



Admitted Student Handbook
Master of Science Program
Clinical Mental Health Counseling
2025-2026

College of Education and Human Development

April 25

Preface

The faculty and staff in the Clinical Mental Health Counseling Program would like to welcome you.

This Handbook is meant to support master's students (admitted to the Graduate School and the Counseling and Psychology Department) with information about the Clinical Mental Health Counseling Program at Texas A&M University – Central Texas. This handbook will provide support to, but will not replace, the Texas A&M University – Central Texas Undergraduate and Graduate Catalog.

Students are encouraged to be familiar with the most recent copy of the Texas A&M University – Central Texas Undergraduate and Graduate Catalog and meet with their faculty program advisor each semester.

Students are responsible for adherence to the policies in the Handbook edition that was current during the semester when the student was admitted.

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Introduction

The Clinical Mental Health Counseling Program is one of four graduate degree programs in the Department of Counseling and Psychology within the College of Education and Human Development at Texas A&M University – Central Texas. The program was established to prepare professional counselors at the master's (M.S.) level to meet licensure requirements in the state of Texas and to provide a pathway to become a Licensed Professional Counselor. The degree program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Program Mission

The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in cultural relevance to meet the varied needs of individuals and families in Central Texas and beyond. Graduates from our Clinical Mental Health Counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program emphasizes overall competency-based performance as well as the promotion of our students' optimal state of health and wellness to foster continuous professional growth.

Graduate Faculty

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Program Objectives

It is expected that all Clinical Mental Health Counseling students will exhibit competence in the counseling core areas. Competence will be shown through didactic courses, experiential courses, field experiences, examinations, research, papers, presentations, supervised practice with clients, and successful completion of the Counselor Preparation Comprehensive Examination. Graduates of the Clinical Mental Health Counseling Program are expected to have completed program objectives listed below.

Program Objectives

Clinical Mental Health Counseling graduates will

1. develop strong professional identities as counselors.
2. establish helping relationships with diverse clients.
3. understand individual and family development and transition across the life span including ways to promote optimal human development.
4. demonstrate an understanding of theories and models of career development, counseling, and decision-making approaches for conceptualizing the interrelationships between work and mental well-being.
5. demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.
6. use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.
7. abide by relevant ethics, laws, and standards of professional practice.
8. use theories and models to guide their professional practice.

Overview of Clinical Mental Health Counseling Program

Clinical Mental Health Counseling. At the master's level, the 60-hour Clinical Mental Health Counseling program provides the academic training for counselors to work in a variety of positions in mental health agencies, such as counseling centers, drug and substance abuse centers, career counseling centers, mental health programs, employee assistance programs in business and industry, adult probation offices, MHMR agencies, corrections facilities, and private counseling practices. Completion of the

master's degree in Clinical Mental Health Counseling provides the graduate with the academic coursework requirements for Licensed Professional Counselor (LPC) in Texas.

School Counselor Certification Preparation Track. Qualifying Clinical Mental Health Counseling students may be eligible for the School Counselor Certification Preparation track, affording these students the opportunity to meet the academic requirements for both the Licensed Professional Counselor – Associate and School Counselor Educator Certification. This track prepares students to work in PreK-12th grade school districts in the State of Texas. See “School Counselor Certification Preparation Program” for more information.

Clinical Mental Health Counseling Program Requirements

The Clinical Mental Health Counseling Program requirements are described in this section of the *Handbook*. For organizational purposes, the discussion will begin with the program requirements for a master's degree in Clinical Mental Health Counseling, and the additional requirements for the School Certification emphasis area will follow.

Program Standards

Students must maintain high scholastic standards and develop skills necessary to work with people with varied 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, Applied 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 Academic Appeals Procedure was designed to protect students from biased or inaccurate evaluation procedures without unfairly impinging on the academic freedoms of the faculty (see Catalog).

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.

Appeal Process

A student's final course grade is based upon the grading policies, procedures, and criteria stated in the course syllabus distributed at the beginning of the semester by the course instructor. The syllabus shall include the basis for calculation of grades, including weights as applicable for tests, laboratory assignments, field study work, projects, papers, homework, class attendance and participation and other graded activities.

Normally a student's concern over a final course grade can be handled informally between the student and the instructor of the course. If the issue cannot be satisfactorily resolved between the student and the instructor, then the student may request a grade appeal using the procedure outlined below.

The original grade will stand in the student's university record until the appeals process is concluded.

1. A final grade can only be appealed under one or more the following conditions:
 - a. A clerical/computational error was made in calculating/reporting the grade.
 - b. The grading decision was made on some basis other than academic performance and other than as a penalty for academic misconduct.
 - c. The grading procedure employed was arbitrary and departed substantially from accepted academic norms or is at variance with the course syllabus.
 - d. The grade was not determined using the same process applied to other students in the course.
2. A student who wishes to appeal a final course grade must submit a written grade appeal request to the course faculty member at their official university email address within 30 calendar days of the date that final course grades were posted. The written appeal must contain all of the information necessary to render a decision. The written grade appeal must include the following information:
 - a. Student name, address, student's university email, telephone number, and Warrior Identification Number
 - b. Course name, CRN, prefix/number and semester/year class taken
 - c. Name of faculty member assigned to the course
 - d. A clear statement of the grade change being requested and the justification for the request

e. Attach additional evidence that supports the grade appeal. This may include items such as personal grade records, copies of graded work, email communication with the faculty member, or comparisons of own work to the work of other students.

3. The faculty member is expected to provide the student a written decision (by the student's university email or by certified mail) within 20 business days. If the student is dissatisfied with the decision or does not receive a response from the faculty member within 20 business days, the student may submit the grade appeal to the department chair. In the rare case that there is not a department chair or if the faculty member is the department chair, then the written appeal should be sent directly to the dean of the college. The student has five business days to submit the appeal.

4. The department chair is expected to provide the student a written decision (by student's university email or by certified mail) within 10 business days.

5. A student dissatisfied with the department chair's decision may submit the appeal in writing to the college's dean. The student has five business days to submit the appeal. The college dean will give the grade appeal to the College Academic Appeals Committee for review. The Academic Appeals Committee consists of three faculty members from the college; each college is responsible for developing a specific and unbiased committee structure. After considering all aspects of the incident, the committee will render a recommendation to the academic dean. The decision of the academic dean is final and will be communicated to the student in writing within 20 business days.

A request for deviating from the grade appeal timeline must be approved by the dean of the college and the student must be notified in writing of the change in appeal timeline.

Any question of interpretation or application of the Academic Grade Appeals Procedure shall be referred to the Office of the Provost.

Any question of interpretation or application of the college procedure shall be referred to the dean of the college.

Graduate Student Performance Policy

Every student enrolled in the Graduate School 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 all graduate work completed at A&M–Central Texas, both per semester and overall. The Graduate School reserves the right to suspend any graduate student who does not maintain satisfactory academic standing or who 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 required minimum as set by the department (at least a minimum 3.0 GPA), she/he will be given notice of unsatisfactory academic performance and will be 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.

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 and may not attend classes for one long semester or the summer term. During the suspension period, students are not permitted to remit transcripts for coursework taken at other institutions. Upon return from suspension, a student must sign a contract with the Graduate School 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. Dismissal from a second program will result in permanent dismissal from the university.

Appeal for Bar from Attendance due to Suspension – Under exceptional conditions, a student may write a letter of appeal to the manager of Graduate Services asking to be allowed to continue for the semester, rather than sitting out for the term. The student must contact the Graduate School to request a contract to submit an appeal. Reinstatement will be considered on a case-by-case basis and approved only once by the Graduate School. There is no appeal beyond the dean of the Graduate School.

Master's Degree (M.S.) Program

The master's degree program in Clinical Mental Health Counseling is designed around a core curriculum of classes which are selected to be consistent with national standards for master's programs in Clinical Mental Health Counseling, state training requirements for counselors, and Texas A&M University - Central Texas requirements for graduate programs. The Clinical Mental Health Counseling program meets academic coursework requirements for licensure as a Licensed Professional Counselor (LPC) in Texas. In addition, the program requires successful completion of the Master's Comprehensive Examination. Counseling students have a maximum of six (6) years to complete the MS degree. Appendix A lists the course requirements for a degree in Clinical Mental Health Counseling.

Appendix A lists the planned 2-year sequence of Clinical Mental Health Counseling courses. Please NOTE **this sequence is planned but cannot be guaranteed.** This sequence is dependent on resources available to offer the classes.

Clinical Mental Health Counseling Program Admission Requirements

Students will be admitted into the **M.S. Clinical Mental Health Counseling** program by the faculty once the following application criteria are met:

- Bachelor's degree from a fully accredited institution.
- Minimum GPA of 2.5 in last 60 hours to include semester where the 60th hour occurred inclusive of graduate and/or undergraduate coursework.
- Successful admission to the Graduate School.
- Completed Counseling and Psychology Department application.
- 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.

School Counselor Certification Preparation Program

Students interested in seeking school counselor certification, a track within the MS in Clinical Mental Health Counseling program, are encouraged to visit the [Clinical Mental Health Counseling website](https://www.tamuct.edu/degrees/graduate/mental-health-counseling.html) for specific information regarding program admission (<https://www.tamuct.edu/degrees/graduate/mental-health-counseling.html>). School Counselor Certification Preparation Program information and materials are available toward the bottom of the webpage.

School Counselor Certification Preparation Program Mission

The School Counselor Certification Preparation Program, in partnership with community, school districts, college, university, prepares culturally competent professional school counselors through high quality, innovative educational practices and leadership experiences, grounded in *The Texas Model for Comprehensive School Counseling Programs*. Program graduates are prepared to guide all PreK-12th grade students to success in personal, social, educational, and career development. Graduates are prepared to collaborate with others in and beyond their school communities to ensure opportunities for meaningful student engagement and commit to lifelong professional development in support of program, department, college, and university missions.

School Counselor Certification Preparation Admission Requirements

- Apply for entrance into the School Counselor Education Preparation Program after full admission into the Master of Science in Clinical Mental Health Counseling Program.
 - The application is separate from the Graduate School and Counseling and Psychology Department Application.
 - The School Counselor Certification Preparation Program Application can be found at <https://educators.tamuct.edu/> (<https://educators.tamuct.edu/>).
 - Complete a 500-word essay (part of the application)
 - Intent to pursue certification (part of the application)
- Complete a program interview

Getting Started: M.S. Clinical Mental Health Counseling with School Counselor Certification Preparation

School Counselor Candidates are recruited from school districts across Texas to join cohorts forming for upcoming semesters. Additionally, students are able to pursue the school counseling certificate without teaching experience, so students without a background in education are encouraged to apply as well. The application process includes the following steps:

1) After full admission into the Clinical Mental Health Program, apply to the School Counselor Certification Preparation Program. Instructions can be found at [the Educators Portal](#). Select “School Counselor” under Educator Preparation Programs

2) complete the program interview process

*Applicants must meet A&M-Central Texas Graduate School, the MS in Clinical Mental Health Counseling, and School Counselor Certification Preparation Program criteria for selection.

NOTE: If your degree is from an institution out of the country, the university will review your transcripts for translations. Also, TEA will require verification of minimum scaled scores on the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing. Admission to the certification program does not guarantee a recommendation for certification. To be recommended for certification, students must meet all program requirements and satisfy the requirements for recommendation for certification.

NOTE: After formal admission, a Candidate who leaves the program must complete a nonparticipation form and turn it in to the Program Coordinator in addition to withdrawing from the university through the university registrar's office.

School Counselor Certification Preparation Program Ethics and Program GPA

Every candidate accepted into the School Counselor Certification Preparation Program track is required to maintain a high level of performance and comply fully with the policies of the university and educator preparation. The university reserves the right to suspend any graduate student who does not maintain satisfactory academic standing or fails to conform to university regulations. Candidates are expected to maintain a minimum 3.0 GPA in school counseling certificate program coursework. Any Candidate who earns lower than a grade of B in a program course must meet with the Program Coordinator to discuss performance, progress, and program continuation. Additionally, the Candidate is required to meet the standards delineated in the TAMUCT Student Handbook and the Texas Educator's Code of Ethics.

Candidates are successful because of their commitment to work diligently as they build the skills needed to succeed as school counselor educational leaders. Important to the learning process is the support of an expert, experienced team that provides the mentoring and coaching necessary to guide the Candidate's learning. Each Candidate will benefit from a support team composed of the Program Coordinator, Cohort Candidate Members, the School Counseling Site Supervisor, the Program Faculty, and the School Counseling Practicum Field Supervisor. Each role is defined below.

The School Counseling Candidate

Engagement, authenticity, and responsibility to lead learning belong to the Candidate. All course questions should be directed first to the course instructor. Any program issues or concerns should be addressed to the Program Coordinator.

The Program Coordinator

Guidance for the cohort as a whole and for each Candidate in the cohort is provided by the Program Coordinator, a full-time faculty member for the MS in Clinical Mental Health Counseling or MS in Clinical Mental Health Counseling with School Counselor Certification Preparation Program

The School Counselor Site Supervisor (Mentor)

The School Counselor Site Supervisor is available to support the success of the Candidate by providing coaching support at the school or district setting. Candidates confirm their campus principals' or superintendent's (or designee) willingness to serve in the mentor position. If unavailable, the Program

Coordinator will work with the Candidate and Campus Principal to designate another Site Supervisor.

The School Counseling Program Faculty

Key to the success of school counselor candidates is the time and effort expended by Program Faculty who serve as course instructors. Their role is to create relevant, engaging, and challenging learning opportunities and performance assessments in each course. All Program Faculty have a terminal degree in counselor education or a related field and are credentialed by the university to teach specific program courses based on certification, degrees, experience, and expertise.

The University Field Supervisor

Candidate field-based practicum activities are supported by the University Field Supervisor. University Field Supervisors are highly experienced and successful former campus administrators who are carefully chosen based on fully meeting a set of six qualifications. Each University Field Supervisor must: 1) hold a valid school counseling certificate, 2) have a terminal degree in counseling or related field, 3) have three years' experience leading, managing, and implementing a comprehensive school counseling program, 4) exhibit exceptional interpersonal skills, 5) remain current in research and best practice related to campus leadership and school improvement, and 6) be able to make the substantial time commitment to guide student practicum experiences.

School Counselor Certification Preparation Program Curriculum is aligned with Texas school counselor standards (19TAC 239.15) and the School Counselor TExES #252 domains and competencies.

Criminal History Information

Texas Education Agency conducts a national criminal history check on all applicants for certification. Texas Education Code (TEC) §22.0831 states, "The board shall review the national criminal history record information of a person who has not previously submitted fingerprints to the department or been subject to a national criminal history record information review." The State Board of Educator Certification (SBEC) may require disclosure of previous arrests, convictions, and/or deferred adjudication. SBEC may refuse to issue an educator certificate to a person who has been convicted of a felony or misdemeanor for a moral turpitude crime that relates to the teaching function. Pursuant to TEC §22.083 the SBEC may refuse to confer state certification based on such criminal history information.

Pursuant to TEC §22.083 a school district or private school may access any criminal history information pertaining to teachers and teacher candidates held by any law enforcement or criminal justice agency. A school district or private school may refuse to provide a placement for field experience or employ a candidate based on the candidate's criminal history. A school district or private school must report to the SBEC if the school district or private school obtains or has knowledge that a candidate, applicant, or holder of an educator certificate has a criminal history. Candidates with a conviction or deferred adjudication for a felony or misdemeanor offense are required to obtain a Preliminary Criminal History Evaluation, which is a nonmandatory, non-binding evaluation of an individual's self-reported criminal history.

In addition, the agency obtains the candidate's name-based Texas criminal history information. The service is provided to the requester for a nonrefundable fee. The requester will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. If you

believe you may need to complete a Preliminary Criminal History Evaluation (PCHE) to be eligible for a Texas educator certificate based on your self-reported criminal history, please review the information found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

In addition to the background checks performed by A&M-Central Texas, Texas public schools are permitted by state law to conduct criminal history background checks on a person intended for hire or a person who has requested a volunteer position. As a participant in field experiences, clinical teaching, internship, or practicum in a Texas public school, you will be subject to a criminal history background check and must be able to provide the required documentation. Internship sites may also require a background check as permitted by state law.

School Counselor Certification Preparation Attestation

All School Counselor candidates will: 1. always remain professional with CEHD faculty and EPP staff. 2. Adhere to program policies within TEA guidelines as established by the CEHD including, but not limited to:

- i. Ensure that I am prepared to receive a standard school counselor certificate. The School Counseling Certification Program Coordinator shall establish benchmarks and structured assessments to track my progress and ensure that I am adequately prepared to pass the appropriate content exams required for certification.
- ii. The School Counseling Certification Program Coordinator shall determine my readiness to take the appropriate certification exams based on the EPP's data-informed protocols.
- iii. I understand that the School Counseling Certification Program faculty evaluate the design and delivery of components in the EPP based on performance data and research practices and use these data to continuously improve the program, which may result in changes to certification exam approval policy at any time.
- iv. EPP & the School Counseling Certification Program Coordinator retain documents showing evidence of my eligibility for admission to the program and evidence of completion of program requirements for a period of five (5) years after I complete, withdraw from, or am discharged or released from the program.

3. Adhere to the plans established by program faculty and EPP staff to ensure completion of program requirements; I will not exceed established timelines established to acquire the school counselor certificate.

4. If applicable, attend prescribed courses/trainings as required by TEA for certificate issuance.

5. Participate in self-tracked test preparation on TCERT, Certify Teacher, Pearson Interactive Practice exam for TExES school counselor (TExES 252)

6. Develop and maintain self-established timelines to be successful in submitting and passing the Representative Exam.

7. Notify EPP staff if I voluntary withdrawal from the program.

- If I am inactive from the A&M-Central Texas coursework for greater than 12 months, I may be removed from the EPP.
- If I am removed from the EPP, I will be required to reapply to continue in the program, and I understand that policies in effect at that time will apply to the new admission.

School Counselor Certification Preparation Complaints and Grievance Procedure

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a

cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c) (1) of this section, a complaint about an EPP for investigation and resolution. Any of the above, hereinafter referred to as the complainant, who has a complaint may seek resolution without fear of retaliation. If the complainant is a current A&M-Central Texas student, you must follow the University Student Complaint Procedure. For more information, please contact the Associate Dean of Student Affairs at (254) 501-5877. A formal public complaint is a signed written statement of complaints or concerns regarding the customer service provided by employees of the College of Education and Human Development Educator Preparation Programs. A formal written public complaint must include the facts upon which the complaint is based. Please provide a written and signed copy of the A&M-Central Texas College of Education and Human Development-Educator Preparation Program Complaint Form to the College of Education and Human Development-Educator Preparation Services in person or by mail, fax, or email to:

Educator Preparation Services

College of Education and Human Development
1001 Leadership Place Warrior Hall 322 G Killeen, TX 76549
Phone: (254) 519-8737 Fax: (254) 519-5788
Email: educatorprep@tamuct.edu

Degree Plan

The M.S. degree plan is filed on the form titled “Graduate Degree Plan Acknowledgement and Responsibility Form.” To be an official contractual agreement, the plan must be signed by the Faculty Advisor and the student. Following approval, changes may be made in the degree plan by completing the same form and checking the appropriate revisions box. These documents must have all signatures and be submitted to the Graduate School.

Student Review 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 (also known as the Fitness to Practice) (see Appendix B).

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 Human Development, and the Dean of the Graduate School. Appeals of the committee's recommendation regarding dismissal should be made to the Dean of the College of Education and Human Development 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.

Practicum and Internship Policies

Eligibility

Eligibility for enrollment in practicum and internship classes requires admission to the Clinical Mental Health Counseling Program and completion of all prerequisite coursework with a grade of 'B' or higher (see Appendix A). The prerequisites are strictly enforced by the Clinical Mental Health Counseling faculty. Students must have a 3.0 GPA or higher 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/Enrollment Process

- Students can complete the initial application for fieldwork courses online by clicking the link found on the program's webpage. Application Deadlines:
 - Fall June 1st
 - Spring September 1st
 - Summer February 1st
- The CMHC Field Experience Coordinator will review applications and then contact students via email to notify them of their eligibility for fieldwork.
- Students applying for Practicum (i.e., first semester of fieldwork) will also complete a separate set of application materials for the training clinic (Community Counseling and Family Therapy Center). This includes consent for a background check and verification of training required to work in the CCFTC.
- 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.
- Students who are approved for practicum/internship will be enrolled into an appropriate section by the CMHC Field Experience Coordinator; students cannot directly register for practicum/internship.
- The link to the field experience application is found here:
https://cttamus.co1.qualtrics.com/jfe/form/SV_5BJuC96iRVA6eIC
- Prior to enrollment in practicum and internship classes, student's liability insurance is purchased by the university.

*Materials relevant to practicum and internships, including applications and supervisory documentation are located in Appendix C of this Handbook.

Required Hours

- Practicum: Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. At least 40 of these clock hours must involve direct service with actual clients that contribute to the development of counseling skills. Hours in excess of these minimums cannot be applied to requirements for Internship.
- Internship: Students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service. Internship may be completed in no less than two and no more than three full academic terms (each being a minimum of 10 weeks). To help ensure students complete their hour requirements in no more than three semesters, a minimum number of clock hours involving direct client contact are required for each semester of Internship (90 hours in the Fall or Spring and 60 hours in the Summer).
- Students enrolled in the School Counselor Certification Preparation Program must complete all Internship Hours (i.e., 600 clock hours) in a school setting registered with Texas Education Agency. See the School Counselor Certification Preparation Handbook for more information.

Between-Semester Hours

Students who have successfully completed their first semester of internship and fulfill certain requirements may be eligible to continue accruing hours during the break between semesters to be applied to the requirements for Internship. Students wishing to accrue hours during breaks between semesters must obtain approval prior to the break from their site supervisor, the faculty supervisor who will be evaluating them when the semester resumes, and from the program coordinator. This approval must be documented by completing the CMHC Internship Bridge Agreement (located in Appendix C of this Handbook). Practicum students are not allowed to obtain any direct hours prior to the start of the practicum course. Training required by a student's site prior to the beginning of a practicum/internship course may count as indirect hours with approval of the responsible instructor.

Incomplete Hours

Students who do not complete coursework and/or required hours during their internship course will not be eligible to receive an Incomplete grade for the course. Instead, students who are unable to fulfill the course requirements must sign-up for an additional semester of internship.

Locating and Selecting a Practicum/Internship Site

- The student seeks and chooses the practicum/internship site. A site must be deemed appropriate by the CMHC Field Experience Coordinator to be approved. Sites that are greater than 75 miles from the Killeen campus must additionally be approved by the 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 program coordinator 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 program coordinator 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 program coordinator early in the semester of the application deadline to get pre-approval of the site. This will help to ensure that adequate time is available to find an alternate site in case a site is not approved.
- School Counselor Certification Preparation Program students must complete separate paperwork with the School Counselor Certification Preparation Program **before** the Internship semester begins.
- In some instances, students may be required to provide health certificates or evidence of immunization to work with clients.

External Site Dismissal

If at any point during a practicum/internship term a student is removed from their placement site for reasons that violate the site's agreement, whether clinical or conduct based, the student may be subject to a formal fitness to practice evaluation. This evaluation may include a formal remediation meeting in which additional requirements may be placed on the student to resolve any need presented in the remediation. Removal from the program is possible if a student fails to complete the required remediation or if certain legal or ethical concerns reach a level in which the faculty believe the student cannot continue in the program.

Comprehensive Examination

All students enrolled in the Clinical Mental Health Counseling Master's Degree programs must pass a comprehensive examination prior to receiving their degrees. Students are permitted to take the examination during their last semester or second to last semester of coursework. Students eligible to take the examination will enroll in COUN 5090 Comprehensive Examination CMHC. Because deadlines apply, students are encouraged to inquire about the procedures early in their last year of course enrollment or to speak with their assigned advisor if they believe they are eligible to enroll in COUN 5090. COUN 5090 is a zero-credit hour course, in which students are required to register to take the exam. This allows students access to the Canvas shell created for the comprehensive examination and allows faculty to disseminate appropriate information to them related to the test.

Students enrolled in the School Counselor Certification Preparation Program **must also** enroll in COUN 5090 Comprehensive Examination- School Counseling. Please note, students enrolled in the School Counselor Certification Preparation Program must pass the CMHC comprehensive examination and the school counselor comprehensive examination to graduate. See the School Counselor Certification Preparation Program section of the Handbook for more information.

The Comprehensive Examination for CMHC is the Counselor Preparation Comprehensive Examination (CPCE); a knowledge-based examination that reflects the eight core curriculum areas approved by the CACREP: (a) Human Growth and Development, (b) Social and Cultural Foundations, (c) Helping Relations, (d) Group Work, (e) Career and Lifestyle Development, (f) Appraisal, (g) Research and Program Evaluation, and (h) Professional Orientation and Ethics. The CPCE is designed as a summative evaluation of relevant knowledge obtained by students during their counselor preparation programs. Study materials for the CPCE are available from the publisher and the National Board for Certified Counselors (NBCC).

Website for more information on the CPCE: <https://www.cce-global.org/assessmentsandexams/cpce>

The CPCE consists of 160 multiple-choice questions of which 136 questions are scored. The remaining 24 questions are not scored but are used as pilot questions that may be used as future test items. The examination administration time is four hours. Students are asked to select the best response to each question from four alternative responses. Students may take the evaluation a maximum of three times. Students who must re-take the exam must meet with their advisor to develop a plan of study for the exam re-take. Please note, a student must wait a minimum of 30 days to retake the exam.

All questions regarding registration for first and second administrations of the examination and graduation procedures should be directed to the CMHC program coordinator.

The CPCE is offered either at the testing office at TAMUCT and has specific testing dates in this modality (see the Canvas shell for COUN 5090 Comprehensive Exam - CMHC for specific dates); or it is offered via Pearson Vue on an ongoing basis throughout the semester. Please notify the program coordinator if you prefer to take the exam at the TAMUCT testing office within the first two weeks of the semester. Official scores are sent monthly to the program coordinator by the NBCC.

School Counselor Certification Preparation

One of the required foundations for school counselor certification is the successful challenge of the Texas Examination of Educator Standards (TExES). A score of PASS on this examination indicates the ability to provide the necessary tools to create, revise, and implement a comprehensive school counseling program.

The process for testing includes a test taking strategies session, studying (course curriculum, 252 Tutoring, content screening test from the application process, <https://www.tx.nesinc.com/> , etc), university provided Representative exam in person on campus on predetermined dates to review test readiness, more study resources to include faculty led study sessions, and finally, TExES.

Representative Exam

The TExES Representative test serves as an assessment of how well the certification candidate has prepared for the TExES test framework. This secure test is administered in person at the college in a supervised setting. There is no retest of the representative form except in rare circumstances approved by the EPP and Testing Coordinator. The candidate is provided a matrix that analyzes performance by the domain and competency. No comparison of answers or discussion of questions is allowed to preserve the effectiveness of the form for future users.

Candidates must be admitted to the EPP prior to taking the Representative exam. To demonstrate test readiness, students must make a 65% on the multiple choice section and at least a 2 on the constructed response to receive approval to test. If the Representative score is less than 65% on the multiple choice section and/or less than 2 on the constructed response, the candidate will need to provide “proof of studies” as determined by the Program and EPS within 30 days after the unsuccessful score(s) on the representative exam.

Approval to register for the TExES examination is approved by the EPS office under the following conditions: The EPP Program Coordinator, Department Chair, or assigned Faculty Advisor in

coordination with the Testing Coordinator signifies the candidates have completed all required program benchmarks and establishes readiness to test.

All questions regarding registration for first and second administrations of the examination and graduation procedures should be directed to the program coordinator.

TExES Exam Registration

TExES test registration is completed through the Pearson website: <https://www.tx.nesinc.com/>. Candidates are responsible for paying all fees associated with testing and re-testing for each required exam. Testing fee information can be found on the website listed above. Budget for the TExES exam accordingly, which is approximately \$200 per test.

Follow the steps on the Texas Educator Certification Examination Program website to register for your exams as approval is given.

Additional Certification Testing Information

In response to HB 2205, 84th Texas Legislature, 2015, Texas Education Agency (TEA) all candidates are limited to four (4) attempts to retake any TExES examination. Failure to successfully pass any TExES examination within five (5) attempts may result in the candidate's ineligibility for certification in that subject area.

Candidates will complete the required TExES exam(s) according to the established test sequence and dates.

Candidates will be given approval for administration of the test only after established screening and preparation processes and the applicable representative test has been completed and passed.

Candidates must schedule the TExES test within 30 days of test approval.

In the event a candidate is unsuccessful on a TExES, the candidate must provide documented remediation assigned by the Program Coordinator or representative prior to expiration of the 30-day waiting period for retest.

Appeals related to any TExES policy MUST be made in writing to the Dean of the College of Education and Human Development at A&M-Central Texas. An information copy of the appeal MUST also be given to the appropriate department head.

Graduation

Graduation from the Clinical Mental Health Counseling Program entitles students to participate in the campus-wide graduation ceremony held December, May, and August each year. Students are encouraged to participate in the graduation ceremonies. It is the student's responsibility to be cognizant of and to complete the various graduation forms and fees within the specified deadlines. Information regarding graduation is available from the Graduate School, Founders Hall, Room 424C. Failure to complete the appropriate forms within the specified deadlines will result in the student being unable to graduate during

that semester. Students who are not participating in the official graduation ceremony should contact the Graduate School and make arrangements for obtaining their diploma.

Credentialing/Endorsement

Credentialing is necessary for graduates to practice the profession of counseling. One means for becoming aware of the credentialing process is to talk with the Clinical Mental Health Counseling faculty. A second means is to contact the American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304 (1-800-347-6647 ext. 397 or 703-823-0252 ext. 397).

The Clinical Mental Health Counseling Program faculty will only endorse students for those professional certifications, licenses, and placements for which they have been adequately trained and have demonstrated both the academic and non-academic attributes required for competence. Only students who have been admitted to the Clinical Mental Health Counseling Program and have completed the 60-semester hour Master's degree in the Clinical Mental Health Counseling program will be eligible for endorsement for licensure as a LPC by the Clinical Mental Health Counseling faculty. To ask the faculty to endorse licensure or certification for which the student has not been trained is to ask the faculty to engage in unethical behavior.

Licensed Professional Counselor

By state law, with few exceptions (e.g., school counselors), all individuals who call themselves professional counselors or who practice counseling independently must be licensed. Recipients of a Master's Degree in Clinical Mental Health Counseling from TAMUCT have met the academic requirements for licensure in the state of Texas. In addition to academic training, post-master's supervision is also required. Students planning to be licensed should contact the Texas State Board of Examiners of Professional Counselors, 1100 West 49th Street, Austin, Texas 78756-3183 (512-834-6658) for additional information about licensure in Texas. Students (not faculty) are responsible for obtaining copies of the counselor licensing law and license board regulations and for understanding and following their contents. The LPC Board in Austin grants licensure (not TAMUCT). <https://bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/>

The Clinical Mental Health Counseling program offered by Texas A&M University - Central Texas prepares an individual for initial occupational licensure as defined under Texas Occupations Code 53.001. An individual who has been convicted of an offense may be ineligible for licensure upon completion of the educational program. Individuals may request a criminal history evaluation letter regarding personal eligibility for a license. Students are encouraged to review all applicable eligibility requirements related to their respective occupational license and direct questions to the applicable licensing authority: <https://www.tamuct.edu/futurestudents/Occupational%20License%20Notification.html>

Please note the Clinical Mental Health Counseling Program is not designed for individuals holding a Master's degree and desiring to only complete eligibility requirements for the LPC. Instead, the program is designed for students seeking a Master's degree in Clinical Mental Health Counseling. Thus, all students seeking licensure as an LPC must be admitted to the Clinical Mental Health Counseling Program and must complete the 60-hour program.

Withdrawals

Following registration, students may decide to withdraw from the university. Students must contact both the Registrar's Office and the Graduate School to formally process withdrawal requests. Failure to formally withdraw from classes will result in a failing grade in all classes.

Impairment

According to the *ACA Code of Ethics* (2014), counselors and counselors-in-training do not offer counseling services to clients when their physical, mental, or emotional problems may harm a client or others (see Sections F.5.a and F.5.b). It is the responsibility of the counselor or counselor-in-training to be aware of signs of impairment, seek assistance for their problems, and notify program supervisors that they are unable to provide acceptable services to clients. Counselors and counselors-in-training should seek appropriate professional services to remediate the problem(s) interfering with their ability to provide services.

It is the policy of the Clinical Mental Health Counseling Program that if a student has a physical, mental or emotional problem that could potentially harm clients or others, that student will be prohibited from seeing clients until the student has completed a remediation plan. For example, it is the policy of the Clinical Mental Health Counseling Program that if a student has a documented relapse or a self-reported relapse, she/he will not see clients until a remediation plan is completed, and the student can provide verified documentation of at least one year of “clean” time. This follows the ACA Code of Ethics (2014) policy on Gatekeeping and Remediation (see section F.6.b).

Leaves of Absence

Because of extenuating circumstances (usually medical, financial, or personal), a student may request a leave of absence from the Graduate School. In requesting a leave of absence, a written request should be submitted to the Graduate School and a copy of the request should be sent to the Clinical Mental Health Counseling Coordinator. Courses taken more than six years ago cannot be counted toward a degree. Thus, any leave of absence should be considered carefully. Further an absence or non-continuous enrollment can prevent the student from making continuing progress toward their degree. When continuing progress is not made, the student may be dropped from the Clinical Mental Health Counseling Program.

Transfer Credit

Although a faculty member can review and recommend courses for transfer, a formal decision on transfer credit cannot be made until a Degree Plan, available from the Graduate School, has been submitted by the student and approved by the student faculty advisor and approved by the Graduate School. Following approval by the Graduate School, the Degree Plan becomes an agreement between the student and University with regard to coursework required for graduation. Providing the coursework is no older than six (6) years and is from a CACREP approved Clinical Mental Health Counseling Program, a maximum of 6-12 semester hours may be transferred at the master's degree level. All transfer credit must be from an accredited university and a **CACREP accredited Clinical Mental Health Counseling Program** and be equivalent to the course substitution at Texas A&M University - Central Texas.

Please note that transfer credit from another institution for COUN 5350, 5353, 5354, 5357, 5358, 5386, and 5393 **will not** be accepted; these courses must be taken in the Clinical Mental Health Counseling program. It is the student's responsibility to supply information that establishes any course for transfer as equivalent to a course at Texas A&M University - Central Texas. Usually, the equivalency can be established by meeting with the faculty advisor at Texas A&M University - Central Texas and providing a course description and a course syllabus from the course under consideration for transfer.

Financial Assistance

Financial assistance is available to graduate students usually via student loans, work study, scholarships, and research assistantships. Students interested in financial aid should contact the Financial Aid Offices located in Founders Hall, Room 108 or contact the financial aid offices by email at finaid@tamuct.edu. If a student is inquiring about scholarships, they can contact the following email address scholarships@tamuct.edu.

Student Loans

Students having a financial need may qualify for a student loan. Information about student loans may be obtained from the Student Financial Center (Financial Aid) in Founders Hall.

Ethics and Professional Development

The Clinical Mental Health Counseling Program faculty endorses and implements the American Counseling Association *Code of Ethics* (2014). Students and supervisees preparing to become counselors are required to adhere to the *ACA Code of Ethics* and have the same obligations to clients as those required of professional counselors.

Professional Associations

Students are encouraged to seek membership in the American Counseling Association and its divisions. The benefits of student membership are many, while the student membership fee is low. For more information, call 1-800-347-6647 ext. 222 or visit www.counseling.org. We encourage students to be members of the Texas Counseling Association. For more information on the Texas Counseling Association visit <https://www.txca.org>.

Affirmative Action

The Clinical Mental Health Counseling Program faculty support and endorse the policies/procedures regarding Affirmative Action at Texas A&M University - Central Texas. A copy of the policy is available from the Human Resources Office in Warrior Hall, Room 424.

Sexual Harassment

The Clinical Mental Health Counseling Program faculty support and endorse the Sexual Harassment Policy adopted by Texas A&M University - Central Texas. A copy of the policy is available from the Office of Institutional Compliance, Warrior Hall, Room 425.

Americans With Disabilities Act

The Clinical Mental Health Counseling Program faculty support and endorse the Americans with Disabilities Act. A copy of the act is available from the Office of Institutional Compliance, Warrior Hall, Room 425.

Appendix A

Prerequisites for Counseling Required/Recommended Courses

Prerequisites for Counseling Practicum

Degree Plan (Clinical Mental Health Counseling)

Texas A&M University – Central Texas
Advising Guide

MASTER OF SCIENCE

Clinical Mental Health Counselor (CMHC)
60 Hour Program

51 Semester Hours of Counseling Core Courses	
COUN 5302 Intro to Research	
COUN 5304 Human Development	
COUN 5307 Abnormal Behavior	
COUN 5311 Multicultural Counseling	
COUN 5350 Foundations of Counseling	TAKEN FIRST , Pre Req to COUN 5393 (B or better)
COUN 5351 Career Counseling	
COUN 5353 Theories of Counseling	Pre Req to COUN 5393 (B or better)
COUN 5354 Group Procedures for Counselors	Pre Req to COUN 5393 (B or better)
COUN 5356 Introduction to Family Counseling	
COUN 5357 Methods and Practices in Counseling	Pre Req to COUN 5354 and to COUN 5393 (with a B or better)
COUN 5358 Counseling Perspectives on Psychopathology	Pre Req to COUN 5393 (B or better)
COUN 5363 Addictions Counseling	
COUN 5365 Ethical Foundations of Counseling	Pre Req to COUN 5393 (B or better)
COUN 5381 Assessment and Evaluation Fundamentals	
COUN 5386 Clinical Mental Health Internship (1) COUN 5386 Clinical Mental Health Internship (2)	Must complete 600 clock hours (240 direct contact) in no less than 2 semesters. May register for a third semester if needed.
COUN 5393 Clinical Mental Health Practicum	Consent of field experience coordinator / program coordinator required
9 Semester Hours of an Elective Course from COUN, CNSL, CPSY, PSY, MFT	
COUN 5090 Comprehensive Exam - CMHC	

NOTE: This is a tentative guide to be used for advisement of students. It is not considered an official degree plan by Texas A&M-Central Texas and it is subject to review and change by the Texas Higher Education Coordinating Board.

Course Sequences (Clinical Mental Health Counseling)

**Clinical Mental Health Counseling
Recommended Course Sequence by Term Start**

For Fall Start:

Fall Year 1	Spring Year 1	Summer Year 1	Fall Year 2	Spring Year 2	Summer Year 2	Fall Year 3
COUN 5350 COUN 5365 COUN 5302	COUN 5353 COUN 5357 COUN 5307	COUN 5358 COUN 5354 COUN 5311	COUN 5356 COUN 5381 COUN 5351	COUN 5363 COUN 5393 Elective	COUN 5386 COUN 5304 Elective	COUN 5386 Elective COUN 5090

Spring Start:

Spring Year 1	Summer Year 1	Fall Year 2	Spring Year 2	Summer Year 2	Fall Year 3	Spring Year 3
COUN 5350 COUN 5365 COUN 5302	COUN 5353 COUN 5357 COUN 5311	COUN 5358 COUN 5354 COUN 5307	COUN 5393 COUN 5381 COUN 5363	COUN 5386 COUN 5356 Elective	COUN 5386 Elective COUN 5304	COUN 5351 Elective COUN 5090

Summer Start:

Summer Year 1	Fall Year 2	Spring Year 2	Summer Year 2	Fall Year 3	Spring Year 3	Summer Year 3
COUN 5350 COUN 5365 COUN 5311	COUN 5353 COUN 5357 COUN 5307	COUN 5358 COUN 5354 COUN 5302	COUN 5304 COUN 5363 Elective	COUN 5393 COUN 5381 Elective	COUN 5386 COUN 5351 Elective	COUN 5386 COUN 5356 COUN 5090

Degree Plan (School Counseling Emphasis)

Texas A&M University – Central Texas

MASTER OF SCIENCE

Clinical Mental Health Counselor (CMHC)
School Counselor Certification Preparation Program Track
60 Hour Program

48 Semester Hours of Counseling Core Courses	
COUN 5350 Foundations of Counseling	TAKEN FIRST , Pre Req to COUN 5393 (B or better)
COUN 5365 Ethical Foundations of Counseling	Pre Req to COUN 5393 (with a B or better)
*COUN 5352 Foundations of Professional School Counseling	Pre Req to COUN 5386
COUN 5302 Intro to Research	
*COUN 5353 Theories of Counseling	Pre Req to COUN 5393 (with a B or better)
*COUN 5357 Methods and Practices in Counseling	Pre Req to COUN 5354 and to COUN 5393 (with a B or better)
COUN 5363 Addictions Counseling	
*COUN 5354 Group Procedures for Counselors	Pre Req to COUN 5393 (with a B or better)
COUN 5358 Counseling Perspectives on Psychopathology	Pre Req to COUN 5393 (with a B or better)
COUN 5307 Abnormal Behavior	
COUN 5304 Human Development	
*COUN 5311 Multicultural Counseling	
COUN 5356 Introduction to Family Counseling	
COUN 5393 Practicum I: Field Experience	Consent of field experience coordinator / program coordinator required
*COUN 5381 Assessment & Evaluation	
*COUN 5351 Career Counseling and Guidance	
*COUN 5355 Advanced School Counseling: School Counseling Models	
*6 Semester Hours of COUN 5386 Internship in Counseling (TEA Field Practicum)	<ul style="list-style-type: none">• Complete TEA Field Practicum Application form prior to enrollment• Complete 600 clock hours (240 direct contact) in no less than 2 semesters May register for a third semester if needed.• Internships must be completed in a TEA-approved public/private school
3 Semester Hours of an Elective Course from COUN	
COUN 5090 Comprehensive Exam - CMHC	
COUN 5090 Comprehensive Exam – School Counseling	
*School Counseling Certification courses	*Students seeking school counselor certification must be admitted into the school counselor program prior to completing the certification courses

Course Sequences (School Counseling Emphasis)

**School Counseling
Recommended Course Sequence by Term Start**

Fall Start:

Fall Year 1	Spring Year 1	Summer Year 1	Fall Year 2	Spring Year 2	Summer Year 2	Fall Year 3	Spring Year 3
COUN 5350 COUN 5365 COUN 5302	COUN 5353 COUN 5357 COUN 5307	COUN 5358 COUN 5354 COUN 5311	COUN 5356 COUN 5351 COUN 5352	COUN 5381 COUN 5355 COUN 5363	COUN 5393 COUN 5304 Elective	COUN 5386 COUN 5090	COUN 5386 COUN 5090

Spring Start:

Spring Year 1	Summer Year 1	Fall Year 2	Spring Year 2	Summer Year 2	Fall Year 3	Spring Year 3
COUN 5350 COUN 5365 COUN 5302	COUN 5353 COUN 5357 COUN 5311	COUN 5358 COUN 5354 COUN 5352	COUN 5307 COUN 5304 COUN 5355	COUN 5393 COUN 5356 Elective	COUN 5386 COUN 5381 COUN 5351 COUN 5090	COUN 5363 COUN 5386 COUN 5090

Summer Start:

Summer Year 1	Fall Year 2	Spring Year 2	Summer Year 2	Fall Year 3	Spring Year 3	Summer Year 3
COUN 5350 COUN 5365 COUN 5311	COUN 5353 COUN 5357 COUN 5352	COUN 5358 COUN 5354 COUN 5355	COUN 5393 COUN 5304 Elective	COUN 5386 COUN 5307 COUN 5302	COUN 5386 COUN 5381 COUN 5351 COUN 5090	COUN 5363 COUN 5356 COUN 5090

Two – Year Course Rotations
Master of Science in CMHC (Including School Counseling Emphasis)

Fall 2025	Spring 2026	Summer 2026
COUN 5350 Foundations of Coun	COUN 5350 Foundations of Coun	COUN 5363 Addictions Counseling
COUN 5352 Foundation of School	COUN 5353 Theories	COUN 5311 Multicultural Coun
COUN 5353 Theories	COUN 5354 Group	COUN 5304 Human Development
COUN 5354 Group	COUN 5351 Career	COUN 5365 Ethics
COUN 5357 Methods in Counseling	COUN 5307 Abnormal	COUN 5356 Intro to Family
COUN 5351 Career	COUN 5381 Assessment	COUN 5350 Foundations of Coun
COUN 5307 Abnormal	COUN 5304 Human Development	COUN 5386 Internship
COUN 5381 Assessment	COUN 5365 Ethics	COUN 5393 Practicum
COUN 5304 Human Development	COUN 5386 Internship	COUN 5357 Methods in Counseling
COUN 5365 Ethics	COUN 5393 Practicum	COUN 5358 Psychopathology
COUN 5386 Internship	COUN 5358 Psychopathology	COUN 5353 Theories
COUN 5393 Practicum	COUN 5302 Intro to Research	COUN 5354 Group (10 week)
COUN 5358 Psychopathology	COUN 5357 Methods & Practices	COUN 5356 Family
COUN 5302 Intro to Research	COUN 5363 Addictions Counseling	COUN 5311 Multicultural
COUN 5356 Family	COUN 5311 Multicultural	Elective Offerings
COUN 5311 Multicultural	COUN 5355 Advanced School	COUN 5367 Play Therapy
Elective Offerings	Elective Offerings	

Fall 2026	Spring 2027	Summer 2027
COUN 5350 Foundations of Coun	COUN 5350 Foundations of Coun	COUN 5363 Addictions Counseling
COUN 5352 Foundation of School	COUN 5353 Theories	COUN 5311 Multicultural Coun
COUN 5353 Theories	COUN 5354 Group	COUN 5304 Human Development
COUN 5354 Group	COUN 5351 Career	COUN 5365 Ethics
COUN 5357 Methods in Counseling	COUN 5307 Abnormal	COUN 5356 Intro to Family
COUN 5351 Career	COUN 5381 Assessment	COUN 5350 Foundations of Coun
COUN 5307 Abnormal	COUN 5304 Human Development	COUN 5386 Internship
COUN 5381 Assessment	COUN 5365 Ethics	COUN 5393 Practicum
COUN 5304 Human Development	COUN 5386 Internship	COUN 5357 Methods in Counseling
COUN 5365 Ethics	COUN 5393 Practicum	COUN 5358 Psychopathology
COUN 5386 Internship	COUN 5358 Psychopathology	COUN 5353 Theories
COUN 5393 Practicum	COUN 5302 Intro to Research	COUN 5354 Group (10 week)
COUN 5358 Psychopathology	COUN 5357 Methods & Practices`	COUN 5356 Family
COUN 5302 Intro to Research	COUN 5363 Addictions Counseling	COUN 5311 Multicultural
COUN 5356 Family	COUN 5311 Multicultural	Elective Offerings
COUN 5311 Multicultural	Elective Offerings	COUN 5366 Sandtray Therapy
Elective Offerings		

Appendix B

Professional Dispositions

Student Performance Fitness Evaluation Form

Texas A&M University – Central Texas
Clinical Mental Health Counseling

Fitness to Practice Evaluation Form

Student Name: _____ Student ID _____

Evaluator: _____ Date: _____

This is to notify you that your professional performance has been evaluated according to the Fitness to Practice (FTP) Review policy in the Student Handbook:

Standard	Competence not achieved	Competence achieved	No opportunity to observe
1. Follows ethical and legal considerations	__0	__1	__N
2. Displays multicultural competence	__0	__1	__N
3. Open to new ideas	__0	__1	__N
4. Aware of own impact on others	__0	__1	__N
5. Responsive, adaptable, and cooperative	__0	__1	__N
6. Receptive to and uses feedback	__0	__1	__N
7. Responds to conflict appropriately	__0	__1	__N
8. Accepts personal responsibility	__0	__1	__N
9. Expresses feelings effectively and appropriately	__0	__1	__N
10. Dependable in meeting obligations	__0	__1	__N

I. Competence achieved in each FTP Standard observed?: ____yes____no
If no, describe the specific behavior(s) observed indicating competence not achieved:

What will happen next? (*Describe responsibility of student and/or faculty*)

_____resolved _____remediation plan _____referred to Faculty Review Committee
_____Other (explain)

Signatures (acknowledges the student received this evaluation):

Student Evaluating Faculty

Others in attendance



Texas A&M University - Central Texas
Clinical Mental Health Counseling

Fitness to Practice Standards

All standards are evaluated based on student performance in programmatic, academic, clinical, supervisory, and interpersonal contexts.

Standard:	<i>Competence Not Achieved</i>	<i>Competence Achieved</i>
Follows ethical and legal considerations	<ul style="list-style-type: none"> – Displays inappropriate and/or disrespectful boundaries with clients, faculty, supervisors, and peers. – Does not demonstrate awareness of personal values or imposes personal values on others. – Breaches applicable professional counseling ethical codes and laws. 	<ul style="list-style-type: none"> – Maintains appropriate and respectful boundaries with clients, faculty, supervisors, and peers. – Demonstrates awareness of personal values and does not impose personal values on others. – Follows applicable professional counseling ethical codes and laws.
Displays multicultural competence	<ul style="list-style-type: none"> – Discriminates or expresses prejudice towards those of a different race, culture, gender, religion, sexual orientation, age, ability status, gender identity, marital status/partnership, language preference, or socioeconomic status than self. – Does not demonstrate multicultural counseling competencies. 	<ul style="list-style-type: none"> – Demonstrates sensitivity to diversity. – Demonstrates multicultural counseling competencies.
Open to new ideas	<ul style="list-style-type: none"> – Dogmatic about own perspective and ideas. – Unable or unwilling to consider others' points of view. 	<ul style="list-style-type: none"> – Openly discusses and respects perspectives other than own. – Considers others' perspectives and points of view.
Aware of impact on others	<ul style="list-style-type: none"> – Shows little or no concern for how others are impacted by them. – Blames others for problems without self-examination. – Disrespectful toward peers, supervisors, and/or instructors (e.g., monopolizes discussion or gossips). 	<ul style="list-style-type: none"> – Recognizes how own words and actions impact others. – Avoids blaming others and examines own role in problems. – Respectful toward peers, supervisors, and/or instructors. – Compromises in cooperative activities.

	<ul style="list-style-type: none"> – Monopolizes cooperative activities. 	
Responsive, adaptable and cooperative	<ul style="list-style-type: none"> – Shows little or no effort to adjust behaviors in response to changes in professional & interpersonal contexts. – Expresses intolerance of changes in programmatic, academic, clinical, or supervisory settings. – Reactionary and defensive in response – Shows little or no engagement in cooperative activities 	<ul style="list-style-type: none"> – Shows reasonable effort to adjust behaviors in response to changes in professional & interpersonal contexts. – Expresses tolerance of change in programmatic, academic, clinical, or supervisory settings. – Thoughtful and reflective in response – Appropriately cooperates in cooperative activities
Receptive to and uses feedback	<ul style="list-style-type: none"> – Responds to feedback with defensiveness, anger, and/or denial. – Shows little or no evidence of incorporating feedback. 	<ul style="list-style-type: none"> – Responsive, open, and receptive to feedback – Appropriately incorporates feedback.
Responds to conflict appropriately	<ul style="list-style-type: none"> – Shows minimal willingness to examine own role in conflict. – Shows minimal effort and/or ability at problem solving – Displays hostility when conflicts are addressed. – Does not address conflict directly with individual(s) involved and addresses with others instead 	<ul style="list-style-type: none"> – Actively examines and acknowledges own role in conflict – Actively participates in problem-solving efforts. – Appropriately expresses emotions when conflicts are addressed – Addresses conflict directly with individual(s) involved.
Accepts personal responsibility	<ul style="list-style-type: none"> – Refuses to admit mistakes or examine own contribution to problems. – Lies, minimizes, or embellishes the truth to extricate self from problems. 	<ul style="list-style-type: none"> – Examines own role in problems – Accurate and honest in describing own and others roles in problems. – Accepts own mistakes and responds to them as opportunity for self-improvement.
Expresses feelings effectively and appropriately	<ul style="list-style-type: none"> – Does not express own feelings appropriately – Does not recognize or acknowledge feelings of others – Acts out negative feelings (through negative behaviors) rather than articulating them – Expression of feelings is inappropriate to the setting 	<ul style="list-style-type: none"> – Expresses own feelings – Acknowledges others' feelings – Acts professionally while experiencing difficult emotions – Expression of own feelings is appropriate to the setting
Dependable in meeting obligations	<ul style="list-style-type: none"> – Absent from scheduled program obligations (e.g., class, supervision, GA, or clinical site) and does not notify others in advance. 	<ul style="list-style-type: none"> – Satisfactorily meets attendance requirements and notifies others in advance regarding absences. – Arrives on-time for scheduled obligations.

	<ul style="list-style-type: none"> – Arrives late for scheduled obligations. – Rarely meets deadlines (i.e., practicum and internship paperwork, applications, tapes, other assignments) or paperwork is incomplete when submitted. 	<ul style="list-style-type: none"> – Meets deadlines and satisfactorily completes paperwork.
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Appendix C

Reservation Forms

for

Practicum and Internship

CMHC/LPC OPTION-60 Hour Degree Plan
MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

Practicum Verification of Coursework

I certify that I have completed the following pre-requisite courses for COUN 5393 with a grade of 'B' or better: COUN 5350, COUN 5353, COUN 5354, COUN 5357, COUN 5358 & COUN 5365.

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

Approved course substitutions or reasons for not completing any pre-requisite course.

**CMHC/LPC with SCHOOL COUNSELOR CERTIFICATION PREPARATION
OPTION-60 Hour Degree Plan
MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING**

TEA Field Practicum (COUN 5386 Internship in Counseling) Verification of Coursework

*Requirements below are **for COUN 5386 Internship, not COUN 5393 Practicum**. The TEA Field Practicum is COUN 5386 Internship in Counseling.

I certify that I have completed the following pre-requisite courses for COUN 5386 with a grade of 'B' or better: COUN 5350, COUN 5365, COUN 5353, COUN 5357, COUN 5354, COUN 5358, COUN 5352, COUN 5355, & COUN 5393.

Required Course	Semester/Year	School	Grade
COUN 5350 Foundations of Counseling			
COUN 5365 Ethical Foundations of Counseling			
COUN 5353 Theories of Counseling			
COUN 5357 Methods & Practices in Counseling			
COUN 5354 Group Procedures for Counselors			
COUN 5358 Counseling Perspectives on Psychopathology			
COUN 5352 Foundations of Professional School Counseling			
COUN 5355 Advanced School Counseling: School Counselor Models			
COUN 5393 Mental Health Practicum			

Approved course substitutions or reasons for not completing any pre-requisite course:

Application for Practicum / Internship

Complete online via this link:

https://cttamus.co1.qualtrics.com/jfe/form/SV_5BJuC96iRVA6eIC

Deadlines: Fall (June 1st), Spring (September 1st), Summer (February 1st)

A New Application is Required Each Semester

*School Counselor Certification Preparation Program (SCCPP) Students

Section 1: Completed by Student
Name:
Warrior ID:
Semester:
Placement you are applying for (check one): ____ practicum ____ internship I ____ internship II ____ internship III ____ school counseling (SCCPP*) internship
Prerequisites (semester completed & grade):
COUN 5350:
COUN 5353:
COUN 5365:
COUN 5357:
COUN 5354:
COUN 5358:
COUN 5352 (SCCPP only):
COUN 5355 (SCCPP only):
Complete if known at application:
Location of Field Placement: (Practicum is CCFTC). (SCCPP Internship must be in a school setting. Available only during the fall or spring semester.)
Supervisor:
Supervisor Credentials: (School Counselor, LPC, LCSW, LMFT, LP, etc.)

(SCCPP Internship must be supervised by a School Counselor with 3+ years of experience.)

Supervisor Contact Information:

Supervisor Phone Number:

Supervisor Email:

**TAMUCT Clinical Mental Health Counseling Program
Site Supervisor's Practicum or Internship Supervisory Agreement**

Available in a PDF Fillable Format Here: [CMHC Site Supervisory Agreement Fillable.pdf](#)

Semester / Year	
Student Information	
Student Name:	
Warrior ID:	
Practicum / Internship Site Information	
Agency Name:	
Address:	
Phone:	
Website:	
Specialization:	
Site Supervisor Information (Attach copy of resume)	
Name:	
Email:	
Phone:	
Highest Degree:	
Year Degree Completed:	
Name of University:	
Field of Study:	
CACREP Accredited (yes, no)?	
Licensure:	
License #:	
Years of Post-Graduation Experience in Mental Health:	

Purpose of the Agreement

The purpose of this agreement is to specify the nature of the relationship between TAMUCT, co-trainer, and the student during the internship (field placement). This agreement reflects our common interests in educating counselors and therapists and preparing them for professional responsibilities in agencies, institutions, and private practice.

This agreement neither requires nor involves an exchange of funds between TAMUCT and co-trainer. This agreement does not imply that TAMUCT will provide onsite supervision. Extensions of the programs for a student beyond one semester must be mutually agreed to by TAMUCT, co-trainer, and student and must be needed to meet training objectives and requirements. **The University Program at TAMUCT Agrees**

- A. To the extent permitted by law, the anonymity of clients will be maintained.
- B. To provide a minimum of 1.5 hours of weekly group supervision to the student by the faculty supervisor and up to 1.0 hours/week of biweekly individual/triadic supervision if needed.
- C. That the university's faculty supervisor will collaborate/consult with the co-trainer's site supervisor to ensure the student's learning needs are addressed.
- D. To provide on-site visits by the university's faculty supervisor or practicum/internship director as needed.
- E. That assignment of students' grade for the semester is the responsibility of the TAMUCT faculty supervisor.
- F. That students' work will be subject to critique by the university supervisor via direct observation, tapes of sessions, and/or personal conferences.
- G. That the co-trainer will not be charged for services performed by TAMUCT personnel or students.
- H. That the co-trainer shall not be liable on account of injury, sickness, disease, or death of any student, personnel, or faculty member using the resources of the co-trainer under the terms of this agreement. Further, TAMUCT agrees, only insofar as it is authorized by law to do so, to hold the co-trainer harmless from and against liability of personal injury, including injury involving death, or damage to property, that results directly or indirectly from the use by TAMUCT of co-trainer resources under this Agreement.
- I. That the students and faculty are to have adequate health insurance or be responsible for their own expenses in case of injury, illness, or hospitalization.

The Practicum / Internship Site Agrees

- A. To the extent permitted by law, the anonymity of clients will be maintained.
- B. To provide weekly on-site supervision by the co-trainer's on-site approved supervisor that averages 1 hour per week. At least half of these supervision hours will include individual/triadic supervision.
- C. The co-trainer's on-site approved supervisor has the following qualifications:
 - a. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
 - b. a minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
 - c. knowledge of the program's expectations, requirements, and evaluation procedures for students; and relevant training in counseling supervision.
- D. The co-trainer's site supervisor will collaborate/consult with the university's practicum/internship faculty supervisor to ensure the student's learning needs are addressed.
- E. To indemnify or "hold harmless" TAMUCT and/or its employees for any injuries occurring to the student or to the people with whom the student has contact should such injuries occur during the student's period of enrollment.
- F. That co-trainer has the right and privilege of reviewing and interviewing student applicants and determining whether they will be acceptable. Such decisions will be in keeping with federal guidelines protecting civil rights and rights of the disabled.
- G. While providing site supervision for students, co-trainer will retain overall clinical responsibility for clients/patients.
- H. To provide the student with the opportunity to provide direct service with actual clients that contributes to the development of counseling skills.

- I. To provide the student with the opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- J. To provide adequate space, equipment, and supplies during the period of supervision as would be provided to professional counselors and therapists.
- K. That the on-site supervisor will, as part of his/her supervisory responsibilities, provide evaluative feedback to the student and to TAMUCT supervisor on a regular basis.
- L. That the on-site supervisor will provide TAMUCT with a written final evaluation of the student using at minimum the forms provided by TAMUCT for this purpose. To the extent provided by law, this evaluation will be made available to potential employers only on written request by the student.
- M. That co-trainer reserves the right to suspend a student for inadequate, unprofessional, or illegal conduct or behavior for any reason deemed justifiable by co-trainer. Co-trainer agrees to communicate such status changes to the student in accordance with due process guidelines, to include written and verbal communication between co-trainer and university supervisor and same between co-trainer and student regarding cause of suspension or dismissal. After notification regarding the change of student status, the Department of Psychology and Counseling will convene a committee of program faculty to determine an appropriate course of action. Recommendations will be in accordance with established policy, procedure, and statute.
- N. That co-trainer is not for any purpose an agent of TAMUCT.

The University Student Agrees

- A. To the extent permitted by law, the anonymity of clients will be maintained.
- B. That he/she retains the right to conference with university supervisor regarding case assignments and training experiences.
- C. That in addition to field assignment, student will attend all required meetings with university supervisor and with the on-site supervisor.
- D. To adhere to the regulations, policies, and practices of co-trainers so long as they are legal and ethical. He/she will conduct him/herself in a professional manner, complying with ethical principles of the profession and with due concern for confidentiality and the well-being of the co-trainer's clients/patients.
- E. To address any concerns that may arise about the co-trainer's site and/or staff via professionally appropriate channels. The first course of action if a student has a concern about a placement is to address this with their site supervisor or his/her immediate supervisor. If this is not feasible, the student should raise his/her concern with his/her TAMUCT faculty supervisor or his/her immediate supervisor.
- F. To purchase and keep in effect a personal liability insurance policy which is acceptable to the co-trainer and shall provide a valid certificate of such insurance to TAMUCT prior to beginning internship and/or practicum.
- G. That he/she is responsible for meeting all screening and training requirements for employment at the site (e.g., background checks, drug screens, immunizations).
- H. That he/she will be responsible for their own meals, laundry, and transportation to and from the co-trainer's assigned facilities.

Termination

This agreement will remain in effect during the semester(s) the specified student whose name appears above is assigned to the co-trainer named in the first paragraph of this document. TAMUCT or co-trainer may terminate this agreement by giving ten (10) days written advance notice to the other party. Further, a violation of this agreement by any party may lead to termination of the agreement.

Signatures

Site Supervisor Signature

Printed Name

Date

Student Signature	Printed Name	Date
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University Supervisor Signature	Printed Name	Date
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Field Experience Coordinator	Printed Name	Date
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PSYCHOLOGY AND COUNSELING PRACTICUM

Texas A&M University – Central Texas

Available in a PDF Fillable Format Here: [Confidentiality Agreement Fillable.pdf](#)

Statement of Confidentiality

I, the undersigned, do agree to hold in strictest confidence personal information gained in a practicum/internship. 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 Psychology and Counseling Program.

Student

Date

Affirmation, Waiver, and Liability Release
TEXAS A&M UNIVERSITY – CENTRAL TEXAS
PSYCHOLOGY AND COUNSELING PRACTICUM

Available in a PDF Fillable Format Here: [Confidentiality Agreement_Fillable.pdf](#)

In consideration of being allowed to participate in a practicum course and the field placement requirement of said course, the undersigned student agrees:

1. To waive all claims for liability against Texas A&M University – Central Texas, the Board of Regents, the Texas A&M University System, their respective officers, agents, servants, and employees, arising or in any way predicated upon acts or omissions, in connection with the above-described class and program. The undersigned agrees to hold harmless Texas A&M University – Central Texas, the 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 manner predicated upon, loss or damage to property, injury or death to the undersigned, which injury may occur in connection with the operation of the above described class and program, regardless whether or not such injuries arise, in whole or in part, from the negligence of TAMUCT or its employees.
2. That his/her participation in said class will make use of personal student experiences in the group in a classroom situation, and I hereby give my informed consent to the usage of these experiences and further agree and consent that professional observations and/or findings as well as student comments may be communicated to and discussed with the group in a classroom situation. The undersigned agrees to hold harmless Texas A&M University – Central Texas, the 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 activity described in this paragraph.
3. To hold harmless Texas A&M University – Central Texas, the Board of Regents, the Texas A&M University System, their respective officers, agents, servants, and employees from all liability arising from participation in the field practicum/internship or which might be due to injuries because of the co-trainer's negligence. Co-trainer represents any agency, institution, or facility outside Texas A&M University – Central Texas that accepts responsibility of supervising a student intern.
4. That he/she assumes all risk involved in participation in this field practicum/internship program. This assumption is made freely and voluntarily and with full and complete understanding of the consequences of such risk assumption.
5. That his/her fitness for providing counseling services will be continually monitored by faculty and onsite supervisors, and I hereby give my informed consent for my faculty supervisor, on-site supervisor, and practicum/internship director to share information about my performance to facilitate this evaluation.

Date

Student Signature

Date

University Representative Signature

Self-Inventory for Practicum / Internship Selection

SELF-INVENTORY FOR PRACTICUM/INTERNSHIP SELECTION**

Directions: Prior to enrolling in practicum or internship students are asked to complete this self-inventory.

1. My long term career goal is:
2. My area of special interest is:
3. The type of client who I would most like to work with is:
4. The type of client who I would least like to work with is:
5. I feel most qualified/skilled to work with:
6. I feel least qualified/skilled to work with:
7. An area of competence I would like to enhance or develop is:
8. My ideal site supervisor would have the following characteristics:
9. I feel most comfortable in a working environment with the following characteristics:
10. I have had the following professional or volunteer experience and/or course work related to counseling:
11. My personal areas of strength and weakness which should be considered in the site selection process include:

Strengths:

Areas for improvement:

12. My ideal counseling internship would be a(n) _____ agency performing _____ duties with _____ (type of population).

****Ideally you should complete this form prior to contacting sites, and then use the information herein when consulting with your program advisor or the practicum/internship director to narrow your search to sites most appropriate to your needs/expertise.**

Internship Bridge Agreement
Clinical Mental Health Counseling Program
Click here for the document: [Internship Bridge Agreement Updated.docx](#)

I, _____, am applying to continue my fieldwork experiences during the break between _____ (semester/year) and _____ (semester/year). I have secured permission as specified in the following agreement.

This cooperative agreement is between the Department of Counseling and Psychology at Texas A&M University – Central Texas and _____ (**name of site**), hereinafter referred to as a co-trainer. The purpose of this agreement is to specify the nature of the relationship between TAMUCT, co-trainer, and the student during the field placement experiences between academic semesters. This agreement reflects our common interests in educating counselors and therapists and preparing them for professional responsibilities in agencies, institutions, and private practice.

In consideration of their participation in a cooperative internship, and the benefits and responsibilities accruing to the parties from such an agreement, TAMUCT, co-trainer, and student, each individually agree as follows:

I.

This agreement neither requires nor involves an exchange of funds between TAMUCT and co-trainer. This agreement does not imply that TAMUCT will provide onsite supervision. Extensions of the programs for a student beyond one semester must be mutually agreed to by TAMUCT, co-trainer, and student and must be needed to meet training objectives and requirements.

II.

TAMUCT agrees:

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. That the university faculty will not be obligated to provide group or individual supervision to the student during the break between semesters.
- C. That the university's faculty supervisor will collaborate/consult with the co-trainer's site supervisor prior to the break to ensure the student's learning needs are addressed.
- D. That students' work will be subject to critique by the university supervisor via direct observation, tapes of sessions, and/or personal conferences once the academic term resumes.
- E. That the co-trainer will not be charged for services performed by TAMUCT personnel or students.
- F. That the co-trainer shall not be liable on account of injury, sickness, disease, or death of any student, personnel, or faculty member using the resources of the co-trainer under the terms of this agreement. Further, TAMUCT agrees, only insofar as it is authorized by law to do so, to hold the co-trainer harmless from and against and liability of personal injury, including injury involving death, or damage to property, that results directly or indirectly from the use by TAMUCT of co-trainer resources under this Agreement.

- G. That the students and faculty are to have adequate health insurance or be responsible for their own expenses in case of injury, illness, or hospitalization

III.

Co-trainer agrees:

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. To provide weekly on-site individual/triadic supervision by the co-trainer's on-site approved supervisor that averages 1 hour per week.
- C. The co-trainer's on-site approved supervisor has the following qualifications:
 - a. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
 - b. a minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
 - c. knowledge of the program's expectations, requirements, and evaluation procedures for students; and
 - d. relevant training in counseling supervision.
- D. The co-trainer's site supervisor will collaborate/consult with the university's practicum/internship faculty supervisor prior to the break to ensure the student's learning needs are addressed and will provide a summary evaluation of the student's work at the end of the break.
- E. To indemnify or "hold harmless" TAMUCT and/or its employees for any injuries occurring to the student or to the people with whom the student has contact should such injuries occur during the student's period of enrollment.
- F. That co-trainer has the right and privilege of reviewing and interviewing student applicants and determining whether they will be acceptable. Such decisions will be in keeping with federal guidelines protecting civil rights and rights of the disabled.
- G. While providing site supervision for students, co-trainer will retain overall clinical responsibility for clients/patients.
- H. To provide the student with the opportunity to provide direct service with actual clients that contributes to the development of counseling skills.
- I. To provide the student with the opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service, and staff meetings).
- J. To provide adequate space, equipment, and supplies during the period of supervision as would be provided to professional counselors and therapists.

- K. That the on-site supervisor will, as part of his/her supervisory responsibilities, provide evaluative feedback to the student and to TAMUCT supervisor on a regular basis.
- L. That the on-site supervisor will provide TAMUCT with a written final evaluation of the student using at minimum the forms provided by TAMUCT for this purpose. To the extent provided by law, this evaluation will be made available to potential employers only on written request by the student.
- M. That co-trainer reserves the right to suspend a student for inadequate, unprofessional, or illegal conduct or behavior for any reason deemed justifiable by co-trainer. Co-trainer agrees to communicate such status changes to the student in accordance with due process guidelines, to include written and verbal communication between co-trainer and university supervisor and same between co-trainer and student regarding cause of suspension or dismissal. After notification regarding the change of student status, the Department of Counseling and Psychology will convene a committee of program faculty to determine an appropriate course of action. Recommendations will be in accordance with established policy, procedure, and statute.
- N. That co-trainer is not for any purpose an agent of TAMUCT.

IV.

Student agrees:

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. That he/she retains the right to conference with university supervisor regarding case assignments and training experiences once the academic term resumes.
- C. That in addition to field assignment, student will attend all required meetings with university supervisor and with the on-site supervisor.
- D. To adhere to the regulations, policies, and practices of co-trainer so long as they are legal and ethical. He/she will conduct him/herself in a professional manner, complying with ethical principles of the profession and with due concern for confidentiality and the well-being of the co-trainer's clients/patients.
- E. To address any concerns that may arise about the co-trainer's site and/or staff via professionally appropriate channels. The first course of action if a student has a concern about a placement is to address this with their site supervisor or his/her immediate supervisor. If this is not feasible, the student should raise his/her concern with his/her TAMUCT faculty supervisor or his/her immediate supervisor.
- H. To purchase and keep in effect a personal liability insurance policy which is acceptable to the co-trainer and shall provide a valid certificate of such insurance to TAMUCT prior to beginning internship and/or practicum.
- I. That he/she is responsible for meeting all screening and training requirements for employment at the site (e.g., background checks, drug screens, immunizations).

- J. That he/she will be responsible for their own meals, laundry, and transportation to and from the co-trainer's assigned facilities.
- K. CMHC faculty will not provide supervision during a bridge between terms. Supervision will come from the Site supervisor only.

This agreement will remain in effect during the break between semesters the specified student whose name appears below is assigned to the co-trainer named in the first paragraph of this document. TAMUCT or co-trainer may terminate this agreement by giving ten (10) days written advance notice to the other party. Further, a violation of this agreement by any party may lead to termination of the agreement.

Required Signatures

CO-TRAINER APPROVED SITE SUPERVISOR

Printed Name

Signature

Email Address

Phone

Degree(s)/Credentials

STUDENT

Printed Name

Signature

UNIVERSITY SUPERVISOR*

Printed Name

Signature

Email Address

Phone

Program Coordinator*

Printed Name

Signature

*Signatures of the University Supervisor and Program Coordinator will be granted after all other signatures have been obtained.

Handbook Signature Page

I _____ hereby certify that I have read
(Print name)

and that I understand the information presented in this *Handbook*.

(Signature)

(Date)

I

 hereby certify that I have read
(Print name)

and that I understand the information presented in this *School Counselor Certification Handbook*.

(Signature)

(Date)