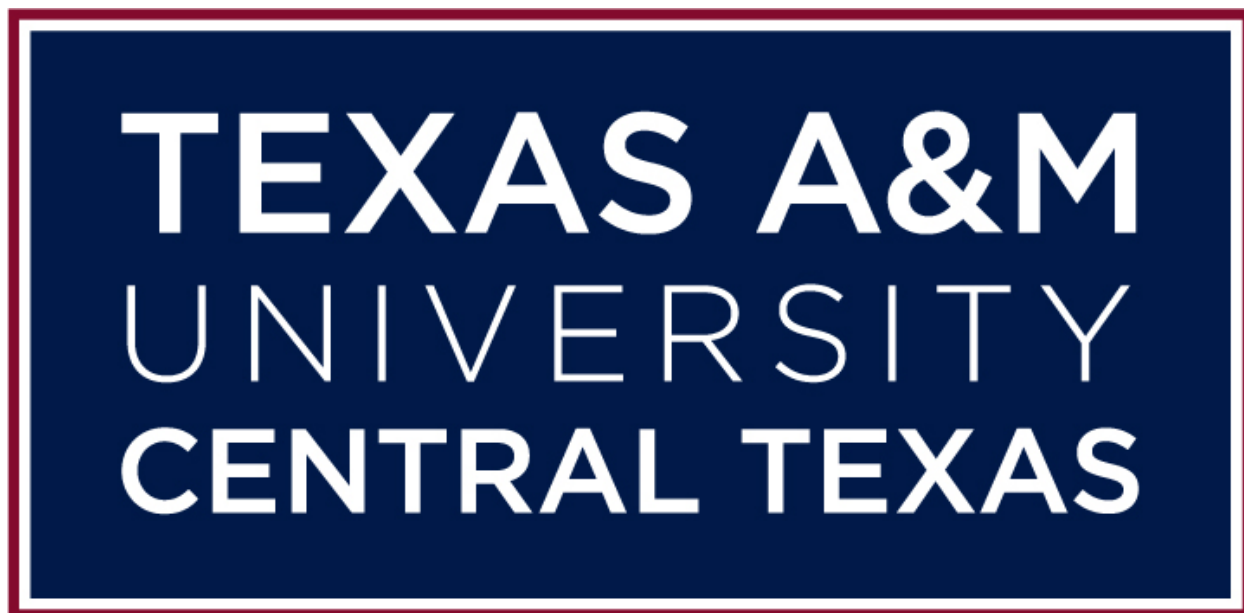


**Texas A&M University–Central Texas**



**STUDENT GUIDE**

**for the COUNSELING (M.ED.), COUNSELING PSYCHOLOGY (M.S.),  
SPECIALIST IN SCHOOL PSYCHOLOGY (S.S.P.), and EDUCATIONAL  
PSYCHOLOGY (M.S.) Graduate Programs**

## Table of Contents

Contents	Page
<b>Student Checklist</b>	3
<b>Part 1: Admissions and Information for the Student</b>	4
Program Options	4
Statement of Informed Consent	4
Admission	5
Ethical Standards	6
Faculty Advisement	6
Student's Responsibilities	7
Degree Plan	8
<b>Part 2: Program Performance Standards</b>	8
Program Standards	8
Academic Appeal Policy	8
Student Retention Policy	11
Evaluating Student Performance	11
Student Review Policy	11
Professional Endorsement Policy	12
Admission to Candidacy	12
Comprehensive Examination	13
Graduation	14
<b>Part 3: Field Placement</b>	14
Courses	14
Eligibility	14
Applications and Deadlines	14
Selection of Practicum and Internship Sites	15
Liability Insurance	16
<b>Part 4: Professional Identity</b>	16
Professional Associations	16
Honor Societies	17
<b>Part 5: Certification and Licensure</b>	17
<b>Appendices</b>	19
Appendix A. Performance Fitness Evaluation Form	19
Appendix B. Application for Admission to Graduate Psych. & CNSL Programs	21
Appendix C. Confidentiality Form	23
Appendix D. Informed Consent Form	24
Appendix E. LMFT Practicum - Prerequisite Verification Form	25
Appendix G. LPC Practicum - Prerequisite Verification Form	26
Appendix H. School Counseling - Prerequisite Verification Form	27
Appendix I. School Psychology Internship – Prerequisite Verification Form	28
Appendix J. School Psychology Practicum – Prerequisite Verification Form	29

**COUNSELING (M.ED.), COUNSELING PSYCHOLOGY (M.S.), and  
EDUCATIONAL PSYCHOLOGY (M.S.) Graduate Programs**

Student Checklist

- \_\_\_\_\_ Apply to Graduate School. This includes:
- \_\_\_\_\_ Completing and submitting the *Graduate School Application for Admission* form where the student indicates which degree program in the department of Psychology and Counseling he or she is applying for
  - \_\_\_\_\_ Submitting current Graduate Record Examination (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
  - \_\_\_\_\_ If invited, attending the departmental interview to help determine if the student is a good fit for the program to which he or she is applying; completing an on-site writing sample following the interview.

Note: Admission to the Graduate School does not guarantee admission to a graduate degree program in the department of Psychology and Counseling.

- \_\_\_\_\_ Meet with a graduate advisor prior to enrolling in any courses in a degree program in the department of Psychology and Counseling.
- \_\_\_\_\_ Meet with a graduate advisor to complete a degree plan AFTER FULL ADMISSION
- \_\_\_\_\_ Apply for CNSK 595, CNSK 596, MHCK 505, MHCK 595, MHCK 596, PSYK 505, PSYK 584, PSYK 587, PSYK 595, or PSYK 596 in the semester prior to enrolling in it (must apply each semester for each course)
- \_\_\_\_\_ Apply to take comprehensive exams
- \_\_\_\_\_ Apply for graduation and participation in graduation ceremony

## PART 1: ADMISSIONS AND INFORMATION FOR THE STUDENT

### Program Options

Students may choose from different options within the graduate degree programs. 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 an option (e.g., LPC, LMFT) when applying to the department for program admission and acknowledge this choice when a degree plan is filed.
- Students will graduate with a graduate degree under only one program.
- Students may take courses not listed on their degree plans with the understanding that these courses are electives and may not satisfy requirements for graduation in some programs.

Available programs include:

- For the Counseling (M.Ed.) program: School Counseling (with or without eligibility for the Licensed Professional Counselor).
- For the Counseling Psychology (MS) program: Licensed Professional Counselor or Licensed Marriage & Family Therapist.
- For the Educational Psychology (MS) program: Experimental Psychology.
- For the Specialist in School Psychology (S.S.P.) program: Licensed Specialist in School Psychology
- Non-degree seeking certification programs include: School Counseling

### Statement of Informed Consent

The graduate degree programs include laboratory and field experiences in counseling 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, and 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.

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 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.

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

### Admission

- The student must be admitted by the Office of Graduate Admissions.
- The student must meet admission requirements as specified in the Departmental Handbook and University Catalog. Application forms may be obtained from the department office or website.
- The student must return to the Department the completed application (Appendix B) for admission and all documentation according to the following schedule:
- |                 |            |
|-----------------|------------|
| Fall Semester   | July 1     |
| Spring Semester | November 1 |
| Summer Semester | April 1    |
- An admissions committee consisting of members of the Department faculty will convene every semester to review applications, writing samples and interview results to determine acceptance or denial of individual applicants.
- Students failing to meet full admission requirements may be granted conditional admission status until the first 12 semester hours are completed.
  - If denied conditional admission, students may re-apply for admission after successful remediation. Students are responsible for this remediation following input from their graduate advisor and/or the admissions committee.
  - Conditionally admitted students must enroll in coursework approved by a graduate advisor and receive a grade point average (GPA) of 3.25 or above on the specified coursework to be eligible for full admission.
  - Students will not be permitted to enroll in additional coursework in counseling (CNSK), counseling psychology (CPSK), mental health counseling (MHCK) or psychology (PSYK) beyond the first 12 semester hours if not fully admitted to the program.
  - If denied full admission after being conditionally admitted and completing 12 semester hours, students may re-apply for admission after successful remediation. Students are responsible for this remediation following input from their graduate advisor and/or the admissions committee.

- Remediation plans are designed to be specific to a student's needs. They may involve one-on-one consultation with faculty, additional undergraduate coursework, professional development activities, use of tutoring services, etc.
- Students' admission status will be reviewed continuously throughout their course of study regarding their ability to develop competence in counseling, therapy, and/or assessment skills. Should a change in admission status be required, appropriate program procedures will be followed. Consult this guide or ask a graduate advisor for details.
- No more than 6 semester hours of graduate coursework completed at another regionally accredited university will be accepted for transfer credit on a student's degree plan. No undergraduate credit will be counted toward a graduate degree. Coursework more than 6 years old at the time of graduation cannot be counted for a degree.

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

Students are also expected to understand and adhere to the standards of conduct for students at Texas A&M University - Central Texas (A&M-Central Texas). Violations of professional ethical standards or University rules could deem a student 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 strongly encouraged to seek advising by faculty advisors regarding coursework, certification and licensing requirements, program policies and procedures,

requesting changes in 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 as much as possible.

### Student's Responsibilities

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

- 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
- Applying for candidacy upon completion of selected core courses
- 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

Students must have full admission to file a degree plan in the department. Once full admission status is granted, a student should contact his/her graduate advisor to develop a degree plan as soon as possible. The student, graduate advisor, and the Department Chair sign the student's departmental degree plan. The graduate advisor will assist the student with the selection of courses related to the program option chosen. Note: 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 on the degree plan 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.

## 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 Counseling, Counseling Psychology, Educational Psychology, or School Psychology programs does not guarantee professional fitness that is required to remain in the program.

### Academic Appeal Policy

- I. **Overview:** 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:
  - a. Students have the right for their work to be evaluated fairly and accurately using a method consistent with professional academic standards.
  - b. 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.
  - c. 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.
  
- II. **Academic Dishonesty:** 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.

**III. Justification for an Appeal:** Grade appeals may only be initiated if the grade was influenced by one of the following:

- a. **Error:** A clerical/computational error was made in calculating/reporting the grade.
- b. **Prejudice:** The faculty member's evaluation of the student's work was influenced by the faculty member's negative attitude toward the student.
- c. **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).
- d. **Inconsistent application:** The student's grade was not determined using the same process applied to other students in the course.
- e. **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:

- a. Disagreement with course policies that are clearly communicated in writing to all students.
- b. Differences in policies among sections of the same course or across faculty members.
- c. Potential negative impact on the student (e.g., loss of financial aid).
- d. 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).

**IV. Appeal Process:**

- a. 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).
  - i. The faculty member is required to give the student a written response within 15 calendar days.

- ii. 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).
  - iii. 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.
- b. 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.
  - i. 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.
  - ii. The Chair (or proxy) then has 15 calendar days to respond to the written appeal.
- c. 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.
  - i. The Committee will consist of a minimum of three faculty members appointed by the College Dean and two student representatives.
    - 1. The student representatives will be the president of the university's Psychology and Counseling honor society (Psi Chi) 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.
  - ii. The Committee may request additional information from the parties involved (e.g., course syllabus, work samples, testimony).
  - iii. The Committee will notify the student and faculty member that the appeal is under committee review.
  - iv. 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.

- v. The student and faculty member both have the right to present evidence in person to the committee, but the committee may deliberate in private.
- d. The decision of the College Dean is final and will be communicated to the student in writing.

### Student Retention Policy

Students must earn an average grade of “B” or better in the required courses for the degree. If the cumulative graduate school grade point average (GPA) falls below 3.0 during any semester of enrollment at A&M-Central Texas, the student will be placed on academic suspension. 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 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 permanently dismissed from the university, unless an appeal is approved. Under exceptional conditions, a student may write a letter of appeal to the Manager of Graduate Studies. Consideration for reinstatement will be on a case by case basis and approved only *one* time by the Associate Vice President of Graduate Studies and Research. There is no appeal beyond the Associate Vice President of Graduate Studies and Research.

### Student Review Policy

Members of the program faculty, using their professional judgment, continually evaluate each student’s performance. Students receive feedback about their performance from faculty members, advisors, and supervisors.

If a faculty member believes that a student is not making satisfactory progress or meeting program or university standards, that faculty member will discuss the situation with the student. If the faculty member believes the student's performance cannot improve to acceptable standards, the faculty member may refer the student to a committee of the program faculty, consisting of a minimum of three faculty members, to review the student's performance. The Performance Fitness Evaluation Form included in the Appendix will be used for this review. Please familiarize yourself with this form.

1. If the student wishes to appeal the faculty member's decision to make this referral, they may appeal this decision to the Department Chair. The Department Chair is expected to give a response within 15 days.
  - a. If the Department Chair agrees with the faculty member’s decision, the matter will be referred to a committee of the program faculty.
2. The faculty review committee:

- a. Will provide the student in writing with the reasons for non-satisfactory progress.
  - b. Will provide the student an opportunity to meet with the committee and respond.
  - c. Within 10 working days of meeting with the student, the committee will report to the student, the department chair, and the College Dean its findings that the student either be allowed to remain, allowed to remain with conditions, or be removed from the program. The department chair will forward copies to the offices of the College Dean, the Associate Vice President for Graduate Studies & Research, the Provost and the Office of Student Conduct.
3. Within 15 days of the receipt of such information, the student may notify the Dean of the College of Education of the acceptance or appeal to the committee's findings. Lack of appeal or notification within this time period is assumed as acceptance.
  4. If the student is recommended to stay in the program, the committee will develop a growth plan.
  5. To appeal the outcomes of the committee, the student must submit a written appeal to the Dean of the College of Education. The Dean will determine whether or not to uphold or modify the directives made by the committee. The Dean will provide the student with a final decision in writing. The Dean will forward copies to the department chair, and the offices of the Associate Vice President for Graduate Studies & Research, the Provost, and the Office of Student Affairs.
  6. The decision of the Dean of the College of Education is final and will be communicated to the student in writing.

### Professional Endorsement Policy

The faculty will not endorse any graduate from the counseling, counseling psychology, and educational psychology programs for a license or certification for which the graduate has not been trained.

### Admission to Candidacy

- Admission to candidacy is a requirement for all degree-seeking students.
- The requirements for candidacy are:
  1. Have a degree plan on file in the office of Graduate Studies & Research and the Department of Counseling and Psychology.
  2. Be fully admitted to the Counseling, Counseling Psychology, Educational

- Psychology, or School Psychology program and Graduate School.
3. Have a 3.0 GPA and not be on academic probation.
  4. Show satisfactory progress and acceptable standards of conduct.
  5. Have completed 12 hours in the degree plan.

### Comprehensive Examination

- Every candidate for a M.Ed. or, M.S. in Counseling Psychology, or degree must successfully complete the comprehensive examination. Candidates for the S.S.P. must complete either a comprehensive examination, or a thesis.
- While the scheduled date is usually posted early in the semester, the student is ultimately responsible for contacting the program office for information regarding the examination and for making arrangements to take it as scheduled. Examination dates are typically:

<u>Graduating Semester</u>	<u>Comprehensive Examination</u>	<u>Application Deadline</u>
Fall	2 <sup>nd</sup> Saturday in November	October 1 <sup>st</sup>
Spring	2 <sup>nd</sup> Saturday in April	March 1 <sup>st</sup>
Summer Sessions I & II	2 <sup>nd</sup> Saturday in July	June 1 <sup>st</sup>

- The examination consists of two parts: an objective item examination and an essay examination. The objective item examination consists of 100 multiple-choice questions related to the student's degree plan. There are different examinations for different degree plans. The essay examination consists of four essay questions written by the student's advisory committee and related to the graduate coursework taken by the student. The chair of the advisory committee submits two essay questions and the other two members of the advisory committee each submit one essay question.
- A score of 70% must be obtained on each part of the comprehensive examination to pass it. Any part of the examination that is not passed at the 70% cutoff must be retaken in the next semester that the examination is administered. Students who do not receive a passing score the second time are referred to their advisory committee. An individual remediation plan will be considered. No student may take the failed portion more than three times. Students who are unable to successfully complete the required comprehensive exams will be dismissed from the program.

### Thesis

Every student in the M.S. Experimental Psychology program must complete a thesis. The thesis is an original work of research that each student will need to propose and conduct over a two semester sequence. Students may begin their thesis after meeting the following requirements:

1. Completion of at least 18 hours in the program.
2. Having successfully completed PSYK 500, PSYK 501, and PSYK 516.

In the first semester the student is expected to identify their topic, select their faculty committee, and propose their research protocol. During the second semester, the student will collect and analyze data, interpret their findings, and defend their research report. The Office of Graduate Studies publishes a Thesis Handbook 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.

### Graduation

Students must register to graduate by the deadline listed in the current catalog or class schedule. 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:
 

CNSK 595, 596	PSYK 505, 584, 587	PSYK 595, 596
	MHCK 505, 595, 596	

### Eligibility

- All prerequisite courses must be completed to be eligible for enrollment in practicum and internship courses (see the appropriate Verification of Coursework form)
- Students must have a 3.0 GPA, admitted to candidacy, and not be on academic probation
- Students must show satisfactory progress and acceptable standards of conduct
- 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 fitness and performance guidelines 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 in the program offices.
- 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 (note: if a deadline falls on a weekend or holiday, it will be moved to the next working day):

<u>Practicum Semester</u>	<u>Application Deadline</u>
Fall	July 1 <sup>st</sup>
Spring	November 1 <sup>st</sup>
Summer Sessions I & II	April 1 <sup>st</sup>

- 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 those 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. 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 qualification 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 when submitting their application for practicum. In some instances, students may be required to provide health certificates or evidence of immunization to work with clients.
- Since it is the responsibility of students to prepare themselves for course requirements, liability insurance must be purchased several weeks prior to taking 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:
  - 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 Experimental Psychology. Each degree option is primarily designed for a particular credential.
- 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. 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 table 1 on the next page:

<u>Program</u>	<u>Degree</u>	<u>Program Option</u>	<u>Credential</u>	<u>Responsible Board</u>
Counseling	M.Ed.	School Counseling	School Counselor (certification)	Texas State Board for Educator Certification
			Licensed Professional Counselor (license)	Texas State Board of Examiners of Professional Counselors
Counseling Psychology	M.S.	Licensed Professional Counselor	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	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	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

## APPENDIX A

### Performance Fitness Evaluation

Counseling, Counseling Psychology, & Educational Psychology Graduate Programs  
Department of Psychology & Counseling  
Texas A&M University-Central Texas

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

Faculty \_\_\_\_\_ Course Number \_\_\_\_\_

This evaluation is to be completed by instructors when they believe that there is a poor match between the student and the counseling program. The evaluation covers four areas:

1. Professionalism
2. Competency
3. Social and Emotional Maturity
4. Integrity

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, affective, and sensory 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 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX B**  
**Texas A&M University-Central Texas**  
**Application to the Graduate Psychology and Counseling Programs**

Name:

Address:

City: State: Zip Code:

Preferred Email: Preferred Phone:

Degree Program applying to (Check one):

- Licensed Marriage and Family Therapist (LMFT)
- Licensed Professional Counselor (LPC)
- Licensed Specialist in School Psychology (LSSP)
- School Counseling
- Experimental Psychology

Do you have an Undergraduate Degree in Psychology? Circle one: **YES NO**

If no, list degree and what PSY classes you have taken:

Your recent GRE score and date taken:

Your Undergraduate GPA:

Have you completed any Graduate hours? Circle one: **YES NO**

If yes, list completed hours:

Do you have work experience in the mental health field? Circle one: **YES NO**

If yes, describe:

Please attach:

- 1) A typed statement of your personal strengths and weaknesses and professional goals in 200 words or less.
- 2) A vita/resume detailing your work and educational experience

Return this form, statement and vita/resume to:

Dr. Brian Wortham

**OR:**

wortham@ct.tamus.edu

Department of Psychology and Counseling

1001 Leadership Place

Killeen, TX 76549

**APPENDIX C****PSYCHOLOGY AND COUNSELING GRADUATE PROGRAMS  
Texas A&M University-Central Texas****Statement of Confidentiality**

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 Counseling, Counseling Psychology, Educational Psychology and School Psychology programs.

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Student Name

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Date

**APPENDIX D**  
**Texas A&M University-Central Texas**  
**INFORMED CONSENT**

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:

1. 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.
2. 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.
3. 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.

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Date

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Student Name



**APPENDIX E**  
**MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY**  
**PRACTICUM VERIFICATION OF COURSEWORK**

I certify that I have completed the following pre-requisite courses for MFTK 530, 554, 559, 560

Required Course	Semester/Year	School	Grade
MFTK 501 INTRODUCTION TO FAMILY THERAPY THEORY			
MFTK 502 ADVANCED FAMILY THEORY			
MFTK 520 PRE-PRACTICUM			

Approved course substitutions or reasons for not completing any prerequisite course.

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

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX F**

**LPC OPTION**

**MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING**

**PRACTICUM VERIFICATION OF COURSEWORK**

I certify that I have completed the following pre-requisite courses for MHCK 505, MHCK 584 or MHCK 587.

Required Course	Semester/Year	School	Grade
MHCK 550 Foundations of Counseling and Psychology			
MHCK 553 Personality & Counseling Theories & Applications			
MHCK 554 Group Procedures for Counselors			
MHCK 557 Methods & Practices in Counseling & Psychology			
MHCK 558 Counseling Perspectives on Psychopathology			
MHCK 581 Assessment & Evaluation Fundamentals			

Approved course substitutions or reasons for not completing any prerequisite course.

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

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX G**  
**SCHOOL COUNSELOR OPTION**  
**MASTER OF EDUCATION IN COUNSELING**  
**INTERNSHIP VERIFICATION OF COURSEWORK**

I certify that I have completed the following pre-requisite courses for CNSK 595 or CNSK 596.

Required Course	Semester/Year	School	Grade
CPSK 550 Foundations of Counseling and Psychology			
CPSK 551 Career Counseling & Guidance			
CPSK 553 Personality & Counseling Theories & Applications			
CPSK 554 Group Procedures for Counselors			
CPSK 557 Methods & Practices in Counseling & Psychology			
PSYK 581 Assessment & Evaluation Fundamentals			

Approved course substitutions or reasons for not completing any prerequisite course.

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

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX H**  
**SCHOOL PSYCHOLOGY OPTION**  
**SPECIALIST IN SCHOOL PSYCHOLOGY**  
**“INTERNSHIP” VERIFICATION OF COURSEWORK**

I certify that I have completed the following pre-requisite courses for PSYK 595 OR PSYK 596.

<b>Required Course</b>	<b>Semester/Year</b>	<b>School</b>	<b>Grade</b>
PSYK 500 Behavioral Statistics			
PSYK 501 Research Methods			
PSYK 502 Social Psychological Processes			
PSYK 503 Theories of Learning			
PSYK 504 Human Development			
PSYK 505 Practicum I			
PSYK 560 Foundations of School Psychology			
PSYK 511 Cultural, Minority & Gender Issues			
PSYK 514 Assessment of Intelligence & Achievement			
PSYK 515 Physiological Psychology			
PSYK 580 Personality & Social Assessment			
PSYK 582 Behavior Management & Therapy			
PSYK 583 Consultation & Supervision			
CPSK 553 Personality & Counseling Theories & Applications			
CPSK 557 Methods & Practices in Counseling & Psychology			
PSYK 581 Assessment & Evaluation Fundamentals			
CPSK 558 Counseling Perspectives on Psychopathology -or- ESPK 505 Introduction to Exceptional Learners			
EDUK 538 Curriculum Design & Implementation			
EDAK 512 Administration of Elementary & Secondary Schools & Special Services			

Approved course substitutions or reasons for not completing any prerequisite course.

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

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX I**  
**SCHOOL PSYCHOLOGY OPTION**  
**SPECIALIST IN SCHOOL PSYCHOLOGY**  
**“PRACTICUM” VERIFICATION OF COURSEWORK**

I certify that I have completed the following pre-requisite courses for PSYK 505.

Required Course	Semester/Year	School	Grade
PSYK 560 Foundations of School Psychology			
PSYK 582 Behavior Management & Therapy			
CPSK 553 Personality & Counseling Theories & Applications			
CPSK 557 Methods & Practices in Counseling & Psychology			
PSYK 581 Assessment & Evaluation Fundamentals			
CPSK 558 Counseling Perspectives on Psychopathology -OR- ESPK 505 Introduction to Exceptional Learners			

Approved course substitutions or reasons for not completing any prerequisite course.

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

Student Signature \_\_\_\_\_ Date \_\_\_\_\_