

The logo for Texas A&M University Central Texas is a dark blue rectangle with a white border. Inside the rectangle, the words "TEXAS A&M UNIVERSITY CENTRAL TEXAS" are written in white, bold, sans-serif capital letters, stacked in three lines.

TEXAS A&M UNIVERSITY CENTRAL TEXAS

Texas A&M University – Central Texas

Department of Counseling and Psychology

Student Handbook for the
COUNSELING (M.Ed.),
COUNSELING PSYCHOLOGY (M.S.),
CLINICAL MENTAL HEALTH COUNSELING (M.S.),
MARRIAGE AND FAMILY THERAPY (M.S.),
SPECIALIST IN SCHOOL PSYCHOLOGY (S.S.P.), and
EDUCATIONAL PSYCHOLOGY (M.S.)
Graduate Programs

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STUDENT CHECKLIST

- _____ Apply to the office of Graduate Studies. This includes:
 - ♥ _____ Completing and submitting online the [Graduate School Application for Admission](https://www.tamuct.edu/departments/graduatestudies/index.php) form in which the student indicates the degree program in the Department of Counseling and Psychology for which he or she is applying:
https://www.tamuct.edu/departments/graduatestudies/index.php
 - ♥ _____ Submitting current Graduate Record Examination (GRE) scores (if required). Note: Any undergraduate who obtained a 3.0 GPA or higher is exempt from taking the GRE for university admission to Graduate Studies. However, some programs in the department still require submission of GRE scores.
 - ♥ _____ Submitting official transcripts of all undergraduate and graduate academic coursework
 - ♥ _____ Writing and submitting a 200-300 word essay addressing career and academic goals
- **Note: Admission to the Graduate School does not guarantee admission to a graduate degree program in the Department of Counseling and Psychology.**
- _____ Complete the [Programs of the Counseling and Psychology Department Application](https://www.tamuct.edu/departments/counseling-psychology/index.php):
https://www.tamuct.edu/departments/counseling-psychology/index.php
- _____ Complete the application process for the respective program (see below)
- _____ Meet with the Program Coordinator prior to enrolling in any courses in a degree program in the Department of Counseling and Psychology
- _____ Meet with a faculty graduate advisor to complete a degree plan AFTER FULL ADMISSION
- _____ Apply for field work courses (e.g., MFT 5391, COUN 5393, or PSYK 5391) in the semester prior to enrolling in them (must apply each semester for each course) if required by the program
- _____ Apply to take comprehensive exams if required by the program
- _____ Apply for graduation and participation in graduation ceremony

PART 1: ADMISSIONS AND INFORMATION FOR THE STUDENT

Program Options

At Texas A&M University – Central Texas (A&M-Central Texas), students may choose one from a variety of graduate degree programs within the Department of Counseling and Psychology. Reference should be made to the university catalog and the advising guide sheets (available from the department office or an advisor) for specific coursework requirements within each of these options.

- Each student must declare to which program he or she is applying when submitting an application to the department for program admission and acknowledge this choice when a degree plan is filed.
- Students will graduate with a graduate degree in only one program.
- Students may take courses not listed on their degree plans after obtaining approval from their Program Coordinator and completing all necessary prerequisite courses with the understanding that these courses are electives and may not satisfy requirements for graduation in some programs.

Available programs include:

- School Counseling (M.Ed. Counseling).
- Clinical Mental Health Counseling (M.S. Mental Health Counseling).
- Marriage & Family Therapy (M.S. Marriage & Family Therapy).
- Educational Psychology, experimental psychology emphasis (M.S. Educational Psychology).
- Specialist in School Psychology (S.S.P.).
- Non-degree seeking certification programs include: School Counseling.

Conferral of a degree is only the first step for students seeking professional licensure

Statement of Informed Consent

The graduate degree programs include laboratory and field experiences in counseling, therapy, or psychology. These courses may include practicing counseling, therapy, and assessment skills with student peers; being interviewed by counseling or psychology peers; and practicing newly-acquired and more advanced skills with actual clients at field sites. Important components of student evaluation will include receptivity to the giving and receiving of feedback (from peers, university instructors, and site supervisors) and ability to integrate such feedback into the student's counseling, therapy, and assessment behaviors. Feedback will include supervisor observations (from course instructors, program faculty, and site supervisors) of any limitations in counseling, therapy, assessment skills, professional practice, and personal qualities and behaviors which may inhibit the student's therapeutic abilities. Feedback (oral and/or written) will come in the classroom and lab settings, as well as in group and individual supervision settings. Additional meetings with instructor and/or field supervisor may be necessary. Progression through field experiences will depend upon a formative evaluation by the instructor that the student has acquired the skills necessary for the next level. To participate in

these experiences, students will sign a Statement of Informed Consent indicating that they understand and agree to conditions for enrollment in the program (see Appendix A).

Statement of Confidentiality

Due to the nature of counseling, therapy, and psychology, and the faculty's responsibility to educate effective counselors and therapists, students may be encouraged to participate in experiential activities (including group counseling as well as attending and paying for counseling as an outside class activity). Signing a confidentiality agreement, which is included in the appendix of this student handbook, protects student's rights with regard to self-disclosure (see Appendix B).

Students are subject to the conditions of the department's retention procedure included later in this guide.

Program Admission

Admission to the School Counseling Program

- ❖ Admission Process
 - Obtain Conditional [Admission to Graduate Studies](http://catalog.tamuct.edu/graduate-information/graduate-admissions/) at A&M-Central Texas: <http://catalog.tamuct.edu/graduate-information/graduate-admissions/>
 - Complete the online [Programs of the Counseling and Psychology Department Application](https://www.tamuct.edu/departments/counseling-psychology/index.php): <https://www.tamuct.edu/departments/counseling-psychology/index.php>
 - Submit all admission materials to the Program Coordinator by:
 - ◆ July 1st (Fall)
 - ◆ Oct. 1st (Spring)
 - ◆ Feb. 1st (Summer)
 - Submit all of the following to the Program Coordinator
 - ◆ Intent to Pursue Certification as a School Counselor (available from the Department office)
 - ◆ Graduate School Admission Letter
 - ◆ Official Transcripts
 - ◆ School Counseling Program Application (available from the Department office or the Program website)
 - ◆ Resume/vita: A work experiences résumé or curriculum vitae detailing your work and educational experience
 - ◆ Valid Texas or Out-of-State Educator Certificate
 - ◆ Complete Service Record(s) (If you have only a year of Teaching Service, you must supply a Letter of Future Employment)
 - ◆ A 200- to 300-word essay addressing career and academic goals, personal strengths and weaknesses, and professional goals (can be same as that submitted to Graduate Studies).
 - ◆ Copies of any professional licenses and certifications currently held.

- Your materials will be reviewed by program faculty, and you will either be invited to complete an interview/orientation or notified that your application was denied. School counseling faculty facilitates the admissions interview and orientation. The purpose of this requirement is to further explore the applicant's personal qualities that are useful for graduate and professional work as a school counselor, to clarify any questions held by either the faculty or applicant, to determine if the applicant's professional goals are in alignment with the objective of the program, and to share more information about the program and course work with the applicant.
 - ◆ At the interview you will also complete an on-site writing sample (500 words).
 - ◆ During or after your interview, you may have additional program requirements to complete.
- Upon invitation, schedule and complete an individual interview by:
 - ◆ Aug 1st (Fall)
 - ◆ Dec 1st (Spring)
 - ◆ May 1st (Summer)
- Applications received after the established deadlines will be reviewed on a case-by-case basis if space is available.
- Following the interview, students will be granted Conditional Admission or informed that their application for admission has been denied.
- Students may be granted Conditional Admission status until the first 12 semester hours are completed.
- Coursework taken by students with Conditional Admission must be approved by the Program Coordinator.
- Once all admission requirements have been met, the student packet will be presented to the Education Preparation Committee (EPC) for a vote of acceptance of requirements for school counseling certification upon completion of the degree program. Upon acceptance of the EPC, Full Admission will be granted.
- Student admission appeals are handled according to the following guidelines, which are consistent with the [University Academic Appeals Procedure](#) (more information on this procedure for all programs in the department appears below)
- ❖ Admission Requirements
 - Bachelor's degree from a fully accredited institution.
 - Preferred minimum GPA of 3.0 in the last 60 semester hours completed.
 - Clinical/Work/Volunteer Experience: Teacher certification needed as well as two years teaching experience.
 - Minimum GRE and GPA combination:
 - ◆ Last 60 hour GPA between 2.5 and 2.99: at least 285 (Verbal + Quantitative)
 - ◆ Last 60 hour GPA 3.0 or higher: at least 280 (Verbal + Quantitative)
 - ◆ Students who have a previous graduate degree from a regionally accredited University are waived from the requirement of a GRE score.

- Timely submission of admission materials.
- Acceptance by EPC for school counseling certification

Admission to the Clinical Mental Health Counseling Program

❖ Admission Process

- Obtain Conditional [Admission to Graduate Studies](http://catalog.tamuct.edu/graduate-information/graduate-admissions/) at A&M-Central Texas: <http://catalog.tamuct.edu/graduate-information/graduate-admissions/>
- Complete the online [Programs of the Counseling and Psychology Department Application](https://www.tamuct.edu/departments/counseling-psychology/index.php): <https://www.tamuct.edu/departments/counseling-psychology/index.php>
- Submit GRE scores (Verbal Reasoning, Quantitative Reasoning,); scores can be no more than 5 years old at time of admission
- Submit all admission materials to the Program Coordinator by:
 - ◆ July 1st (Fall)
 - ◆ Nov 1st (Spring)
 - ◆ Apr 1st (Summer)
- Applications received after the established deadlines will be reviewed on a case-by-case basis if space is available.
- Each applicant's materials will be reviewed and independently scored by members of the program Admissions Committee, which consists of a minimum of three full-time faculty members who teach courses in the program. The applicant will be notified in writing via email of the admission decision by the Program Coordinator within 30 days after admissions deadlines each semester.
- Students will be granted Full Admission, Conditional Admission, or informed that their application for admission has been denied.
 - ◆ Students failing to meet conditional admission requirements may re-apply for admission after submitting evidence of successful remediation.
 - ◆ Students failing to meet full admission requirements may be granted conditional admission status until and allowed to enroll in COUN 5304 and/or COUN 5300. Enrollment in any coursework required for the degree beyond these two classes requires written permission from the Program Coordinator. Conditionally admitted students must receive a grade point average (GPA) of 3.00 or above on the specified coursework to be eligible for full admission. Conditionally admitted students who are denied full admission after completing prescribed coursework may re-apply for admission after submitting evidence of successful remediation.
- Remediation plans are created with applicants/students in collaboration with the Admissions Committee and Program Coordinator to specifically address an individual's needs. These plans may involve one-on-one consultation with faculty, additional undergraduate coursework, professional development activities, use of tutoring services, etc. Students are responsible for 1) requesting a written remediation plan from the Admissions Committee via the Program Coordinator and 2) providing documentation and evidence of successful completion of the remediation plan before re-applying for program admission.

- Students will not be permitted to enroll in additional coursework in counseling, counseling psychology, clinical mental health counseling, marriage and family therapy, or psychology beyond the first courses specified by the Program Coordinator if not fully admitted to a program in the department.
- Student admission appeals are handled according to the following guidelines, which are consistent with the [University Academic Appeals Procedure](#) (more information on this procedure for all programs in the department appears below)
- ❖ Admission Requirements
 - Conditional Admission by Graduate Studies
 - Bachelor's degree from a fully accredited institution and submission of transcripts, including any previous graduate work completed
 - Submission of GRE scores including Verbal Reasoning and Quantitative Reasoning (scores can be no more than 5 years old at time of admission)
 - Explicit interest in learning about counseling and career goals that include becoming a licensed counselor.
 - Timely submission of admission materials
- ❖ Admission Materials
 - Programs of the Counseling and Psychology Department Application, linked on the Department webpage, and all items for the Clinical Mental Health Counseling program must be completed.
 - Personal Statement: An essay describing characteristics the applicant believes are strengths that would be beneficial characteristics of a future counselor. In addition, applicants should note any weakness they feel they would like to work to address in the program. Applicants are also encouraged to list any experiences that they may have had which may have guided them towards choosing a career in counseling. The essay should be no less than 400 words and no more than 600 words. The essay must be typed, double-spaced, and submitted electronically as an attachment to the email address provided in the Departmental Application.
 - Statement of Career Goals: An essay describing the applicant's future career goals, populations of interest (in terms of counseling work) and any relevant information related to their interest in working in the field of counseling. The essay should be no less than 400 words and no more than 600 words. The essay must be typed, double-spaced, and submitted electronically as an attachment to the email address provided in the Departmental Application.
 - Three Letters of Recommendation: Three letters of recommendation explaining the applicant's academic and professional qualities are required. These letters should address the applicant's ability to meet graduate-level academic challenges and to work in a counseling profession. Each letter should include an explanation of the author's relationship with the applicant, evidence of the applicant's relevant competencies, aptitudes, and experiences, and an overall recommendation (e.g., recommend most highly, strongly recommend, recommend, recommend with some reservations, or do not recommend).

Letters should be printed and signed by the author then scanned and sent as an attachment to the email address provided in the Department Application.

- Scores on the Graduate Record Exam (GRE): Submission of all scores on the General Test including the Verbal Reasoning and Quantitative Reasoning Scores. These scores can be no more than 5 years old at time of admission.
- Resume/CV: A résumé or curriculum vitae summarizing the applicant's education and work experiences should be submitted with the materials.

Admission to the Marriage & Family Program

❖ Admission Process

- Obtain Conditional [Admission to Graduate Studies](http://catalog.tamuct.edu/graduate-information/graduate-admissions/) at A&M-Central Texas: <http://catalog.tamuct.edu/graduate-information/graduate-admissions/>
- Complete the online [Programs of the Counseling and Psychology Department Application](https://www.tamuct.edu/departments/counseling-psychology/index.php): <https://www.tamuct.edu/departments/counseling-psychology/index.php>
- Submit all admission materials to the Program Coordinator by:
 - ◆ June 1st (Fall)
 - ◆ Nov 1st (Spring)
 - ◆ Apr 1st (Summer)
- Your materials will be reviewed by program faculty, and you will either be invited to complete an interview or notified that your application was denied.
- Upon invitation, schedule and complete an individual interview by:
 - ◆ July 1st (Fall)
 - ◆ Dec 1st (Spring)
 - ◆ May 1st (Summer)
- Applicants will be notified via email following the interview whether or not they have been accepted into the program.
- Applications received after the established deadlines will be reviewed on a case-by-case basis if space is available.
- Student admission appeals are handled according to the following guidelines, which are consistent with the [University Academic Appeals Procedure](#) (more information on this procedure for all programs in the department appears below)

❖ Admission Requirements

- Bachelor's degree from a fully accredited institution.
- Preferred minimum GPA of 3.0.
- Minimum GRE and GPA combination:
 - ◆ Last 60 hour GPA between 2.5 and 2.99: at least 285 (Verbal + Quantitative)
 - ◆ Last 60 hour GPA 3.0 or higher: at least 280 (Verbal + Quantitative)
 - ◆ Students who have a previous graduate degree from a regionally accredited University are waived from the requirement of a GRE score.
- Clinical/Work/Volunteer Experience: While specific experience not required, previous related work experience may make applicant more competitive.
- Timely submission of admission materials.

❖ Admission Materials

- Departmental application: The Departmental application can be found online at the Departmental website.
- References: Three professional references are required from colleagues or supervisors who can attest to the applicant's clinical knowledge, skill, and potential aptitude for graduate study. Recommendation letters must include address, phone number, and signature of recommender. The envelope must be submitted unopened. If a recommender prefers to submit an original, hard copy letter, please remind him or her that it must include an ink signature and be submitted in a sealed envelope.
- Personal Statement: An essay describing your pertinent human services experiences and how they will enhance your development as a marriage and family therapist.
- Resume/CV: A work experiences résumé or curriculum vitae.
- Copies of any professional licenses currently held.
- Most recent GRE scores.

Admission to the Educational Psychology Program (Experimental Psychology Emphasis)

❖ Admission Process

- Obtain Conditional [Admission to Graduate Studies](http://catalog.tamuct.edu/graduate-information/graduate-admissions/) at A&M-Central Texas: <http://catalog.tamuct.edu/graduate-information/graduate-admissions/>
- Complete the online [Programs of the Counseling and Psychology Department Application](https://www.tamuct.edu/departments/counseling-psychology/index.php): <https://www.tamuct.edu/departments/counseling-psychology/index.php>
- Submit all admission materials to the Program Coordinator by:
 - ◆ July 1st (Fall)
 - ◆ Nov 1st (Spring)
 - ◆ Apr 1st (Summer)
- Each applicant's materials will be reviewed by program faculty, and the applicant will be notified via email of the admission decision.
- Applications received after the established deadlines will be reviewed on a case-by-case basis if space is available.
- Student admission appeals are handled according to the following guidelines, which are consistent with the [University Academic Appeals Procedure](#) (more information on this procedure for all programs in the department appears below)

❖ Admission Requirements

- Bachelor's degree from a fully accredited institution.
- Preferred minimum GPA of 3.0.
- Research Experience: While research experience is not required, any research experience applicants have should be noted in application materials.
- Timely submission of admission materials.

❖ Admission Materials

- Departmental Application: The online Programs of the Counseling and Psychology Department Application on the Department webpage must be completed.
- Personal Statement: An essay describing why the applicant wants to pursue a research-based career in psychology and how the degree will help him/her achieve professional and/or personal goals is required. The essay should include a description of how the applicant plans to use the degree to advance his or her career, the type of research-related profession the applicant plans to enter, the applicant's strengths and weaknesses as they pertain to graduate-level study with an explanation of how the applicant plans to overcome the weaknesses described, and any other qualities which speak to the applicant's interest in and potential to succeed in the Educational Psychology Program. The essay should be no less than 400 words and no more than 600 words. The essay must be typed, double-spaced, and submitted electronically as an attachment to the email address provided in the Departmental Application.
- Statement of Research Interests and Experience: An essay describing the applicant's experience in performing research and the areas of research the applicant is interested in pursuing is required. The essay should describe all research experiences including (but not limited to) the number and types of research papers written for coursework, research-based honors projects, work with faculty members on research projects, lab assistantships (paid or unpaid), conference presentations, publications, etc. The essay should also include a description of the applicant's ideas and plans for conducting research in the future such as the variables, samples, and/or applications that the applicant wants to explore. The essay should explain why the applicant's interests are a good fit with the Educational Psychology Program. The essay should be no less than 400 words and no more than 600 words. The essay must be typed, double-spaced, and submitted electronically as an attachment to the email address provided in the Departmental Application.
- Resume/CV: A résumé or curriculum vitae summarizing the applicant's education and work experiences should be submitted with the rest of the materials.

Admission to the Specialist in School Psychology Program

- ❖ Admission Process
 - Obtain Conditional [Admission to Graduate Studies](http://catalog.tamuct.edu/graduate-information/graduate-admissions/) at A&M-Central Texas: <http://catalog.tamuct.edu/graduate-information/graduate-admissions/>
 - Complete the online [Programs of the Counseling and Psychology Department Application](https://www.tamuct.edu/departments/counseling-psychology/index.php): <https://www.tamuct.edu/departments/counseling-psychology/index.php>
 - Submit all admission materials to the Program Coordinator by:
 - ◆ July 1st (Fall)
 - ◆ Nov 1st (Spring)
 - ◆ Apr 1st (Summer)
 - Applications received after the established deadlines will be reviewed on a case-by-case basis if space is available.

- The SSP program may conditionally admit students for one semester to allow them time to obtain an acceptable GRE score as long as they meet all other admission standards.
- Student admission appeals are handled according to the following guidelines, which are consistent with the [University Academic Appeals Procedure](#) (more information on this procedure for all programs in the department appears below)
- After program faculty review all application materials, applicants will be notified via email regarding program admission decisions.
- ❖ Admission Requirements
 - Bachelor's degree from a fully accredited institution.
 - Preferred minimum GPA of 3.0.
 - Preferred minimum GRE (verbal + quantitative)
 - ◆ Last 60 hour GPA between 2.5 and 2.99: at least 285 (Verbal + Quantitative)
 - ◆ Last 60 hour GPA 3.0 or higher: at least 280 (Verbal + Quantitative)
 - ◆ Students in the SSP program who have a previous graduate degree from a regionally accredited University are waived from the requirement of a GRE score.
 - Clinical/Work/Volunteer Experience: While specific experience is not required, previous related work experience may make the applicant more competitive.
 - Timely submission of admission materials.
- ❖ Admission Materials
 - Departmental application: The Departmental application can be found online at the Departmental website.
 - Personal Statement: An essay describing why the applicant wants to pursue professional counseling as a career. In addition, the statement should include what the applicant thinks his or her strengths are for counseling, and any other qualities which speak to the applicant's potential for success in the SSP program. Limit the statement to no more than two pages double-spaced.
 - Resume/CV: A work experiences résumé or curriculum vitae.
 - Copies of any professional licenses currently held.

Admission Appeals Procedure

Student admission appeals are handled according to the following guidelines, which are consistent with the [University Academic Appeals Procedure](#):

<http://catalog.tamuct.edu/registration-records/academic-appeals-procedure/>. Extenuating circumstances may cause the University to deviate from the defined time frames. Any question of interpretation or application of this procedure shall be referred to the Office of the Provost.

A student who wishes to appeal an admission decision should ask for a scoring review and written remediation plan from that committee via the Program Coordinator within 30 calendar days of the originating event. The Program Coordinator is expected to give the student a response from the Admissions Committee within 15 calendar days.

If the Program Coordinator is unavailable, if a response is not made within 15 calendar days, or if the student is unsatisfied with the response and wishes to appeal a decision of the Admissions Committee, the student should inform the Department Chair of the appeal in writing within 60 calendar days of the originating event. For an appeal of an admission decision, the originating event shall be considered the written notification of the admission decision to the student until the appeal process concludes. The written appeal must include the following:

- Name, address, email, telephone number, and University Identification Number (UIN) of the student.
- Date of action against the student and by which faculty member/committee.
- Nature of admission action and copy of applicable materials including the written remediation plan.
- Circumstances which merit review.
- Signature of student and date submitted.

The Department Chair is expected to give a response within 15 calendar days of the filed appeal.

A student unsatisfied with the decision of the Department Chair may appeal in writing to the College's Academic Appeals Committee within 15 calendar days of notification of the decision from the Department Chair. The minimum standard for each college's committee is three faculty members, who were not serving on the Admissions Committee when the admission decision under appeal was made; each college is responsible for developing a specific and nonbiased committee structure. After hearing both sides of the incident, the committee may decide that no further review is justified or may render a recommendation to the College Dean. The decision of the College Dean is final and will be communicated to the student in writing.

Ethical Standards

All students are expected to understand and practice the ethical codes and standards of conduct of their appropriate professional organization, certification and/or licensing board. These include the following:

- American Counseling Association (ACA)
- American Psychological Association (APA)
- American School Counselor Association (ASCA)
- American Association for Marriage and Family Therapy (AAMFT)
- National Association of School Psychologists (NASP)

Students are also expected to understand and adhere to the standards of conduct for students at A&M-Central Texas. Violations of professional ethical standards or university rules could indicate a student is unfit to continue in the program.

Students are expected to periodically review the ethical standards to ensure continued understanding and practice.

Advisors and faculty members at A&M-Central Texas have an obligation to respond when

students are in violation of professional ethical standards or university rules of conduct. Additionally, the Office of Student Affairs may take action when a student violates the Student Code of Conduct.

Faculty Advisement

Students are required to seek advising by faculty advisors regarding coursework, certification and licensing requirements, program policies and procedures, requests to change degree plans, and assistance with other educational or career needs.

- A faculty advisor is assigned to each student according to area of emphasis and degree plan. Students may consult with any faculty member but are urged to work with their assigned advisor as much as possible due to his/her expertise and knowledge in the student's area of emphasis.
- Advising is a continuous process, and faculty advisors are assigned many students to advise in addition to their other workload requirements such as teaching, service, and research. Students should demonstrate respect for the faculty advisor's time by setting appointments and being prepared for their appointments.

Student's Responsibilities

Students have a responsibility for their learning. Other responsibilities include the following:

- Reading the A&M-Central Texas catalog each year to determine if changes impact them
- Reading and adhering to professional ethical standards
- Meeting registration and payment deadlines
- Participating in activities and projects, internal or external to the University, that will enhance their learning experience
- Following the degree plan outline as closely as possible and being aware of all course prerequisites
- Preparing for courses by making arrangements to attend regularly scheduled classes, allowing for adequate study time, completing assignments on a timely basis, and taking the final exam as scheduled
- Identifying skill strengths and working toward development of skills that need improvement
- Asking questions to obtain information regarding topics they do not understand
- Acquiring and maintaining a minimum of \$1,000,000 (\$3,000,000 aggregate) in professional liability insurance prior to taking clinical practicums and internships
- Preparing for the site-based practicums and internships in advance of the semester in which they will be taken, including submitting application forms by posted deadlines
- Successfully completing the comprehensive examination or thesis
- Meeting graduation requirements and deadlines
- Collecting and maintaining documentation of practicum and internship hours which will be needed when applying for certification or licensure
- Becoming identified with the professional community (e.g., participating in professional activities and/or joining a professional association such as APA, ACA, ASCA, AAMFT,

National Association of School Psychologists (NASP), Texas Counseling Association (TCA), etc.) – see Part 4 of this handbook.

Degree Plan

Once Full Admission to a Program is granted, a student should contact his/her graduate advisor to discuss a plan for completing coursework as soon as possible and complete a Graduate Degree Plan Acknowledgment & Responsibility Form, which will be signed by the student, graduate advisor, and the Department Chair (or School Dean). Students who are non-degree seeking are not in a degree program and are not eligible to file a degree plan. Care must be taken to select courses that also meet requirements for special credentials the student may be seeking such as licensure or certification. See the Certification and Licensure section of this guide for more details.

Transfer of Coursework to Degree Plan

Graduate degree credit is allowed only for A, B, and C grades (for more information see the University Catalog). For all graduate programs in the Counseling and Psychology Department, courses transferred to the degree plan are allowed only for A and B grades. Courses taken at any institution will not be transferred to the degree plan with a C grade or lower.

PART 2: PROGRAM PERFORMANCE STANDARDS

Program Standards

Students must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the code of ethics of relevant professional associations and the state of Texas. A student's acceptance in the Clinical Mental Health, Counseling, Counseling Psychology, Educational Psychology, Marriage and Family Therapy, or School Psychology programs does not guarantee professional fitness that is required to remain in the program. See Student Retention Policy described below regarding what procedures will be followed when faculty believe students are not fit for a particular program.

Academic Appeal Policy

The College of Education Grade Appeal Policy was designed to protect students from biased or inaccurate evaluation procedures without unfairly impinging on the academic freedoms of the faculty. Consistent with this, it is recognized that:

- Students have the right for their work to be evaluated fairly and accurately using a method consistent with professional academic standards.
- Faculty members have the right to evaluate students' work using any method that is professionally acceptable, submitted in writing to all students, and applied consistently to all students.

- It is assumed that A&M-Central Texas faculty members appropriately evaluate students' work, so the burden of proof for a grade appeal lies with the student.

The process for appealing a professor's determination that a student has engaged in academic dishonesty is separate from the process for determining if a grade was determined fairly/accurately. If a student wishes to appeal a grade that was influenced by the faculty member's belief that the student violated the university's academic integrity policy and the student denies these allegations, the student must complete the university appeal process for accusations of violating the academic integrity policy prior to initiating a grade appeal.

Justification for an Appeal

Grade appeals may only be initiated if the grade was influenced by one of the following:

- Error: A clerical/computational error was made in calculating/reporting the grade.
- Prejudice: The faculty member's evaluation of the student's work was influenced by the faculty member's negative attitude toward the student.
- Arbitrary method: The grading procedure employed departed substantially from accepted academic norms in a manner that indicated a failure to exercise professional judgment (e.g., no explanation given regarding the basis for assigning point values to assignments; grading procedure deviated substantially from what was stated in the syllabus without notifying students in advance of this change).
- Inconsistent application: The student's grade was not determined using the same process applied to other students in the course.
- Unsubstantiated charge of dishonesty: The grade was based on a charge of academic dishonesty by the student which has been determined by the university to be unsubstantiated by the evidence presented.
- Insufficient reasons upon which to base an appeal include:
 - Disagreement with course policies that are clearly communicated in writing to all students.
 - Differences in policies among sections of the same course or across faculty members.
 - Potential negative impact on the student (e.g., loss of financial aid).
 - Dissatisfaction with instructional style and/or methods (Note: Students who have complaints regarding the instruction they receive should address these directly with their instructor or that faculty member's supervisor).

Appeal Process

A student who wishes to appeal a decision of a faculty member must request a review by that person within 30 calendar days of the originating event using the Grade Appeal Form (located on the website for the College of Education).

- The faculty member is required to give the student a written response within 15 calendar days.
- The response by the faculty member (or his or her immediate supervisor) should be made using the Appeal Response Form (located on the website for the College of Education).

- For an appeal of a course grade, the originating event shall be considered to be the posting of the grade to the university record. For an appeal of an assignment/exam grade, the originating event shall be considered to be the posting of the grade by the faculty member.

If the faculty member is not available, a response is not made within the specified timeframe, or if the student is dissatisfied with the response, the student should submit a written appeal to the Department Chair (or his or her designated proxy; the Chair must designate a proxy if he or she is the faculty member who assigned the grade to be appealed) within 60 calendar days of the originating event.

- This submission should include a copy of the original Grade Appeal Form, a copy of the Appeal Response Form from the faculty member, and a written explanation from the student addressing why he or she believes the faculty member's response was inadequate/unsatisfactory.
- The Chair (or proxy) then has 15 calendar days to respond to the written appeal.

If the student is unsatisfied with the decision of the Department Chair, the student may appeal in writing to the College's Academic Appeals Committee within 15 calendar days of notification of the decision from the Department Chair. The Committee will review the student's appeal and after hearing both sides of the incident, the committee may decide that no further review is justified or may render a recommendation to the College Dean within 30 calendar days of receiving the student's appeal.

- The Committee will consist of a minimum of three faculty members appointed by the College Dean and two student representatives.
- The student representatives will be the president of the university's Psychology and Counseling student organization and the president of the university's student chapter of the Association of Texas Professional Educators. If these students are not available to participate, they may appoint a replacement from within their respective organizations.
- The Committee may request additional information from the parties involved (e.g., course syllabus, work samples, testimony).
- The Committee will notify the student and faculty member that the appeal is under committee review.
- If the student or faculty member wishes to provide the Committee with additional materials explaining their position, this should be done within 7 calendar days of the time the committee is asked to review the appeal.
- The student and faculty member both have the right to present evidence in person to the committee, but the committee may deliberate in private.

The decision of the College Dean is final and will be communicated to the student in writing.

Student Retention Policy

Every student enrolled in Graduate Studies is required to maintain a high level of performance and comply fully with the policies of the institution. Students who have achieved admission are expected to maintain a minimum 3.0 GPA on work completed at A&M-Central Texas. Graduate

Studies reserves the right to suspend any graduate student who does not maintain satisfactory academic standing or fails to conform to University regulations.

Probation

At the end of any grading period, if a student's semester or overall GPA falls below the minimum required as set by the department (at least a minimum of 3.0 GPA), she/he will be given notice of unsatisfactory academic performance and put on probation. The student must attain a 3.0 cumulative GPA during her/his next period of enrollment. Failure to do so will result in suspension. Students must be in good academic standing (i.e., not on probation/suspension to graduate).

Suspension

At the end of any grading period, if a student's semester or overall GPA falls below a 2.0 she/he will be automatically suspended. Students may not attend classes for one long semester or the summer term. Upon return from suspension, a student will sign a contract with Graduate Studies stipulating the conditions that must be met for the following term. At a minimum, the graduate student must maintain a minimum 3.0 GPA for every semester thereafter. Additional stipulations may be created on a case-by-case basis. A graduate student is allowed one suspension. If poor academic performance results in a second suspension, the student will be dismissed from the current program and may be permanently dismissed from the university.

Suspension Appeal

Under exceptional conditions, a student may write a letter of appeal to the Director of Graduate Studies. Consideration for reinstatement will be on a case-by-case basis and approved only one time by the Director of Graduate Studies or designee. There is no appeal beyond the Director of Graduate Studies.

Student Performance Fitness Evaluation Policy

Students enrolled in graduate programs in preparation for professional licensure or certification (i.e., MFT, CMHC, School Counseling, SSP) in the Counseling and Psychology Department are expected to maintain high academic standards and to develop appropriate skills and dispositions needed to serve as professionals in the field for which they are training. Students are expected to conduct themselves with professionalism, exhibit developmentally appropriate levels of clinical competence, demonstrate social and emotional maturity, and conform to the guiding ethical standards for their field of study. A student's acceptance into a program does not guarantee continued fitness in that program. As such, faculty members teaching in the professional graduate programs of the Counseling & Psychology Department, using their professional judgment, continually evaluate each student's performance. If a faculty member believes that a student is not making satisfactory progress towards developing the skills and dispositions needed for professional practice, that faculty member will discuss the situation with the student. If the faculty member believes the student's performance did not (or is unlikely to) improve to acceptable standards after such a discussion, the faculty member may initiate the process of a formal Performance Fitness Evaluation (see Appendix C).

Performance Fitness Evaluation Process

- ❖ Initiating a Performance Fitness Evaluation
 - The concerned faculty member should complete the Performance Fitness Evaluation Form, share a copy of the Form with the student, and place a copy in the student's file.
 - The faculty will contact the student to schedule a Performance Fitness Evaluation Meeting. The student has 5 working days to respond to the request to schedule a meeting. If the student does not respond by the close of business on the 5th business day, the faculty will notify the student of the day/time when a Performance Fitness Evaluation Meeting will take place.
- ❖ Performance Fitness Evaluation Meeting
 - An ad hoc faculty review committee will be formed to review the concerns raised by the issuing faculty; it will be comprised of the Program Coordinator for the program in which the student is enrolled and 2 other graduate faculty appointed by the Department Chair.
 - This meeting should take place within 10 working days of the student's response to the request to schedule a meeting (or within 15 working days of the time the issuing faculty member requested the meeting, whichever comes first).
 - At the meeting:
 - The student will be provided with the reasons for non-satisfactory progress in writing (at minimum this will include the Performance Fitness Evaluation Form completed by the issuing faculty).
 - The student will be given an opportunity to discuss the concerns with the faculty.
 - In addition to soliciting input from the student, the Committee may consult with any of the department faculty and/or relevant clinical supervisors regarding the evaluation of the student's fitness and/or development of remediation strategies.
 - Within 10 working days of this meeting, the student's Program Coordinator will report the recommendation of the committee to the student and to the Department Chair.
 - Possible recommendations include the following:
 - ◆ Student allowed to remain in program;
 - ◆ Student allowed to remain in program with conditions; or
 - ◆ Student dismissed from the program.
 - If the student is recommended to stay in the program with conditions, the faculty review committee will develop a remediation plan and submit a written copy of this plan to the student within 10 working days of the meeting.
 - ◆ Appeals of the committee's recommendation regarding remediation should be made to the Department Chair within 10 working days of the receipt of the committee's recommendation.
 - ◆ If at any time the student is not making satisfactory progress in remediation, the faculty review committee may either modify the remediation plan or recommend the student be dismissed from the program.
 - If the student is recommended to be dismissed from the program, this will be reported to the student, the Department Chair, the Dean of the College of Education, and the Director of Graduate Studies.

- ◆ Appeals of the committee's recommendation regarding dismissal should be made to the Dean of the College of Education within 10 working days of the receipt of the committee's recommendation.
- A student's failure to respond within 10 days of notification of the committee's recommendation indicates the student's acceptance of the committee's recommendation.
- ❖ **Appealing the committee's recommendation**
 - A student wishing to appeal the committee's recommendation should submit his/her appeal in writing to the Department Chair (if appealing a remediation plan) or to the Dean (if appealing dismissal from the program) within 10 working days of the receipt of the committee's recommendation.
 - The Department Chair may amend the remediation plan if it is determined that:
 - The remediation plan does not clearly address the concerns identified in the Performance Fitness Evaluation Form submitted to the student.
 - The remediation plan is overly broad or vague in its requirements.
 - The Dean will consider the appeal of dismissal based on results compiled by the Department Chair and notify the student of the decision within 10 working days of the appeal. The Dean's decision is final. The Dean may negate the committee's recommendation for dismissal if it is determined that:
 - The committee's decision was influenced by an unfair bias or prejudice against the student;
 - The committee neglected to consider valid evidence that could have impacted the decision;
 - The procedure employed by the committee to reach the decision departed substantially from accepted academic norms in a manner that indicated a failure to exercise professional judgement.

Professional Endorsement Policy

The faculty will not endorse any graduate from the clinical mental health, counseling, counseling psychology, marriage and family therapy, educational psychology, or school psychology programs for a license or certification for which the graduate has not been trained.

Comprehensive Examination

Every candidate for a M.Ed. in Counseling or a M.S. in Clinical Mental Health Counseling, Counseling Psychology, or Marriage and Family Therapy must successfully complete a comprehensive examination. Candidates for the S.S.P. must complete either a comprehensive examination or a thesis. Candidates for the M.S. in Educational Psychology degree must complete a thesis instead of a comprehensive exam. There is no non-thesis or comprehensive exam option for the M.S. in Educational Psychology.

Students are ultimately responsible for enrolling in a zero-credit-hour comprehensive exam section the semester they plan to sit for the exam and for making arrangements to take it as scheduled. Examination dates are typically scheduled as follows:

Graduating Semester	Comprehensive Examination	Application Deadline
Fall	2nd Saturday in November	August 30th
Spring	2nd Saturday in April	January 16th
Summer	2nd Saturday in July	June 1st

Table 1 Typical Dates for Comprehensive Exams

The nature of the comprehensive examination will differ according to the graduate program in which a student is enrolled. Students should consult with their Program Coordinator regarding the specific nature of this exam.

Program Coordinators will determine the minimum score required to pass the comprehensive exam. Students who fail to earn a passing score must meet with their Program Coordinator to develop a remediation plan before making a second attempt to pass the comprehensive examination. Students who are unable to successfully complete the required comprehensive exam after three attempts will be dismissed from the program.

Thesis

A thesis is an independent, original research project completed by all graduate students seeking the Master of Science in Educational Psychology degree with an emphasis in experimental psychology. The research project must be quantitative in nature and will be completed in collaboration with three faculty members who serve on the thesis committee. Students will complete the project while enrolled in the course, PSYC 5198 Psychology Thesis. Six hours of thesis credit is required. Credit is awarded for thesis course work when 1) the thesis proposal is completed and again when 2) the final thesis is completed. Once a student enrolls in thesis hours, the student must remain continuously enrolled in a PSYC 5198 course until the thesis is completed. A student may begin the thesis after meeting the following requirements:

- Successful completion of PSYC 5300 and PSYC 5301.
- Successful completion of 12 additional hours of coursework in the degree plan beyond PSYC 5300 and PSYC 5301.

Prior to being enrolled in thesis the student is expected to identify his or her topic, draft a concept paper, and select the faculty chair of the thesis committee. During the first semester of thesis, the student is expected to write a research proposal and defend the research protocol. Prior to collecting data, the student must obtain approval of the Institutional Review Board (IRB). During the second semester, the student will collect and analyze data, interpret his or her findings, and defend the final thesis report. The Office of Graduate Studies publishes a Thesis Manual which outlines required thesis elements and procedures. Due to the shortened calendar during the summer semester, it is strongly recommended that students begin their thesis in the Fall semester. There is no guarantee that the thesis can be completed in two semesters though students should work diligently to achieve this goal.

Graduation

Students must register to graduate by the deadline listed in the current university calendar. All university requirements regarding the final procedures related to the degree must be followed. If courses have been substituted for those printed on the degree plan, a substitution approval form must be completed, signed by the student, graduate advisor, and the Department Chair and placed on file in the Graduate Studies office.

PART 3: FIELD PLACEMENT

Courses

The following courses require a separate application for each semester in which the student will be enrolled:

MFT 5391, 5392, 5393, 5394

COUN 5391, 5392, 5393, 5386

PSYC 5391, 5384, 5385

Eligibility

All prerequisite courses must be completed to be eligible for enrollment in practicum and internship courses with a grade of B or better (see Appendices D through I for the Verification of Eligibility Form appropriate for the program in which the student is enrolled). Students must have a 3.0 GPA or higher, be admitted to one of the professional programs, and not be on academic probation. Students must show satisfactory progress and acceptable standards of conduct. And, every applicant must be approved for eligibility by the practicum/internship director.

Any program faculty member may challenge a student's eligibility or fitness for a practicum or internship under the Student Performance Fitness Evaluation Policy of the department. No student will be admitted to a practicum/internship until all challenges to eligibility have been resolved.

Application and Deadlines

Application for practicum/internship experiences must be submitted for each experience. Acceptance and completion of one practicum/internship course does not assure acceptance to a second practicum/internship. Application forms are available on the department's website and in the department office.

Application deadlines are announced and posted each semester. It is the responsibility of the student seeking a practicum/internship to know and adhere to the application deadline. No new applications will be considered after a deadline for a particular semester has passed. The application deadlines are as follows:

Practicum/Internship Semester	Application Deadline
Fall	June 1st
Spring	September 1st
Summer	February 1st

Table 2 Application Deadlines for Practicum/Internship

If a deadline falls on a weekend or holiday, it will be moved to the next working day.

Written notification of acceptance to a practicum/internship will be provided as soon as all applications have been processed after the deadline date. Packets containing guidelines and procedures will be mailed to all applicants who have been accepted. The assigned supervisor of each section will provide specific information and guidelines to students registered in that section. Students whose applications are not accepted may reapply for the subsequent semester.

Selection of Practicum and Internship Sites

The student seeks and chooses the practicum/internship site. Approval of the site by the practicum/internship director is required. A site must be deemed appropriate by the practicum/internship director to be approved. Sites that are greater than 75 miles from the Killeen campus must additionally be approved by the student's Program Coordinator.

The student must provide the names and phone numbers of contacts at the site, as well as detailed information about the services offered and potential experiences for the student. To approve a site, the practicum/internship director will consider the qualifications of supervisors at the site, the experiences to be offered the student, the coursework, degree plan, and licensure/certification sought by the student, and the quality of the services offered at the site. The practicum/internship director may deny placement of a student at a particular site if the site is deemed inappropriate for meeting the educational needs of the student.

It is highly recommended that students seeking sites meet with the practicum/internship director early in the semester of the application deadline to get pre-approval of the site. This will help to insure that adequate time is available to find an alternate site in case a site is not approved.

Liability Insurance

All students who register for a practicum or internship course are required to submit proof of their student counseling/therapy liability insurance with each application for fieldwork courses. In some instances, students may be required to provide health certificates or evidence of immunization to work with clients. Because it is the responsibility of students to prepare themselves for course requirements, liability insurance must be purchased sufficiently prior to beginning a practicum or internship course to avoid delays in working with clients. Students are also responsible for renewing the insurance as needed.

PART 4: PROFESSIONAL IDENTITY

Professional Associations

Students are strongly encouraged to network within the professional community (e.g., participate in professional activities and/or join a professional association). A variety of professional associations have student members. As a whole, these associations provide many benefits, products, and services to counselors, psychologists, and therapists. They promote public recognition of the profession, advocate for the profession, and represent the profession's interests before federal, state, and local governments.

Professional associations most directly related to our program options include the following:

- ❖ **Counseling**
 - American Counseling Association
 - American Mental Health Counselors Association
 - American School Counselor Association
 - American College Personnel Association
 - Texas Counseling Association
 - Texas Mental Health Counselors Association
 - Texas School Counselor Association
 - Mid-Tex Counseling Association (Killeen)
 - Metroplex Counseling Association (Ft. Worth)
- ❖ **Psychology**
 - American Psychological Association
 - Association for Psychological Science
 - Southwestern Psychological Association
 - National Association of School Psychologists
 - Texas Psychological Association
 - Texas Association of School Psychologists
- ❖ **Marriage and Family**
 - American Association for Marriage and Family Therapy
 - Texas Association for Marriage and Family Therapy

Students are also encouraged to attend and participate in professional association conferences. Such experiences give opportunities to share research, network, and enhance professional development. While it is not a requirement, graduate faculty are often interested in collaborating with students to develop conference presentations.

Honor Societies

If invited, students should accept membership in a professional honor society such as Psi Chi (psychology) or Chi Sigma Iota (counseling). Such honors give recognition for academic excellence and are appropriate for listing on one's resume. Local chapters often have activities that provide professional development and collegiality.

PART 5: CERTIFICATION AND LICENSURE

All graduate degree options within the master's degree programs are designed to lead to eligibility for professional certification or licensure in the State of Texas, with the exception of Educational Psychology. These degree options are primarily designed for a particular credential. Conferral of a degree is only the first step for students seeking professional licensure.

Certification or licensure is generally coordinated between the student and the board issuing the desired credential. Program faculty and the department usually provide documentation and verification of training experiences to boards after the student has initiated the credentialing process.

- For school counseling certification, students initiate the process by contacting the certification office at A&M-Central Texas.
- For professional counseling licensure (LPC), marriage and family therapy licensure (LMFT), and school psychologist licensure (LSSP), students initiate the process by contacting the appropriate licensing board.

It is the responsibility of the student to be aware of the particular requirements of the certification and licensing board for which a credential is sought. Additionally, these requirements often differ depending on what state one is pursuing a credential. Consult with program faculty if you are unsure of how to find these requirements.

Many credentials require post-master's degree internship experiences. The student independently arranges these with the consent of the certification or licensing board. The department and its program faculty are not involved in this requirement.

Program options, the eligible credentials, and the appropriate certification and licensing boards for these credentials are listed in the table on the next page.

Program	Degree	Credential	Responsible Board
School Counseling	M.Ed.	School Counselor (certification)	Texas State Board for Educator Certification
Clinical Mental Health Counseling	M.S.	Licensed Professional Counselor (license)	Texas State Board of Examiners of Professional Counselors
		National Certified Counselor (certification)	National Board for Certified Counselors
Marriage and Family Therapy	M.S.	Licensed Marriage and Family Therapist (license)	Texas State Board of Examiners of Marriage and Family Therapists
School Psychology	S.S.P.	Licensed Specialist in School Psychology (license)	Texas State Board of Examiners of Psychologists
Non-degree Seeking	Post master's degree with 2 years teaching experience	School Counselor (certification)	Texas State Board for Educator Certification

Table 3 Certification and Licensing Boards by Program

APPENDICES

Appendix A: Statement of Informed Consent Form Department of Counseling and Psychology Texas A&M University-Central Texas

The undersigned student understands:

The graduate degree programs include laboratory and field experiences in counseling or psychology. These courses will include practicing counseling, therapy, and assessment skills with student peers, being interviewed by counseling or psychology peers, and practicing newly-acquired and more advanced skills with actual clients at field sites. Due to the nature of counseling and psychology, and the faculty's responsibility to educate effective counselors and therapists, students may be encouraged to participate in experiential activities (including group). All reasonable efforts will be made to protect the confidentiality of any disclosed information.

Important components of student evaluation will include receptivity to the giving and receiving of feedback (from peers, university instructors, and site supervisors) and ability to integrate such feedback into the student's counseling, therapy, and assessment behaviors. Feedback will include supervisor observations (from course instructors, program faculty, and site supervisors) of any limitations in counseling, therapy, and assessment skills, professional practice, and personal qualities and behaviors that may inhibit the student's therapeutic abilities. Feedback (oral and/or written) will come in the classroom and lab settings, as well as in group and individual supervision settings. Additional meetings with instructor and/or field supervisor may be necessary. Progression through field experiences will depend upon a formative evaluation by the instructor that the student has acquired the skills necessary for the next level.

In consideration of being allowed to participate in courses and the field placement requirements of the program, the undersigned student agrees:

- That his/her participation in said program will make use of personal student experiences in a classroom situation, and hereby gives informed consent to the usage of these experiences and further agrees and consents that professional observations and/or findings as well as student comments may be communicated to and discussed in a classroom situation.
- To hold harmless Texas A&M University - Central Texas, The Texas A&M University System Board of Regents, The Texas A&M University System, their respective officers, agents, servants, and employees from any and all liability arising out of or in any way predicated upon acts or omissions, in connection with the program described above.
- That he/she assumes all risk involved in participation in this program. This assumption is made freely and **voluntarily** and with full and complete understanding of the consequences of such risk assumption.

By signing this agreement, I understand and agree to these conditions for my enrollment in the program.

Student's Signature and Date:

Appendix B: Statement of Confidentiality Form
Department of Counseling and Psychology
Texas A&M University-Central Texas

I, the undersigned, do agree to hold in strictest confidence personal information gained in any psychology or counseling course as well as any other that may be construed to be in a psychology or counseling course. This agreement is in accordance with established Codes of Ethics from professional associations as well as the licensure laws of the State of Texas. I understand the necessity for such an agreement and will abide by the implicit and explicit demands of this statement. I further understand that breaches of confidentiality will result in disciplinary action including possible dismissal from the Texas A&M University-Central Texas School Counseling, Clinical Mental Health Counseling, Marriage and Family Therapy, and School Psychology programs.

Student's Signature and Date:

Appendix C: Student Performance Fitness Evaluation Form
Department of Counseling and Psychology
Texas A&M University-Central Texas

Student's Name:

Semester/Year:

Faculty Member's Name:

Course Number:

This evaluation is to be completed by instructors when they believe that there is a poor match between the student and the graduate program. The evaluation covers four areas: Professionalism, Competency, Social and Emotional Maturity, and Integrity. Given that good fit in all of these areas is essential for positive training outcomes, a poor fit between student and program may be indicated by global concerns in all the areas prescribed or by concerns that are focused in only one area.

This form should be completed in triplicate. The faculty member completing it should retain the original, give one copy to the student, and place one copy in the student's file. The faculty member **MUST** complete follow-up documentation to be placed in the student's file.

Directions: Based on your observations of the student, select the relevant items, then circle the number that corresponds to the level of concern:

0= Not Concerned

1= Concerned

2 = Highly Concerned

Professionalism

1. The student conducts self in an ethical manner so as to promote confidence in the counseling program.	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others.	0	1	2
4. The student demonstrates an understanding of the legal requirements relevant to counseling training and practice.	0	1	2
5. The student regularly attends class, is on time for class, and stays for the full class meeting time.	0	1	2
6. The student willingly increases knowledge (and implementation) of effective counseling strategies.	0	1	2
7. The student projects a professional image and positive attitude.	0	1	2

Competency

1. The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise.	0	1	2
2. The student takes responsibility for compensating for his/her deficiencies in a timely manner.	0	1	2
3. The student takes responsibility for assuring client welfare when faced with the boundaries of his/her expertise.	0	1	2
4. The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, or experience.	0	1	2
5. The student demonstrates basic cognitive and affective capacities when responding therapeutically to clients.	0	1	2
6. The student demonstrates appropriate oral and written language skills.	0	1	2

Social and Emotional Maturity

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.	0	1	2
2. The student is honest, fair, and respectful of others.	0	1	2
3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	0	1	2
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	0	1	2
6. The student follows professionally recognized problem-solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.	0	1	2

Integrity and Ethical Standards

1. The student refrains from making statements which are false, misleading, or deceptive.	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	0	1	2
3. The student respects the fundamental rights, dignity, and worth of all people.	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	0	1	2
5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	0	1	2

Student's Signature and Date:

Faculty Member's Signature and Date:

**Appendix D: Verification of Eligibility Form for M.S. in Marriage and Family
Therapy**
Department of Counseling and Psychology
Texas A&M University-Central Texas

I certify that I have completed the following pre-requisite courses for MFT 5391, 5392, 5393, 5394, or 5397.

Required Course	Semester/Year	School	Grade
MFT 5301: Introduction to MFT Theory			
MFT 5307: Ethics in MFT			
MFT 5383: MFT Pre-Practicum			
MFT 5391: Clinical Practicum 1 (If applying for Prac 2)			
MFT 5392: Clinical Practicum 2 (If applying for Prac 3)			
MFT 5393: Clinical Practicum 3 (If applying for Prac 4)			
MFT 5394: Clinical Practicum 4 (If applying for Prac 5)			
MFT 5397: Clinical Practicum 5			

Table 4 Required Prerequisite Coursework for MS MFT

I also certify that my cumulative graduate school grade point average (GPA) at Texas A&M-Central Texas is 3.0 or greater and that I earned a grade of B or higher in all prerequisite courses.

Student's Signature and Date:

Appendix E: Verification of Eligibility Form for M.S. in Clinical Mental Health Counseling

Department of Counseling and Psychology
Texas A&M University-Central Texas

I certify that I have completed the following pre-requisite courses for COUN 5393 or COUN 5386.

Required Course	Semester/Year	School	Grade
COUN 5350: Foundations of Cnsl			
COUN 5365: Ethical Foundations of Cnsl			
COUN 5353: Personality & Cnsl Theories & App			
COUN 5357: Methods & Practices in Cnsl & Psych			
COUN 5354: Group Procedures for Counselors			
COUN 5358: Cnsl Perspectives on Psychopathology			
COUN 5393: Practicum I (If applying for COUN 5386)			

Table 5 Required Prerequisite Coursework for MS CMHC

I also certify that my cumulative graduate school grade point average (GPA) at Texas A&M-Central Texas is 3.0 or greater and that I earned a grade of B or higher in all prerequisite courses.

Student's Signature and Date:

**Appendix F: Verification of Eligibility Form for M.Ed. in Counseling Psychology:
School Counseling
Department of Counseling and Psychology
Texas A&M University-Central Texas**

I certify that I have completed the following pre-requisite courses for COUN 5391/5392.

Required Course	Semester/Year	School	Grade
COUN 5350: Foundations of Cnsl			
COUN 5351: Career Cnsl & Guidance			
COUN 5353: Personality & Cnsl Theory App			
COUN 5354: Group Procedure for Counselors			
COUN 5357: Methods & Practices in Cnsl & Psych			
COUN 5352: School Counseling Seminar			
COUN 5391: Practicum I (If applying for COUN 5392)			

Table 6 Required Prerequisite Coursework for MEd School Counseling

I also certify that my cumulative graduate school grade point average (GPA) at Texas A&M-Central Texas is 3.0 or greater and that I earned a grade of B or higher in all prerequisite courses.

Student's Signature and Date:

Appendix G: Verification of Eligibility Form for Specialist in School Psychology
Department of Counseling and Psychology
Texas A&M University-Central Texas

I certify that I have completed the following pre-requisite courses for PSYC 5384.

Required Course	Semester/Year	School	Grade
PSYC 5360: Foundations of School Psych *			
PSYC 5382: Behavior Management & Therapy *			
COUN 5353: Personality & Counseling *			
COUN 5357: Methods & Practices *			
PSYC 5381: Assessment & Evaluation *			
COUN 5358: Psychopathology *			
-OR-			
SPED 5305: Survey Exceptional Learners *			
PSYC 5391: Practicum I			
PSYC 5300 Behavioral Statistics			
PSYC 5301 Research Methods			
PSYC 5302 Social Psych Processes			
PSYC 5303 Theories of Learning			
PSYC 5304 Human Development			
PSYC 5311 Cultural and Social Issues			
PSYC 5314 Intelligence Assessment			
PSYC 5315 Physiological Psych			
PSYC 5380 Personality Social Assessment			
PSYC 5383 Consultation & Supervision			
EDUC 5338 Curriculum Design			
EDLD 5310 Special Education Law			

Table 7 Required Prerequisite Coursework for SSP

* Prerequisite for PSYC 5391 Practicum I

Note: PSYC 5384 Internship I is a prerequisite for PSYC 5385 Internship II

I also certify that my cumulative graduate school grade point average (GPA) at Texas A&M-Central Texas is 3.0 or greater. I also certify that I earned a grade of B or higher in all prerequisite courses for PSYC 5391: Practicum I.

Student's Signature and Date:

**Appendix H: Verification of Eligibility Form for M.S. in Counseling Psychology:
48-Hour LPC Option***
Department of Counseling and Psychology
Texas A&M University-Central Texas

I certify that I have completed the following pre-requisite courses for COUN 5393.

Required Course	Semester/Year	School	Grade
COUN 5350: Foundations of Cnsl			
COUN 5353: Personality & Cnsl Theories & App			
COUN 5354: Group Procedures for Counselors			
COUN 5357: Methods & Practices in Cnsl & Psych			
COUN 5358: Cnsl Perspectives on Psychopathology			
COUN 5365: Ethical Foundations of Cnsl			

Table 8 Required Prerequisite Coursework for LPC

I also certify that my cumulative graduate school grade point average (GPA) at Texas A&M-Central Texas is 3.0 or greater.

Student's Signature and Date:

***The phase out date for this option was summer semester 2016. This program is not accepting new students.**

**Appendix I: Verification of Eligibility Form for M.S. in Counseling Psychology:
48-Hour LMFT Option***
Department of Counseling and Psychology
Texas A&M University-Central Texas

I certify that I have completed the following pre-requisite courses for PSYC 5391.

Required Course	Semester/Year	School	Grade
COUN 5350: Foundations of Cnsl			
COUN 5309: Family Assmt & Trtmt			
COUN 5353: Personality & Cnsl			
COUN 5356: Family Cnsl			
COUN 5357: Methods & Practices			
COUN 5358: Cnsl Perspectives			

Table 9 Required Prerequisite Coursework for LMFT

I also certify that my cumulative graduate school grade point average (GPA) at Texas A&M-Central Texas is 3.0 or greater.

Student's Signature and Date:

***The phase out date for this option was summer semester 2016. This program is not accepting new students.**