



Student Handbook

Master of Science in Clinical Mental Health Counseling Program

2026-2027

College of Education and Human Development

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) 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 to meet with their faculty advisor each semester.

Students are responsible for adhering to the policies in the Handbook edition current at the time 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 to meet licensure requirements in Texas and to provide a pathway to licensure as a Licensed Professional Counselor.

Accreditation

The Clinical Mental Health Counseling program at TAMUCT is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation means that a counseling program has undergone a comprehensive external review and has demonstrated that it meets nationally recognized standards for preparing professional counselors. The Council for Accreditation of Counseling and Related Educational Programs evaluates programs in multiple areas, including curriculum, faculty qualifications, clinical training experiences, student learning outcomes, and ongoing program evaluation. As a CACREP-accredited program, the CMHC program at TAMUCT provides a structured, rigorous preparation process that includes academic coursework and supervised clinical experiences designed to prepare graduates for ethical, culturally responsive, and competent counseling practice. CACREP accreditation also signals to students, employers, and licensing boards that the program upholds high professional standards and engages in continuous improvement to ensure graduates are well-prepared for professional practice and licensure in the counseling field.

Program Mission Statement

The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in cultural relevance to meet the diverse 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 people's lives as well as secure positions within the profession. The program emphasizes competency-based performance and promotes our students' optimal health and wellness, fostering continuous professional growth.

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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 Level Student Learning Outcomes

Program Student Learning Outcome 1: develop strong professional identities as counselors. (KPIs 10.1 and 10.2 CACREP Section 3.A.2. and Section 3.A.6.).

Program Student Learning Outcome 2: establish helping relationships with diverse clients. (KPIs 2.1 and 2.2 CACREP Section 3.B.1).

Program Student Learning Outcome 3: demonstrate understanding of individual and family development and transition across the life span including ways to promote optimal human development. (KPIs 3.1 and 3.2 CACREP Section 3.C.1).

Program Student Learning Outcome 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. (KPIs 4.1 and 4.2 CACREP Section 3.D.1).

Program Student Learning Outcome 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. (KPIs 6.1 and 6.2 CACREP Section 3.F.7., Section 3.F.8., and Section 3.F.9.).

Program Student Learning Outcome 6: use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations. (KPIs 7.1 and 7.2 CACREP Section 3.G.5. and KPIs 8.1 and 8.2 CACREP Section 3.H.2. and Section 3.H.8.).

Program Student Learning Outcome 7: abide by relevant ethics, laws, and standards of professional practice. (KPIs 1.1 and 1.2 CACREP Section 3.A.10., KPIs 9.1 and 9.2 CACREP Section 5-C.4.).

Program Student Learning Outcome 8: use theories and models to guide their professional practice. (KPIs 5.1 and 5.2 CACREP Section 3.E.8., Section 3.E.9., and Section 3.E.10.).

Program Student Learning Outcome 9: pass the comprehensive exam (CPCE) with a score at or above the national mean.

The CMHC program outcomes are continuously reviewed and updated to reflect the knowledge, awareness, skills, experiences, and values that Clinical Mental Health Counselors need to excel. These objectives will be assessed continuously by TAMUCT counseling faculty, students, alumni, site supervisors, employers of graduates, and the CMHC Advisory Council.

Overview of Clinical Mental Health Counseling Program

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, community mental health agencies, corrections facilities, and private counseling practices. Completion of the master's degree in Clinical Mental Health Counseling meets the academic coursework requirements for licensure as a Licensed Professional Counselor (LPC) in Texas.

Clinical Mental Health Counseling Program Requirements

The Clinical Mental Health Counseling Program requirements are described in this section of the *Handbook*.

Program Standards

Students in the Clinical Mental Health Counseling (CMHC) program are expected to maintain high academic standards while developing the knowledge, skills, and professional dispositions necessary to effectively serve individuals, families, and groups with diverse mental health needs. Students must demonstrate emotional stability, self-awareness, and interpersonal competence sufficient for professional counseling practice.

In addition, students are required to adhere to the ethical standards set forth by the American Counseling Association (ACA) Code of Ethics, as well as all applicable laws and regulations in the state of Texas and the Texas State Board of Examiners of Professional Counselors.

Admission to the CMHC program does not guarantee continued enrollment or professional fitness for the counseling profession. Faculty continually evaluate students' academic performance, clinical skills, and professional dispositions. Students who do not demonstrate appropriate competencies or professional dispositions may be subject to remediation or dismissal in accordance with program policies. Please refer to the Student Retention Policy below for procedures followed when program faculty determine that a student may not be an appropriate fit for the CMHC profession.

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 to have their work 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 whether a grade was fairly/accurately determined. 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 calculating 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 about a final course grade can be handled informally between the student and the course instructor. 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 of 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 was 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 communications with the faculty member, or comparisons of one's own work with that of other students.
3. The faculty member is expected to provide the student with 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 no 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 with a written decision (by the 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 academic dean's decision is final and will be communicated to the student in writing within 20 business days.

A request to deviate 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 to the 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.

Student Retention Policy

Every student enrolled in the Graduate School is required to maintain a high level of performance and to comply fully with the institution's policies. 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), they will be given notice of unsatisfactory academic performance and will be put on probation. The student must attain a 3.0 cumulative GPA during their 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 submit transcripts for coursework taken at other institutions. Upon return from suspension, a student must sign a contract with the Graduate School outlining the conditions to be met for the following term. At a minimum, the graduate student must maintain a GPA of 3.0 or higher in 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 circumstances, a student may write a letter of appeal to the manager of Graduate Services requesting permission to continue for the semester, rather than sit out 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.

Returning Student Policy

Reactivation: When a student does not enroll in classes for the summer semester and a long semester (e.g., Fall or Spring), they must complete the reactivation form before enrolling in classes. Link below:

[Reactivation Form](#)

Quick Admissions Form: When a student does not enroll in classes for two long semesters, they must complete the Graduate School Quick Admissions Form before enrolling in classes. Link below:

[Graduate School Quick Admissions Form \(SSO\)](#)

Apply Texas: When a student is out for more than two long semesters, they must reapply to the graduate school before enrolling in classes. This is done via Apply Texas. Link below:

[Apply Texas](#)

M.S. in Clinical Mental Health Counseling Program

The master's degree program in Clinical Mental Health Counseling is designed around a core curriculum of classes selected to align 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 depends on the 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:

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

M.S. in Clinical Mental Health Counseling Degree Plan

The M.S. degree plan is filed on the form titled "[Graduate Student Degree Acknowledgment](#)" form. To be an official contractual agreement, the plan must be signed by the faculty advisor, the student, and the graduate school. 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.

See [Appendix A](#) for a copy of the Clinical Mental Health Counseling Degree Plan

School Counseling Certification Preparation

The MS in Clinical Mental Health Counseling (CMHC) at Texas A&M University – Central Texas maintains a clear and consistent professional identity as a CMHC program. All students are admitted to, complete, and graduate from the CMHC degree program and are prepared primarily for professional practice as Clinical Mental Health Counselors. The curriculum, program outcomes, practicum, internship experiences, and student evaluations are aligned with CACREP Clinical Mental Health Counseling standards and competencies.

The program provides students with opportunities to pursue elective coursework in school counseling and educational settings; however, these electives supplement, rather than replace, the CMHC curriculum. Students who choose to complete school counseling-related coursework continue to meet all requirements of the CMHC program and maintain a primary professional identity as Clinical Mental Health Counselors. Practicum and internship experiences remain focused on developing and evaluating Clinical Mental Health Counseling competencies, including counseling, assessment, diagnosis, treatment planning, crisis intervention, consultation, advocacy, and case management.

Students interested in obtaining Texas school counselor certification may work with Texas A&M University – Central Texas Educator Preparation Services to complete any additional certification requirements established by the Texas Education Agency. Educator Preparation Services (EPS) provides guidance regarding certification requirements, testing, and state credentialing processes. Support for preparing to test for school counselor certification is therefore obtained through the university’s educator preparation and certification processes and does not constitute a separate counseling specialty area within the CMHC program.

Accordingly, the availability of school counseling electives and certification support provided by EPS does not alter the program’s primary identity as a Clinical Mental Health Counseling program. Rather, these opportunities allow students to develop additional knowledge and skills relevant to school-based mental health settings while maintaining preparation and professional identity as Clinical Mental Health Counselors.

For students interested in preparing for the school counselor certification exam, please reach out to Dr. Jennifer Moore at jenn.moore@tamuct.edu to discuss appropriate electives to meet TEA requirements. Dr. Moore will assist students in connecting with TAMUCT’s Educator Preparation Services.

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

Evaluation and Progression

Evaluation of retention, progression, and readiness for practicum and internship will include criteria beyond academic performance. These criteria are in the Fitness to Practice Evaluation Form (Appendix B, Professional Dispositions) and will be evaluated in all the courses that are prerequisites for practicum. For practicum and internship courses, the Assessment of Clinical Mental Health Counseling Competencies (ACMHCC) is used (Lambie et al., 2019; Lambie & Haugen, 2022).

Professional Dispositions	Courses
<ol style="list-style-type: none"> 1. Professional Ethics 2. Professional Behavior 3. Professional & Personal Boundaries 4. Knowledge & Adherence to Site and Course Policies 5. Recording Keeping & Task Completion 6. Multicultural Competence in Counseling Relationship 7. Emotional Stability & Self-Control 8. Motivated to Learn & Grow / Initiative 9. Openness to Feedback 10. Flexibility & Adaptability 11. Congruence & Genuineness 	<p><u>Fitness to Practice Evaluation:</u></p> <p>COUN 5350 Foundations of Counseling COUN 5365 Ethical Foundations of Counseling COUN 5353 Theories of Counseling COUN 5357 Methods and Practices in Counseling COUN 5358 Counseling Perspective on Psychopathology COUN 5354 Group Procedures for Counselors COUN 5307 Abnormal Behavior COUN 5394 Counseling Applications</p> <p><u>ACMHCC:</u></p> <p>COUN 5393 Clinical Mental Health Practicum COUN 5386 Clinical Mental Health Internship</p>

The CMHC program faculty have an ethical obligation and professional responsibility to carefully consider any characteristics or conduct that may impact work with clients. Further, if necessary, the faculty may consider data on student attitudes and conduct from a variety of sources, including professional communications, supervisor reports, peer reports, and direct observation. Students are expected and supported in developing ongoing ways to address personal

issues, cope effectively with stress as it arises without interfering with professional functioning, expand knowledge and skills, and take full advantage of learning opportunities provided by supervision.

Continued appraisal of the above qualities is grounded, in part, in coursework that includes class participation, role-playing, student interactions, and responses to discussions of development-related issues in the context of the counselor role. Although evaluation typically takes place in a classroom setting, the evaluation of personal development as a counselor may be separate from the academic evaluation on which a grade is based. **Thus, a student may pass or even excel academically and yet encounter difficulty demonstrating the characteristics essential to becoming an effective counselor.**

Key Performance Indicators of Knowledge, Skills, Dispositions, and/or Professional Behaviors

Across the curriculum, students are assessed on 20 Key Performance Indicators (KPIs) covering Knowledge, Skills, Dispositions, and Professional Behaviors. These KPIs are associated with specific assignments/assessments across all required courses. Benchmark (minimum) grades and/or scores have been set for each assignment/assessment. In the table below, one will find the KPI, Course, Assignment, and Benchmark Grade/Score for each. For the practicum and internship courses, the Assessment of Clinical Mental Health Counseling Competencies (ACMHCC) (Lambie et al., 2019; Lambie & Haugen, 2022) is the evaluation tool. Students are required to meet the minimum rating of Meets Expectations on the ACMHCC.

Program Outcome	Key Performance Indicator(s)	CACREP Standard	Courses	Assignments	Benchmark: Minimum Grades and / or Scores
PSLO 1: develop strong professional identities as counselors	10.1 Knowledge: Students will demonstrate understanding roles and settings of clinical mental health counselors. 10.2 Skill: Students will demonstrate understanding professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	3.A.2. the multiple professional roles and functions of counselors across specialized practice areas 3.A.6. professional counseling organizations, including membership benefits, activities, services to members, and current issues	COUN 5350 Foundations of Counseling	10.1: Counseling Professional Interview 10.2: Professional Identity Assignment	85% proficient or greater
PSLO 2: establish helping relationships with diverse clients	<u>KPI 2.1. Knowledge:</u> Students will learn about diverse populations and how counseling	3.B.1 theories and models of multicultural counseling, social justice, and advocacy	COUN 5311 Multicultural Counseling	2.1: Cultural Self-Assessment 2.2: Cultural Immersion Service-Learning	85% proficient or greater

	<p>can best be suited to address the needs of said diverse population.</p> <p><u>KPI 2.2. Skill:</u> Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy to their work with clients/students.</p>			Project Presentation	
<p>PSLO 3: demonstrate understanding of individual and family development and transition across the life span including ways to promote optimal human development.</p>	<p><u>KPI 3.1. Knowledge:</u> Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development.</p> <p><u>KPI 3.2. Skill:</u> Students will demonstrate understanding by applying developmental theories to their work with clients/students.</p>	<p>3.C.1 theories of individual and family development across the lifespan</p>	<p>COUN 5304 Human Development</p>	<p>3.1: Developmental Reading Reflection Papers</p> <p>3.2: Internship Evaluations (ACMHCC)</p>	<p>3.1: 85% proficient or greater</p> <p>3.2: Minimum rating of Meets Expectations on the Assessment of Clinical Mental Health Counseling Competencies (ACMHCC)</p>
<p>PSLO 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.</p>	<p><u>KPI 4.1. Knowledge:</u> Students will demonstrate an understanding of career development program planning, organization, implementation, administration, follow-up, and evaluation within</p>	<p>3.D.1 theories and models of career development, counseling, and decision making</p>	<p>COUN 5351 Career Counseling</p>	<p>4.1: Career Development & Counseling Theory Video Presentation</p> <p>4.2: Career Development Program Proposal</p>	<p>85% proficient or greater</p>

	<p>the counseling profession.</p> <p><u>KPI 4.2. Skill:</u> Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.</p>				
<p>PSLO 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.</p>	<p><u>KPI 6.1. Knowledge:</u> Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.</p> <p><u>KPI 6.2. Skill:</u> Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies.</p>	<p>3.F.7 types of groups, settings, and other considerations that affect conducting groups</p> <p>3.F.8 culturally sustaining and developmentally responsive strategies for designing and facilitating groups</p> <p>3.F.9 ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities</p>	<p>6.1: COUN 5354 Group Procedures for Counselors</p> <p>6.2: COUN 5393 Clinical Mental Health Practicum</p>	<p>6.1: Group Proposal</p> <p>6.2: Students will be evaluated using the ACMHCC which includes sections on therapeutic skills specific to group.</p>	<p>6.1: 85% proficient or greater</p> <p>6.2: Minimum rating of Meets Expectations on the Assessment of Clinical Mental Health Counseling Competencies (ACMHCC).</p>
<p>PSLO 6: use research in the field and employ evidence-based practices in</p>	<p><u>KPI 7.1. Knowledge:</u> Students will be able to describe the history and</p>	<p>3.G.5. culturally sustaining and developmental considerations for selecting,</p>	<p>7.1: COUN 5381 Assessment and Evaluation Fundamentals</p>	<p>7.1: Assessment Instrument Evaluation</p>	<p>85% proficient or greater</p>

<p>counseling interventions, assessments, and program evaluations.</p>	<p>use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; and discuss ethical and legal issues related to testing.</p> <p><u>KPI 7.2. Skill:</u> Students will demonstrate understanding of treatment options and techniques for behavioral change.</p> <p><u>KPI 8.1. Knowledge:</u> Students will understand how to apply research methodology to the practice of evidence-based mental health counseling practices, needs</p>	<p>administering, and interpreting assessments, including individual accommodations and environmental modifications</p> <p>3.H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices</p> <p>3.H.8 program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy</p>	<p>7.2: COUN 5307 Abnormal Behavior</p> <p>8.1: COUN 5302 Intro to Research</p> <p>8.2: COUN 5381 Assessment and Evaluation Fundamentals</p>	<p>7.2: Abnormal Behavior Report</p> <p>8.1: Literature Review</p> <p>8.2: Survey Questionnaire Development</p>	
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	<p>assessments, outcome measures, and evaluating counseling programs interventions and programs.</p> <p><u>KPI 8.2. Skill:</u> Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions and program outcomes.</p>				
<p>PSLO 7: abide by relevant ethics, laws, and standards of professional practice.</p>	<p><u>KPI 1.1. Knowledge:</u> Students will learn about ethical decision making for a variety of counseling settings, client populations, and counseling-related situations.</p> <p><u>KPI 1.2. Skill:</u> Students will demonstrate the ability to apply and adhere to ethical and legal standards.</p> <p><u>KPI 9.1. Knowledge:</u> Students will demonstrate understanding of treatment options and techniques for behavioral change.</p> <p><u>KPI 9.2. Skill:</u> Students will demonstrate</p>	<p>3.A.10.ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas</p> <p>5-C.4 intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<p>1.1: COUN 5365 Ethical Foundations of Counseling</p> <p>1.2: COUN 5393 Clinical Mental Health Practicum</p> <p>9.1: COUN 5307 Abnormal Behavior</p> <p>9.2: COUN 5386 Clinical Mental Health Internship</p>	<p>1.1: Ethics in the Discipline Presentations</p> <p>1.2: Evaluations (formative - midterm and summative - final): Students will be evaluated using the ACMHCC which includes a section on ethical practice.</p> <p>9.1: Abnormal Behavior Report</p> <p>9.2: Case Conceptualization Presentation</p>	<p>1.1: 85% proficient or greater</p> <p>1.2: Minimum rating of Meets Expectations on the Assessment of Clinical Mental Health Counseling Competencies (ACMHCC); No substantiated ethical violations.</p> <p>9.1: 85% proficient or greater</p> <p>9.2: 85% proficient or greater</p>

	understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in their work with clients.				
PSLO 8: use theories and models to guide their professional practice.	<p><u>KPI 5.1. Knowledge:</u> Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients.</p> <p><u>KPI 5.2. Skill:</u> Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students</p>	<p>3.E.8 counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships</p> <p>3.E.9 interviewing, attending, and listening skills in the counseling process</p> <p>3.E.10 counseling strategies and techniques used to facilitate the client change process</p>	<p>5.1: COUN 5357 Methods and Practices in Counseling</p> <p>5.2: COUN 5393 Clinical Mental Health Practicum</p>	<p>5.1: Counseling Tapescripts</p> <p>5.2: Students will be evaluated using the ACMHCC which includes sections on therapeutic skills.</p>	<p>5.1: 85% proficient or greater</p> <p>5.2: Minimum rating of Meets Expectations on the Assessment of Clinical Mental Health Counseling Competencies (ACMHCC)</p>
PSLO 9: pass the comprehensive exam (CPCE) with a score at or above the national mean.			COUN 5090 Comprehensive Exam	Counselor Preparation Comprehensive Exam	75 % of students score at or above the national mean

Student Review Policy

Students enrolled in graduate programs in preparation for professional licensure or certification (e.g., MFT, CMHC, SSP) in the Counseling and Psychology Department are expected to maintain high academic standards and develop the skills and dispositions needed to serve as professionals in the field for which they are training. Students are expected to conduct themselves professionally, exhibit developmentally appropriate levels of clinical competence, demonstrate social and emotional maturity, and adhere to the guiding ethical standards of 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 Counseling & Psychology Department's professional graduate programs, 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 a formal Performance Fitness Evaluation (also known as 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 with the student, and place another 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 meeting request. 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 of the Performance Fitness Evaluation Meeting.

Performance Fitness Evaluation Meeting

An ad hoc faculty review committee will be formed to review the concerns raised by the issuing faculty; it will comprise the Program Coordinator for the program in which the student is enrolled and 2 other graduate faculty members appointed by the Department Chair. This meeting should take place within 10 working days of the student's response to the meeting request (or within 15 working days of the issuing faculty member's request, 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 department faculty and/or relevant clinical supervisors regarding the evaluation of the student's fitness and/or the development of remediation strategies. Within 10 working days of this meeting, the student's Program Coordinator will report the committee's recommendation to the student and 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 remain in the program with conditions, the faculty review committee will develop a remediation plan and submit a written copy of it 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 that the student be dismissed from the program.

If the student is recommended for dismissal 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 their 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.

Appealing a Remediation Plan

The student's written appeal of the remediation plan should include an explanation of concerns related to the professional skills and dispositions identified in the plan and/or the alignment of the remedial activities with the skills and dispositions identified in the plan. The student should attach relevant supporting documentation if available to substantiate their explanations. Information that is unrelated to the remediation plan should not be included.

The Department Chair will consider the appeal of the remediation plan based on information provided by the Performance Fitness Evaluation Committee in support of the plan and by the student in their written appeal. Within 10 business days of the student's written appeal, the Department Chair will schedule a meeting with the student to discuss information relevant to the appeal. If the student fails to respond to the meeting request, the Department Chair will proceed with the review of the written materials. After meeting with the student (or reviewing the written materials if the student chooses not to meet), the Department Chair will meet with department faculty, relevant clinical supervisors, and/or the Performance Fitness Evaluation Committee if additional information is needed.

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.

All amendments to the remediation plan made by the Department Chair will be discussed with the Performance Fitness Evaluation Committee to ensure they align with the student's professional skills and dispositions targeted by the plan. After these meetings, the Department Chair will notify the student in writing of the decision regarding the remediation plan within 10 working days of the meeting (or within 15 working days of receipt of the written appeal if the student chooses not to meet).

The Department Chair's review of the remediation plan is final, and the student is expected to complete it as stated after this review. Consistent with the Practicum and Internship Policies (see below), no student will be admitted to a practicum/internship until all challenges to eligibility have been resolved, including completion of all aspects of the student's remediation plan. Students who do not successfully complete their remediation plan will be unable to meet degree requirements.

Appealing Dismissal from the Program

The student's written appeal of dismissal from the program should include an explanation of concerns related to the professional skills and dispositions identified in the Performance Fitness Evaluation Form (i.e., Fitness to Practice), as well as relevant information surrounding their case. The student should attach relevant supporting documentation if available to substantiate their explanations. Information that is unrelated to the events surrounding the Performance Fitness Evaluation review should not be included.

The Dean will consider the appeal of dismissal based on information provided by the Performance Fitness Evaluation Committee in support of its decision and by the student in the student's written appeal. Within 10 business days of the student's written appeal, the Dean will schedule a meeting with the student to discuss information relevant to the appeal. If the student fails to respond to the meeting request, the Dean will proceed with the review of the written materials. After meeting with the student (or reviewing the written materials if the student chooses not to meet), the Dean will meet with department faculty and/or relevant clinical supervisors as needed. Then, the Dean will meet with the Performance Fitness Evaluation Committee to discuss all information compiled about the case.

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 in reaching its decision departed substantially from accepted academic norms, indicating a failure to exercise professional judgment.

If, based on the preponderance of the evidence, the Dean determines that the student is allowed to remain in the program, this information will be communicated to the Performance Fitness Evaluation Committee, along with recommendations to resolve issues in the performance review process. After this discussion, the Dean will notify the student in writing of the decision within 10 working days of the meeting (or within 15 working days of receipt of the written appeal if the student chooses not to meet). If the Dean supports the Performance Evaluation Committee’s decision regarding dismissal, the Dean will notify the student in writing within 10 working days of the meeting (or within 15 working days of receipt of the written appeal if the student chooses not to meet). The Dean’s decision is final.

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 GPA of 3.0 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 department's Student Performance Fitness Evaluation Policy. 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 1 st
Spring	September 1 st
Summer	February 1 st
- 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.
- Applications for practicum/internship experiences must be submitted for each experience.
- Acceptance and completion of one practicum/internship course do not assure acceptance to a second practicum/internship.
- Students approved for practicum/internship will be approved for enrollment in an appropriate section by the CMHC Field Experience Coordinator; students cannot register directly for practicum/internship.
- The [field experience application](#) is located online:
https://cttamus.co1.qualtrics.com/jfe/form/SV_5BJuC96iRVA6eIC

Liability Insurance

Students are required to purchase individual liability insurance while in practicum and internship. Students do not have to maintain individual liability insurance throughout their enrollment in the counseling program, but it must be in place by the first day of their Practicum and Internship and must be maintained through the completion of these courses. Low-cost options are available via the [American Counseling Association](#), the [Texas Counseling Association](#), the [Healthcare Providers Service Organization](#), and [CPH Insurance](#). A copy of the individual liability insurance certificate must be provided to the field experience coordinator to be approved for enrollment in practicum and internship.

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

Required Hours

- **Practicum:** Students complete supervised counseling practicum experiences totaling at least 100 clock hours over a full academic term, which is at least 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 more than these minimums cannot be applied to the 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 fewer than two and no more than three full academic terms (each term is 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 is required for each semester of Internship (90 hours in the Fall or Spring and 60 hours in the Summer).

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, which will be applied to the Internship requirements. Students wishing to accrue hours during breaks between semesters must obtain approval from their site supervisor, the faculty supervisor who will evaluate them when the semester resumes, and the program coordinator prior to the break. 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 start of a practicum/internship course may count as indirect hours with the responsible instructor's approval.

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 Field Placement Site

- The student selects the internship site; the practicum site for all students is at the CCFTC. A site must be deemed appropriate by the CMHC Field Experience Coordinator for approval. Sites more than 75 miles from the Killeen campus must also 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 field experience coordinator and/or program coordinator will consider the qualifications of the site supervisors, the experiences to be offered to the student, and licensure/certification sought, 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 student's educational needs.
- It is highly recommended that students seeking sites meet with the field experience coordinator early, before the application deadline, to get pre-approval of the site. This will help ensure that adequate time is available to find an alternate site if a site is not approved.
- In some instances, students may be required to provide health certificates or immunization records 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, during which additional requirements may be imposed on the student to address any needs identified during 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 at which the faculty believes 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 provides students with access to the Canvas shell created for the comprehensive examination and enables faculty to disseminate appropriate information to them about the test.

The comprehensive examination is the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is 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 the relevant knowledge students acquire during their counselor preparation programs. Study materials for the CPCE are available from the publisher and the National Board for Certified Counselors (NBCC).

More information about the CPCE can be found on their website: <https://www.cce-global.org/assessmentsandexams/cpce>

The CPCE consists of 160 multiple-choice questions, of which 136 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 up to 3 times. Students who must retake the exam must meet with their advisor to develop a plan of study for the exam retake. Please note that a student must wait at least 30 days before retaking the exam.

During the semester of graduation, students must be enrolled in at least one semester hour of graduate credit. All questions regarding registration for the first and second administrations of the examination and graduation procedures should be directed to the program coordinator.

The CPCE is offered either at the testing office at TAMUCT, with specific testing dates (see the Canvas shell for COUN 5090 for dates), or via Pearson 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.

Comprehensive Exam Requirements and Remediation Process

The Counselor Preparation Comprehensive Examination (CPCE) serves as the designated comprehensive exit exam for students completing the Master of Science in Clinical Mental Health Counseling. Successful completion of the CPCE is required for graduation and demonstrates foundational knowledge across CACREP core areas.

CPCE Attempt Policy

Students are allowed up to three (3) attempts to pass the CPCE. A passing score is determined using the national mean and standard deviation guidelines set by the exam publisher and adopted by the CMHC program.

First Attempt

After an unsuccessful first attempt, the student must:

- Meet with their faculty advisor within two weeks of receiving exam results.
- Develop a written study plan, which may include review sessions, recommended texts, tutoring, and other preparation strategies.
- Submit the study plan to the faculty advisor for approval.

Second Attempt

If the student does not pass on the second attempt, they must:

- Revise and expand their study plan in collaboration with their advisor.
- Attend any required group review sessions or academic supports identified by faculty.

Third Attempt

For the third attempt, the student must:

1. Complete a comprehensive written case study designed and evaluated by counseling faculty. The case study will:
 - Require integration of CACREP core areas (e.g., human development, helping relationships, assessment, ethics, multicultural competence, etc.).
 - Include client conceptualization, diagnosis (if appropriate), treatment planning, theoretical rationale, and ethical considerations.
 - Be accompanied by a reflective rationale paper that justifies clinical decisions using relevant research and theory.
 - The case study will be evaluated by a faculty panel using a standardized rubric and will be worth 20 points.
2. Take the CPCE exam again.
3. The score of the written case study and the score of the CPCE exam will be considered together and must meet the passing score for the CPCE exam to be considered passing.

Graduation

Graduation from the Clinical Mental Health Counseling Program entitles students to participate in the campus-wide graduation ceremony held in December, May, and August each year. Students are encouraged to participate in the graduation ceremonies. It is the student's responsibility to be aware of and complete the graduation forms and pay the fees by the specified deadlines. Information regarding graduation is available from the Graduate School at <https://www.tamuct.edu/academics/registrars-office-2/graduation-information/>. All students must complete the [Graduate Student Final Graduation Check Sheet](#) and send it to their faculty advisor for signature. Failure to complete the required forms by the specified deadlines will result in the student being unable to graduate that semester. Students who are not participating in the official graduation ceremony should contact the Graduate School to arrange to receive their diplomas. Graduation overview: <https://www.tamuct.edu/wp-content/uploads/2025/05/Apply-for-Graduation-step-by-step-2023.pdf>

Credentialing/Endorsement

Credentialing is necessary for graduates to practice counseling. One way to become 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 endorse students only for 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 an LPC by the Clinical Mental Health Counseling faculty. Asking the faculty to endorse licensure or certification for which the student has not been trained is unethical.

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 Texas State Board of Examiners of Professional Counselors, under the umbrella of the Behavioral Health Executive Council, 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 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 that the Clinical Mental Health Counseling Program is not designed for individuals with a Master's degree who wish to complete only the LPC eligibility requirements. 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 provide counseling services to clients when the client's physical, mental, or emotional problems may harm the 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 address the problem(s) that interfere 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, the 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 or 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 1 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. To request a leave of absence, submit a written request to the Graduate School and send a copy to the Program 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. If no further progress is 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's faculty advisor and the Graduate School. Following approval by the Graduate School, the Degree Plan becomes an agreement between the student and the University regarding the 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 credits 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 5307, 5350, 5353, 5354, 5357, 5358, 5386, 5393, and 5394 **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, equivalency can be established by meeting with the faculty advisor at Texas A&M University - Central Texas and providing a course description and syllabus for the course under consideration for transfer.

Financial Assistance

Financial assistance is available to graduate students, typically through student loans, work-study, scholarships, and research assistantships. Students interested in financial aid should contact the Financial Aid Offices in Founders Hall, Room 108, or 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 with financial needs may qualify for a student loan. Information about student loans is available 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 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, and the fee is low. For more information, call 1-800-347-6647 ext. 222 or visit. We encourage students to join the Texas Counseling Association. For more information on the Texas Counseling Association, visit <https://www.txca.org>.

Technology Resources and Support

The courses at A&M-Central Texas use the Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari. Canvas will run on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. Canvas no longer supports any version of Internet Explorer.

Log on to A&M-Central Texas [Canvas](https://tamuct.instructure.com/) [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in [myCT](https://tamuct.onecampus.com/) [https://tamuct.onecampus.com/] by clicking on the “TAMUCT Online Canvas” tile. You will then log in through our Microsoft portal with your TAMUCT myCT email address and password.

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

For issues related to course content and requirements, contact your instructor. For other login problems, students should contact the Warrior Tech Desk

Email: help@tamuct.edu Phone: (254) 519-5466 Website: www.tamuct.edu/help

Affirmative Action

The Clinical Mental Health Counseling Program faculty supports and endorses 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 supports and endorses 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.

Student Resources

Counseling Services

TAMUCT [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html) offers health education and short-term counseling at no additional cost to students located in Warrior Hall 207L. [https://www.tamuct.edu/student-affairs/student-counseling.html] Students also have access to [TELUS](https://www.telus.com/en), which provides FREE 24/7 access to real-time telephone, video, and chat support from licensed mental health professionals. [https://www.telus.com/en]

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations

Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Accommodations](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Accommodations, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching

Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. For more details, call 254-501-5836 or

254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html)[https://www.tamuct.edu/student-affairs/academic-support.html]. Click the [link](#) to schedule a session (virtual or in-person) with a success coach [bit.ly/3q7uB50] or visit Warrior Hall 111.

Peer Mentoring

Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836. Click the [link](#) to schedule a one-on-one meeting with a peer mentor [https://bit.ly/3YQHxsF] or visit Warrior Hall 111.

Testing Services

We offer a secure and comfortable environment for students and community members to take courses and distance-learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing-related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

The Learning Center

Free tutoring is available for all Texas A&M–Central Texas students—undergraduate and graduate—through The Learning Center (LC). Our university tutors support a wide range of subjects and provide writing help for any class or discipline. Tutoring is available on days, evenings, and Saturdays, both in-person and online

To schedule a session, use one of these options in your Canvas course menu:

- Tutor Match – Connect with a TAMUCT tutor who knows your courses and assignments.
- Live Help (Brainfuse) – Access on-demand tutoring from a third-party provider.

Visit <https://www.tamuct.edu/student-affairs/writing-learning-center.html> for more information. Questions? Call (254) 501-5954, email uwlc@tamuct.edu, or stop by Warrior Hall 416.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 298 electronic databases containing approximately 1,332,439 eBooks and 124,877 journals, in addition to the 96,043 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology, including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and may take place virtually through Microsoft Teams or in person at the library. Schedule an appointment here [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including finding articles in peer-reviewed journals, citing sources, and synthesizing research for written assignments. Computer lab technicians are available to help with printing, Microsoft Office questions, and general computer use applications.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and more. Services such as interlibrary loan, TexShare, binding, and laminating are available. Thanks to support from the WarriorU Program, the Office of Institutional Research and Effectiveness (IRE), Information Technology (IT), and the University Library & Archives, we can lend qualifying students a laptop or a hotspot for an entire semester. Visit this site to learn more and for the application form: <https://tamuct.libguides.com/TechLoaner>

The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<https://tamuct.libguides.com/index>].

Appendix A

Degree Plan (Clinical Mental Health Counseling)

MASTER OF SCIENCE

Clinical Mental Health Counselor (CMHC)

60 Hour Program

54 Semester Hours of Counseling Core Courses	
COUN 5302 Intro to Research	
COUN 5304 Human Development	
COUN 5307 Abnormal Behavior	Pre Req to COUN 5393 (B or better)
COUN 5311 Multicultural Counseling	
COUN 5350 Foundations of Counseling	TAKEN FIRST , Pre Req to COUN 5393 (B or better)
COUN 5351 Career & Counseling Applications in Schools and Communities	
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	Approval of program coordinator required
COUN 5394 Counseling Applications	Pre Req to COUN 5393 (B or better)
6 Semester Hours of an Elective Course from COUN, CNSL, CPSY, PSY, MFT	
COUN 5090 Comprehensive Exam - CMHC	

NOTE: This is a tentative guide for advising 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

Semester 1 Year 1	Semester 2 Year 1	Semester 3 Year 1	Semester 1 Year 2	Semester 2 Year 2	Semester 3 Year 2	Semester 1 Year 3
COUN 5350	COUN 5353	COUN 5358	COUN 5307	COUN 5393	COUN 5386	COUN 5386
COUN 5365	COUN 5357	COUN 5354	COUN 5394	COUN 5351	COUN 5363	Elective
COUN 5302	COUN 5311	COUN 5356	COUN 5304	COUN 5381	Elective	

NOTE: This is a tentative guide for advising students.

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



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 	<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.

	<p>(e.g., monopolizes discussion or gossips).</p> <ul style="list-style-type: none"> - Monopolizes cooperative activities. 	<ul style="list-style-type: none"> - Compromises in 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 	<ul style="list-style-type: none"> - Expresses own feelings - Acknowledges others feelings - Acts professionally while experiencing difficult emotions

	<ul style="list-style-type: none"> - 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"> - 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. - 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"> - Satisfactorily meets attendance requirements and notifies others in advance regarding absences. - Arrives on-time for scheduled obligations. - Meets deadlines and satisfactorily completes paperwork.

Appendix C

Practicum and Internship

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 5365, COUN 5353, COUN 5357, COUN 5354, COUN 5358, COUN 5307, and COUN 5394.

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 5307 Abnormal Behavior			
COUN 5394 Counseling Applications			

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

Application for Practicum / Internship

Submit 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



Clinical Mental Health Counseling Program
Practicum / Internship Application

*** Practicum Students: There will be a mandatory PrePracticum Seminar / Orientation right before the semester starts on a Saturday to accommodate those that work. ***

See the CMHC Student Handbook for more information on Practicum / Internship located in our program Canvas page.

Visit the program Canvas page for additional information:
<https://tamuct.instructure.com/courses/2542>

First Name

Last Name

Warrior ID

Semester

- Spring
 Summer
 Fall

Year

- 2024
 2025
 2026
 2027

Placement you are applying for (check one):

- Practicum
 Internship I
 Internship II
 Internship III
 School Counseling (SCCPP) Internship

Prerequisites (Semester Completed & Grade)

	Please fill out the semester completed & grade	
	Semester	Grade
COUN 0360	<input type="text"/>	<input type="text"/>
COUN 0365	<input type="text"/>	<input type="text"/>
COUN 0363	<input type="text"/>	<input type="text"/>
COUN 0357	<input type="text"/>	<input type="text"/>
COUN 0364	<input type="text"/>	<input type="text"/>
COUN 0368	<input type="text"/>	<input type="text"/>
COUN 0362 (SCCPP Only)	<input type="text"/>	<input type="text"/>

Location of Field Placement (If Known - if NOT known, leave blank).

Please note, **practicum is at the CCFTC for everyone. Practicum applicants - please stop here and submit your application.**

Internship applicants - please continue to the next section and provide information on your site & site supervisor. We are aware that you may not have this information, if you don't, then go ahead and skip this section.

SCCPP Internship must be in a school setting. Available only during the fall or spring semester.

Supervisor (Name and Credentials)

Supervisor Contact Information - Email

Supervisor Contact Information - Phone

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 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.
- 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
University Supervisor Signature	Printed Name	Date
Field Experience Coordinator	Printed Name	Date

**CLINICAL MENTAL HEALTH COUNSELING PROGRAM
PRACTICUM/ INTERNSHIP
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
CLINICAL MENTAL HEALTH COUNSELING PROGRAM PRACTICUM/INTERNSHIP

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 considering 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 I would most like to work with is:
4. The type of client whom 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 coursework 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 field experience coordinator to narrow your search to sites most appropriate to your needs/expertise.**

TAMUCT PSYCHOLOGY AND COUNSELING
INTERNSHIP BRIDGE AGREEMENT: Clinical Mental Health Counseling 60-Hour Program (LPC)

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

APPROVED SITE SUPERVISOR

Printed Name

Signature

Email Address

Phone

Degree(s)/Credentials

STUDENT

Printed Name

Signature

UNIVERSITY SUPERVISOR*

Printed Name

Signature

Email Address

Phone

FIELD EXPERIENCE COORDINATOR*

Printed Name

Signature

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

➤ Submission of this application and proof of liability insurance must be submitted a minimum of **two weeks prior to the break between semesters** in which you intend to participate in field work; submission must be made via email to Dr. Samantha Airhart-Larraga, s.airhart-larraga@tamuct.edu.

Handbook Signature Page

Or via Qualtrics: https://cttamus.col.qualtrics.com/jfe/form/SV_8iE1x8zIqddWHoG

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

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

(Signature)

(Date)