Signature of Advisor/Date**

**Signature of Graduate Student/Date**

To be completed prior to applying for candidacy

---

I have met with my advisor prior to applying for candidacy.

---

**Signature of Advisor/Date**

**Signature of Graduate Student/Date**

To be completed prior to applying for Supervised Practice in Counseling

---

I have met with my advisor prior to applying for Supervised Practice.

---

**Signature of Advisor/Date**

**Signature of Graduate Student/Date**

---

Revised April 2019/KR

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Temporary/Final Study Plan
M.A. in Counseling with a Specialization in Marriage, Couple and Family Counseling
Department of Counselor Education - College of Education - Sam Houston State University

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<td>COUN 6332 Theories of Marriage &amp; Family Therapy</td>
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<td>COUN 5397 Human Growth and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5392 Cross-Cultural Issues in Counseling</td>
<td></td>
<td></td>
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<tr>
<td>COUN 5379 Methods of Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5364 Theories of Counseling</td>
<td></td>
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<tr>
<td>COUN 5363 Assessment in Guidance &amp; Counseling</td>
<td></td>
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<tr>
<td>COUN 5370 Career Counseling Across Lifespan</td>
<td></td>
<td></td>
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<tr>
<td>COUN 6374 Group Counseling *</td>
<td></td>
<td></td>
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<tr>
<td>COUN 5334 Effective Human Behavior *</td>
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<tr>
<td>COUN 5364 Crisis and Trauma Counseling</td>
<td></td>
<td></td>
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<tr>
<td>COUN 5318 Techniques of Family Therapy</td>
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<tr>
<td>COUN 6364 Counseling for Addictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5333 Techniques of Couple Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6370 Family Therapy Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6337 Counseling for Sexual Concerns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6376 Supervised Practice in Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6386 Internship (first semester) (prereq 6376)</td>
<td></td>
<td>(300 hrs)</td>
</tr>
<tr>
<td>COUN 6386 Internship (second consecutive semester)</td>
<td></td>
<td>(300 hrs)</td>
</tr>
</tbody>
</table>

50 hours

---

I have read the Department of Counselor Education Master Student Handbook and understand the contents.

(Initial)

I have read the current ACA Code of Ethics and will abide by the mandates contained therein.

(Initial)

---

Signature of Advisor/Date

Signature of Graduate Student/Date

To be completed prior to applying for candidacy

---

I have met with my advisor prior to applying for candidacy.

(Initial)

---

Signature of Advisor/Date

Signature of Graduate Student/Date

To be completed prior to applying for Supervised Practice in Counseling

---

I have met with my advisor prior to applying for Supervised Practice.

(Initial)

---

Signature of Advisor/Date

Signature of Graduate Student/Date

Revised April 2019/KR
### Temporary/Final Study Plan
**M.Ed. in School Counseling**

**Department of Counselor Education**
**College of Education**
**Sam Houston State University**

**Student’s Name**

**Degree Plan:** Master of Education (48 hours)/School Counseling

**Advisor’s Name**

**Advising Occurred:** In Person _Via Phone _Via Video

---

**APPLICATION FOR ADMISSION TO CANDIDACY MUST BE SUBMITTED FOR REVIEW TO COUNSELOR DEPARTMENT FACULTY PRIOR TO ENROLLMENT BEYOND 18 SUCCESSFULLY COMPLETED GRADUATE HOURS.**

**IT IS THE STUDENT’S RESPONSIBILITY TO CONTACT THEIR ADVISOR PRIOR TO ENROLLING IN CLASSES THAT DEVIATE FROM THE PROPOSED PLAN. ALL CHANGES MUST BE PRE-APPROVED.**

---

**Courses designated with "OL" may be offered either online or face-to-face**

*Note: Students are NOT guaranteed online or off campus seating.*

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Proposed Enrollment Date</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5011 Counseling Profession &amp; Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5164 Theories of Counseling</td>
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<td></td>
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<tr>
<td>COUN 5202 Cross Cultural Issues in Counseling</td>
<td></td>
<td></td>
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<tr>
<td>COUN 5365 Pre-Practicum Techniques of Counseling (Prereq 5011/5364)</td>
<td></td>
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<tr>
<td>COUN 5397 Human Growth and Development (OL*)</td>
<td></td>
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<tr>
<td>COUN 5333 fall/sp Methods of Consultation, Coordination, and Counseling (OL*)</td>
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<tr>
<td>COUN 5334 Effective Human Behavior (Prereq 5397) (OL*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5374 Practicum in Group Counseling (Prereq 5365/5364)</td>
<td></td>
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</tr>
<tr>
<td>COUN 5370 Career Counseling Across Lifespan (Prereq 5397) (OL*)</td>
<td></td>
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<tr>
<td>COUN 5335 fall/sp Leadership, Advocacy, and Accountability (Only required for School Counselors) (Prereq 5333)</td>
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<tr>
<td>COUN 5303 Assessment in Guidance &amp; Counseling (OL*)</td>
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<td></td>
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<tr>
<td>COUN 5391 or 5399 Child and Adolescent Counseling/Play Therapy Basics</td>
<td></td>
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<tr>
<td>COUN 6376 Supervised Practice in Counseling (Prereq Candidacy/6363/6374/6334) (100 hrs.)</td>
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<td></td>
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<tr>
<td>COUN 6366 fall/sp Internship (Prereq 6376) (300 hrs.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6386 fall/sp Internship (to be taken after Internship; not concurrently) (Prereq 6396.0) (300 hrs.)</td>
<td></td>
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</tr>
</tbody>
</table>

**48 Hrs.**

---

**I have read the Department of Counselor Education Master Student Handbook and understand the contents.**

**Signature of Advisor/Date**

**I have read the current ACA Code of Ethics and will abide by the mandates contained therein.**

**Signature of Graduate Student/Date**

---

**To be completed prior to applying for candidacy**

**I have met with my advisor prior to applying for candidacy.**

**Signature of Advisor/Date**

---

**To be completed prior to applying for Supervised Practice in Counseling**

**I have met with my advisor prior to applying for Supervised Practice.**

**Signature of Advisor/Date**

---

**Revised April 2019/KR**
Appendix B

Counselor Potential Scale

Instructions: 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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very limited at this time</td>
<td>Low potential at this time</td>
<td>Average potential at this time</td>
<td>High potential at this time</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Areas

<table>
<thead>
<tr>
<th>1</th>
<th>4</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td></td>
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</tbody>
</table>

Identifiable Interest in Welfare of Others

Receptivity to Feedback

<table>
<thead>
<tr>
<th>1</th>
<th>4</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td></td>
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</tr>
</tbody>
</table>

Academic Potential

Interpersonal Skills

<table>
<thead>
<tr>
<th>1</th>
<th>4</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td></td>
<td></td>
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</tbody>
</table>

Participation

Acceptance of Diverse Ideas and Values

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.
Appendix C

COUN 5385 Pre-Practicum Techniques of Counseling
Proficiencies Required for a Grade of “B” or Above

Student: ______________________________ Date: ______________

Proficiency Checklist

1. _____ Student is able to consistently establish a working relationship when counseling peers in practice sessions.

2. _____ Student consistently demonstrates how to open a counseling session.

3. _____ Student attends to the practice client using SOLER
   S   - Squarely faces the client
   O   - Open Posture: arms and legs are not crossed
   L   - Leans toward the client to indicate interest
   E   - Eye contact conveys understanding
   R   - Relaxed in nonverbal behavior

4. _____ Student accurately identifies own and client nonverbal behaviors in sessions.

5. _____ Student accurately identifies the presenting problem of practice clients.

6. _____ Student accurately identifies and reflects the content of the practice client’s statement.

7. _____ Student accurately identifies and responds to the practice client’s feelings by reflecting at minimum of a Carkuff Level 3.

8. _____ Student accurately identifies and responds to the practice client’s thoughts.

9. _____ Student demonstrates consistent ability to form accurate open-ended questions.

10. _____ Student demonstrates consistent ability to identify and reflect verbal discrepancies in practice client’s statements.

11. _____ Student demonstrates consistent ability to accurately identify and reflect nonverbal discrepancies in practice client’s statements.

12. _____ Student demonstrates consistent ability to use immediacy accurately in session.

13. _____ Student demonstrates ability to use appropriate self-disclosure in session.

14. _____ Student consistently demonstrates how to close a counseling session.

15. _____ Student demonstrates how to appropriately set goals for counseling session.

16. _____ Student consistently demonstrates ability to accurately critique role-play sessions.

Course Instructor: __________________________________________

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Appendix D

Final Evaluation of Student
COUN 6376: Supervised Practice in Counseling Proficiencies

Student’s Name: ________________________  Sam ID No: ________________
Instructor’s Name: ________________________  Semester/Year: ___________

Please Note: In order to successfully complete COUN 6376 and be allowed to take COUN 6386, all proficiencies must be met with a rating of competent or proficient.

Novice (1 Point): Minimal to no demonstration of the stated proficiency. Student has been unable to apply the necessary skill in their practice with clients.

Competent (2 Points): The student has been able to demonstrate an ability to utilize the stated proficiency appropriately at a basic level, albeit inconsistent. Practice is required in order to improve the implementation of the skill with clients.

Proficient (3 Points): The student demonstrates an ability to appropriately implement the stated skill on a consistent basis with clients. Skills are applied in a way that demonstrates an in-depth understanding of client therapeutic needs.

<table>
<thead>
<tr>
<th>PROFICIENCIES</th>
<th>Under Performing</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
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</tr>
<tr>
<td>1. Demonstrates knowledge of theory and theoretical intervention strategies.</td>
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<tr>
<td>2. Is able to implement assessment processes appropriately in session and utilized the results appropriately for treatment planning.</td>
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<tr>
<td>3. Demonstrates understanding of diversity and the role of culture in clinical decision making.</td>
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<tr>
<td>4. Has knowledge of resources in community and utilizes that information when appropriate in counseling.</td>
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<tr>
<td>5. Has knowledge of current ethical guidelines and legal issues.</td>
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<tr>
<td>Practice</td>
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<tr>
<td>6. Practices within a theoretical framework as evidenced by practice, treatment planning, and</td>
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</tbody>
</table>

43
<table>
<thead>
<tr>
<th><strong>7. Demonstrates mastery of intervention techniques in the process of counseling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Able to develop rapport with clients.</td>
</tr>
<tr>
<td><strong>9. Able to establish a beneficial counseling relationship with clients.</strong></td>
</tr>
<tr>
<td><strong>10. Able to conceptualize problems presented by clients utilizing culturally appropriate comprehensive assessment</strong></td>
</tr>
<tr>
<td><strong>11. Demonstrates ability to complete a comprehensive client intake which includes: a mental status evaluation, gathering client history, and screening for issues of addiction, aggression, and suicidal behaviors.</strong></td>
</tr>
<tr>
<td><strong>12. Responds accurately to content.</strong></td>
</tr>
<tr>
<td><strong>13. Responds accurately to feelings.</strong></td>
</tr>
<tr>
<td><strong>14. Responds accurately to client content and feeling at Carkhuff Level 4.</strong></td>
</tr>
<tr>
<td><strong>15. Can respond to issues of diversity by modifying one’s approach to counseling.</strong></td>
</tr>
<tr>
<td><strong>16. Is timely and thorough in documentation.</strong></td>
</tr>
<tr>
<td><strong>17. Able to formulate treatment goals and focus on goals in session.</strong></td>
</tr>
<tr>
<td><strong>Personal</strong></td>
</tr>
<tr>
<td><strong>18. Demonstrates ethical and legal behavior</strong></td>
</tr>
<tr>
<td><strong>19. Demonstrates use of good clinical judgment in session</strong></td>
</tr>
<tr>
<td><strong>20. Demonstrates self-awareness, and sensitivity to others through counseling relationships with clients</strong></td>
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</tr>
<tr>
<td>21. Is able to identify own strengths and weaknesses.</td>
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<tr>
<td>22. Is able to accept feedback and implement changes as a result of feedback in session with clients.</td>
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<tr>
<td>23. Implements strategies to evaluate counseling outcomes with clients.</td>
</tr>
<tr>
<td>24. The counselor-in-training’s body posture, facial expressions, and gestures are natural and congruent with those of the client’s.</td>
</tr>
<tr>
<td>25. The counselor-in-training’s responses are sincere.</td>
</tr>
<tr>
<td>26. The counselor-in-training has sufficient control over his/her own feelings and values and the counselor’s personal issues do not control the counseling session.</td>
</tr>
</tbody>
</table>

Instructor's Signature: _____________________________ Date:___________________

Student's Signature: _______________________________ Date:___________________

If Applicable: Doctoral Supervisor's Name:___________________________________

Doctoral Supervisor's Signature:____________________ Date:___________________

This form must be completed and signed by both instructor and student by the last class day. The instructor must submit the completed form to the Clinical Experiences Coordinator prior to the student’s grade being awarded. - NO EXCEPTIONS - Except with Department Chair approval.
Appendix E

CACREP MCFC Key Performance Indicators

KPIs for Level I-Beginning level:
1) Ability to distinguish between the major models and theories of MCFC and can identify 5 common couple or family dynamics of distressed couples and families, which occur over the lifespan. (M/C)
   a) Novice is not able to distinguish between the major models and theories of MCFC and/or cannot identify 5 common couple or family dynamics of distressed couples and families, which occur over the lifespan. This is demonstrated by being unable to correctly answer 21 of 30 m/c questions.
   b) Competent is able to distinguish between the major models and theories of MCFC and can identify 5 common couple or family dynamics of distressed couples and families, which occur over the lifespan. This is demonstrated by being able to correctly answer 21 or more of 30 m/c questions.
   c) Proficient is able to distinguish between the major models and theories of MCFC and can identify 5 common couple or family dynamics of distressed couples and families, which occur over the lifespan at an exemplary level. This is demonstrated by being able to correctly answer 27 or more of 30 m/c questions.
2) Able to identify key ethical dilemmas of MCFCs, licensure procedures for LMFT, and MCFC professional organizations. (M/C)
   a) Novice is not able to identify key ethical dilemmas of MCFCs, licensure procedures for LMFT, and MCFC professional organizations. This is demonstrated by being unable to correctly answer 14 of 20 m/c questions.
   b) Competent is able identify key ethical dilemmas of MCFCs, licensure procedures for LMFT, and MCFC professional organizations. This is demonstrated by being able to correctly answer 14 or more of 20 m/c questions.
   c) Proficient is able to identify key ethical dilemmas of MCFCs, licensure procedures for LMFT, and MCFC professional organizations. This is demonstrated by being able to correctly answer 18 or more of 20 m/c questions.

KPIs for Level 2-Practicum/First Internship level:
3) Using one couple and one family case study, and using different theories or models of MCFC for each case study, conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Horizontal stressors include family histories and multi-generation stressors, etc.; and vertical stressors include medical issues, addictions, abuse, and other special issues. Additionally, the MCFC can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques in each case study.
   a) Novice is unable to apply or differentiate between theories or models of MCFC in both a couple and a family case study, and/or cannot describe the approach-related formal and informal assessments, diagnostics, and intervention techniques; and/or is unable to conceptualize and create a theory/approach specific treatment plan in each case study that integrates knowledge of the impact of larger systems,
and horizontal and vertical stressors on couples and families.

b) Competent is able to apply or differentiate between theories or models of MCFC in both a couple and a family case study, and can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques; and is able to conceptualize and create a theory/approach specific treatment plan in each case study that integrates knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families.

c) Proficient is able to apply and differentiate between theories or models of MCFC in both a couple and a family case study, and can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques; and is able to conceptualize and create a theory/approach specific treatment plan in each case study that integrates knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. This is done with complexity and detail.

4) Able to identify key ethical dilemmas of MCFCs, licensure rules for LMFT, and MCFC professional organizations. Can expand the treatment frame to include and interface with payment for services and management of client records in a range of settings. (M/C)

a) Novice is unable to identify key ethical dilemmas of MCFCs, licensure rules for LMFT, and MCFC professional organizations; and/or cannot expand the treatment frame to include and interface with payment for services and management of client records in a range of settings. This is demonstrated by being unable to correctly answer 14 of 20 m/c questions.

b) Competent is able to identify key ethical dilemmas of MCFCs, licensure rules for LMFT, and MCFC professional organizations. Can expand the treatment frame to include and interface with payment for services and management of client records in a range of settings. This is demonstrated by being able to correctly answer 14 or more of 20 m/c questions.

c) Proficient is able to identify key ethical dilemmas of MCFCs, licensure rules for LMFT, and MCFC professional organizations. Can expand the treatment frame to include and interface with payment for services and management of client records in a range of settings at an exemplary level. This is demonstrated by being able to correctly answer 18 or more of 20 m/c questions.

KPIs for Level 3-Final Internship level: Ability to implement treatment in a couple or family internship case of at least four sessions, using case management skills, addressing ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention. The student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Additionally, the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques. (Internship case presentation)

d) Novice is unable to implement treatment in a couple or family internship case of at least four sessions, using case management skills and addressing ethical dilemmas as they arise (through supervision); and/or cannot apply a wellness focus to the treatment plan and intervention; and/or the student does not use one
or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families; and/or the student cannot describe the approach-related formal and informal assessments, diagnostics, and intervention techniques used. Scored by internship instructor and one additional MCFC faculty member (assessment of video recording).

e) Competent is able to implement treatment in a couple or family internship case of at least four sessions, using case management skills and addressing ethical dilemmas as they arise (through supervision); and can apply a wellness focus to the treatment plan and intervention; and the student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families; and the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques used. Scored by internship instructor and one additional MCFC faculty member (assessment of video recording).

f) Proficient is able to implement treatment in a couple or family internship case of at least four sessions, using case management skills and addressing ethical dilemmas as they arise (through supervision); and can apply a wellness focus to the treatment plan and intervention; and the student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families; and the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques used. Scored by internship instructor and one additional MCFC faculty member (assessment of video recording). This is done with complexity and detail.

5) Articulates a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. (essay/paper)

a) Novice is unable to articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. Graded by two MCFC faculty.

b) Competent is able to articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. Graded by two MCFC faculty.

Proficient is able to articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. This is done with complexity and detail. Graded by two MCFC faculty.
Appendix F

Rubrics used for assessing the Key Performance Indicator for the MCFC Specialty area Assessment III during COUN 6386 II

MCFC Specialty area KPI:
The MCFC student has the ability to distinguish between the major models and theories of MCFC and can identify 5 common dynamics of distressed couples and families, which occur over the lifespan. The student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Additionally, the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques. The student has the ability to implement treatment in a couple or family internship case of at least four sessions, using case management skills, identifies and addresses MCFC ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention. The MCFC student knows MCFC professional organizations. The student can articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC.

Assessment Structure (for general reference):

<table>
<thead>
<tr>
<th>Level 1 Assessment</th>
<th>Level 2 Assessment</th>
<th>Level 3 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(After 6332, 6334, and 8 core classes)</td>
<td>(Completed during COUN 6333 class)</td>
<td>(Completed during COUN 6386 II)</td>
</tr>
<tr>
<td>30 multiple choice questions related to theories and dynamics and MCFC profession and ethics</td>
<td>Apply MCFC knowledge and skills to a case study. During 6333 examinations.</td>
<td>Case presentation addressing all knowledge and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay addressing MCFC Professionalism and licensure</td>
</tr>
</tbody>
</table>

Students in the second COUN 6386 Internship will make a case presentation and turn in an essay/paper addressing MCFC professional development and licensure.

Rubric: Completed during MCFC Assessment III in 6386 II
Ability to implement treatment in a couple or family internship case of at least four sessions, using case management skills, addressing ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention. Capacity to conceptualize and create a treatment plan that integrates knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Vertical stressors include family histories and multi-generation stressors, etc.; and horizontal stressors include medical issues, addictions, abuse, and other special issues. Additionally, the MCFC can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques in each case study.
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a hypothesis that is consistent with the systems theory or approach chosen. The hypothesis synthesizes the conceptualization of the case in one paragraph.</td>
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<tr>
<td>Treatment plan is systemic and addresses impact of larger systems</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Treatment plan is systemic and addresses vertical stressors from family history and multi-generational issues</td>
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<td></td>
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</tr>
<tr>
<td>Treatment plan is systemic and addresses horizontal stressors such as addictions and abuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment plan is systemic and addresses horizontal stressors such as medical issues, accidents, and other unpredictable events</td>
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<tr>
<td>Describe the approach-related formal and informal assessments.</td>
<td></td>
<td></td>
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<tr>
<td>Describe the differential and DSM/ICD diagnostics</td>
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<tr>
<td>Describe the approach-related intervention techniques</td>
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</tr>
<tr>
<td>Describes the use of three case management skills that follow the internship site protocols AND are systemic.</td>
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<tr>
<td>Illustrates how two ethical dilemmas were identified, discussed, and resolved with the help of the supervisor.</td>
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<tr>
<td>Articulates the application of a wellness focus through specific treatment plan statements and specific interventions.</td>
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</tbody>
</table>

**Rubric for essay/paper:** Completed during MCFC Assessment III in 6386 II. **Articulates a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. (essay/paper)**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates a plan for employment, including the plans for implementation for each employment goal. Minimum three paragraphs.</td>
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</tr>
<tr>
<td>Writes about the plan for licensure and/or certification in a minimum of one paragraph.</td>
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<tr>
<td>Describes the preferred model of ethical decision making, with reference(s). Minimum two paragraphs.</td>
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<tr>
<td>Develops a one year, five year, and ten year plan for professional involvement as a MCFC. Minimum one paragraph.</td>
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</tbody>
</table>
Appendix G: Writing Standards

The Counselor Education 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.
### Department of Counselor Education
### Writing Standards


<table>
<thead>
<tr>
<th>Evaluation Categories</th>
<th>A: Academic Excellence</th>
<th>B: Acceptable Performance</th>
<th>C: Insufficient Achievement</th>
<th>F: Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Clearly articulated central theme</td>
<td>Generally clear and appropriate central theme</td>
<td>Unclear central theme</td>
<td>No central theme</td>
</tr>
<tr>
<td></td>
<td>Clear transitions from point to point</td>
<td>No more than two unclear transitions from point to point</td>
<td>More than two unclear transitions from point to point</td>
<td>Transitions from point to point are unclear and confusing</td>
</tr>
<tr>
<td></td>
<td>Paragraphs support topic sentences</td>
<td>Paragraphs support topic sentences</td>
<td>More than two paragraphs without supporting topic sentences</td>
<td>No supporting topic sentences for paragraphs</td>
</tr>
<tr>
<td></td>
<td>Originality of the task is clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td>Original</td>
<td>May lack originality</td>
<td>Unoriginal</td>
<td>Theme non-existent</td>
</tr>
<tr>
<td></td>
<td>Insightful</td>
<td>May lack insight</td>
<td>No insight revealed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well-articulated</td>
<td>Clear, plausible</td>
<td>Identifiable but vague</td>
<td></td>
</tr>
<tr>
<td><strong>Support/Argument</strong></td>
<td>Critically reasoned Arguments strategically placed Well substantiated with reliable, relevant evidence</td>
<td>Soundly reasoned Arguments well-placed Sufficient substantiated with reliable evidence</td>
<td>Some reasoning provided Arguments wander or jump around Little substantiation with evidence</td>
<td>Little or no reasoning provided Lack of arguments for thesis No substantiation with evidence or contradictory use of evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audience/Reader(s)</strong></td>
<td>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 Language is concise and specific and mechanically correct</td>
<td>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 Language is mechanically correct</td>
<td>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) Informes the reader in some places Minimally engages the reader’s interest General focus Focus appears occasionally throughout the paper Analysis exists, not organized Does not clearly connect ideas Does not support concepts with data and reference citations Simplistic sentence structures, minimal variation Language contains several noticeable errors in mechanics</td>
<td>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) Does not inform the reader Does not engage the reader’s interest Focus not defined Focus does not appear anywhere Analysis non-existent No connection of ideas Lacks support of any kind Significant errors in sentence structure Language contains many noticeable errors in mechanics</td>
</tr>
</tbody>
</table>
Department of Counselor Education
Writing Standards, cont.


<table>
<thead>
<tr>
<th>Evaluation Categories</th>
<th>A Academic Excellence</th>
<th>B Acceptable Performance</th>
<th>C Insufficient Achievement</th>
<th>F Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics and Point of View</td>
<td>✓ No errors in grammar</td>
<td>✓ Minimal errors in grammar</td>
<td>✓ Frequent errors in grammar distract the reader</td>
<td>✓ Multiple errors in grammar interfere with reading</td>
</tr>
<tr>
<td></td>
<td>✓ No errors in sentence structure</td>
<td>✓ Minimal errors in sentence structure</td>
<td>✓ Frequent errors in sentence structure</td>
<td>✓ Multiple errors in sentence structure</td>
</tr>
<tr>
<td></td>
<td>✓ No run-on sentences or comma splices</td>
<td>✓ Minimal number of run-on sentences and/or comma splices</td>
<td>✓ Frequent run-on sentences and/or comma splices</td>
<td>✓ Multiple run-on sentences and/or comma splices</td>
</tr>
<tr>
<td></td>
<td>✓ Minimal to no spelling errors</td>
<td>✓ Some minor spelling errors</td>
<td>✓ Frequent errors in spelling that distract the reader</td>
<td>✓ Multiple errors in spelling that interfere with reading</td>
</tr>
<tr>
<td></td>
<td>✓ Sources always appropriately documented and cited</td>
<td>✓ Sources usually documented and cited correctly</td>
<td>✓ Frequent errors in the documentation of sources and citations</td>
<td>✓ Multiple errors in the documentation of sources and citations</td>
</tr>
<tr>
<td></td>
<td>✓ The “first” and “third” person always used correctly</td>
<td>✓ The “first” and “third” person used correctly with few errors</td>
<td>✓ Frequent errors in the usage of the “first” and “third” person</td>
<td>✓ Multiple errors in the usage of the “first” and the “third” person</td>
</tr>
<tr>
<td>Organization</td>
<td>✓ Organized seamlessly to clarify the thesis</td>
<td>✓ Organized so that ideas connect fluidly and sensibly</td>
<td>✓ Weak organization and transitions</td>
<td>✓ Lacks any organization</td>
</tr>
<tr>
<td></td>
<td>✓ Reflects structure, logic and analysis necessary to support thesis</td>
<td>✓ Structure generally clear and appropriate</td>
<td>✓ Structure weak or unclear</td>
<td>✓ Structure unclear because thesis is weak or non-existent</td>
</tr>
<tr>
<td></td>
<td>✓ Introduction, conclusion, transitions and other organization strategies clear and strong</td>
<td>✓ Introduction and conclusion are solid transitions are used, although may be unclear or may need to be stronger</td>
<td>✓ Transitions are few or weak</td>
<td>✓ Transitions and writing strategies are awkward, confusing, unclear or missing</td>
</tr>
<tr>
<td></td>
<td>✓ Paragraphs fully developed and positioned</td>
<td>✓ Paragraphs well-developed, focused and positioned</td>
<td>✓ Paragraphs require greater development</td>
<td>✓ Paragraphs under-developed, lack focus or cohesion</td>
</tr>
<tr>
<td></td>
<td>✓ All paragraphs contain strong topic sentences</td>
<td>✓ Some paragraphs lack strong topic sentences</td>
<td>✓ Many paragraphs without topic sentences</td>
<td>✓ Topic sentences nonexistent in paragraphs</td>
</tr>
</tbody>
</table>