

MASTER'S DEGREE STUDENT HANDBOOK 2022/2023



Department of
Counselor Education
COLLEGE OF EDUCATION

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STATE UNIVERSITY

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Introduction

The Department of Counselor Education at Sam Houston State University offers a Master of Education Degree in School Counseling (SC), a Master of Arts Degree in Counseling - Clinical Mental Health Counseling (CMHC), and a Doctor of Philosophy Degree in Counselor Education. All programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). There are two counseling clinics, Jack Staggs Counseling Clinic at SHSU campus in Huntsville and the Jack Staggs Counseling Clinic at The Woodlands Center are affiliated with the Department of Counselor Education. During the semester when students in the master's and doctoral programs are enrolled in supervised practicum in counseling courses, they see clients in the clinics, except for some school counseling students who may see students in schools upon approval. The clinics operate with the dual purposes of clinical training and community service. The Department of Counselor Education is accountable through the Department Chair to the Dean of the College of Education and the Academic Vice-President of the University. This Handbook outlines the SC and CMHC programs and presents a description of related policies and procedures established by the Department of Counselor Education. Students are responsible for following these policies and procedures, in addition to those stated in the *Graduate Catalog* of the University. The *Graduate Catalog* is available at: [Graduate and Professional Catalog < Sam Houston State University \(shsu.edu\)](http://shsu.edu/graduate).

Note: It is a student's responsibility to read this handbook and be aware of the contents herein.



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Welcome to the Department of Counselor Education at Sam Houston State University!

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

The purpose of this Handbook is to inform you about the many details involved in going through the Master's programs. We have also included information about the cycle of courses, a step-by-step guide for *getting through the academic system* and information on comprehensive examination. Additionally, this Handbook will provide information on the clinical course requirements. However, for additional information please review the Clinical Experiences Handbook (practicum and internship information) and the Clinics Handbook (counselor training sites) found in Blackboard COUN Students-Documents and Forms.

Handbooks are updated at the beginning of the fall semester. So, it is important that you revisit the handbook each fall. At times, policies are changed at a university or college level that are to be implemented immediately, if the change impacts the content of this handbook, they you will be informed via the Department of Counselor Education listserv. Please be advised that everyone (i.e., students, staff, faculty, and administration) is accountable for implementing the change as soon as the change has been announced.

Please become very familiar with those details in all Handbooks, which will affect you and your academic career. Also, refer to Counselor Education Important Dates Deadlines in Blackboard under Organizations in the COUN Students-Documents and Forms for additional information. Feel free to ask your advisor about anything you do not understand. If at any time you need additional assistance after speaking with your advisor, please contact me. I am here to support and assist you.

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

Sincerely,

Seth Olson, PhD, LPC (TX), LPC-MH (SD), LPC (SD), NCC
Professor and Department Chair



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PROFESSIONAL IDENTITY

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

Department of Counselor Education Mission Statement

The mission of the SHSU Department of Counselor Education (DCE) is to facilitate the development of professional counseling generalists who play an active role in enhancing individual, family, and community wellness in a diverse and changing world. Within the context of this mission, the goals of the (DCE) are to:

Program Area Goals

Within the context of this mission, the goals of the Department of Counselor Education are to:

- Provide assistance to qualified students in learning the skills necessary to perform as competent and knowledgeable professionals in the counseling field. This includes encouraging students to develop themselves as well-rounded individuals combining their academic experience, personal values, interests and individual personalities.
- Provide academic coursework and clinical experience that support and enhance the professional development of the student following CACREP standards.
- Facilitate the Supervised Counseling Practicums in the Jack Staggs Counseling Clinics primarily for clinical training where advanced graduate students have opportunities for direct client contact and individual and group supervision from counseling faculty and counselor education doctoral students. The Supervised Counseling Practicum provides counseling for the public in Huntsville and the Woodlands.
- Promote an understanding and acceptance of the cultural diversity of our society.
- Model the standards of integrity, performance, and concern for clients' welfare.

IMPORTANT: The DCE strives to provide the highest quality of training for counselors. As such, the department and faculty have high standards for performance. Students must understand that this is not an individualized program with experiences determined by convenience. Students will need to organize their work, community, and personal lives in a way that makes room for the rigors of the program.

PHILOSOPHY

The Department of Counselor Education is based on the belief that the goal of counseling is maximizing human effectiveness through facilitating human growth and development. The major responsibility of the counselor is seen as one of aiding individuals, couples, and families in the acquisition of effective problem-solving and decision-making patterns that help to establish values and life objectives.

The process of promoting effective decision-making behavior in others requires a firm belief in the potential for growth within everyone. In addition, counselors need to have a sound background in the psychology of human behavior and development, and the necessary skills and techniques to support clients to make desired changes.

The Department of Counselor Education Core Values:

Dedication to Inclusivity, Helping Others, and Improving the Profession

Commitment to Respect, Integrity, and Professionalism

Embracement of Self-Awareness, Self-Growth, and Life-Long Learning

ABOUT YOUR LICENSURE AND CERTIFICATION OPTIONS

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

Students completing the 60-semester hour Clinical Mental Health Counseling (CMHC) specialization meet the academic requirements needed to apply for LPC-Intern in the State of Texas. To apply for the LPC-Intern license, graduates must document coursework, face-to-face counseling hours, and supervision time on forms available from the Texas State Board of Examiners for Licensed Professional Counselors

<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>. This state agency issues credentials for individuals who want to be recognized as having competence in the field of counseling. Texas State Board of Examiners for Licensed Professional Counselors issue LPC-Associate credentials to counselors-in-training that successfully complete required coursework, supervised counseling experience, pass the appropriate state examinations, and meet additional requirements.

Upon completion of SHSU coursework, each graduate is responsible for taking steps necessary to apply for the LPC-Associate license. They will need to complete a 3000-hour (total work time) post- master's degree internship under an LPC-Supervisor. Although providing the academic requirements for licensure is the responsibility of SHSU, the university has no responsibility for helping the graduate meet the LPC-Associate supervised experience requirements following graduation. Each graduate is encouraged to do extra study for the LPC exam. Some graduates find a workshop designed to prepare applicants for the LPC examination useful.

Students are allowed early access to National Counseling Examination (NCE). This is usually taken during internship, but can be taken after graduation. The NCE is not a department requirement. The National Board of Certified Counselor (NBCC) website address is <http://www.nbcc.org/>. Students seeking more information about the NCE need to contact [the department chair](#).

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

Applicants interested in becoming certified as professional school counselors should meet the following requirements prior to admittance into our program or sign a statement acknowledging they are aware that the State Board of Education Certification (SBEC) requires school counselor applicants to have:

- Successfully complete a school counselor preparation program.

- Two credible years of teaching experience.
- Hold, at minimum, a 48-hour master's degree, and
- A passing score on the TExES examination for school counselors.

The two years of teaching experience is not required prior to enrolling in the Master of Education program at SHSU; however, it is required before SBEC will issue the school counseling certification to applicants. Individuals needing the master's degree should apply for the M.Ed. degree in School Counseling.

Individuals needing two years of teaching experience should seek employment with a school district as a teacher.

The school district must send the deficiency plan request to the College of Education University Certification Officer in the Teacher Education Center Box 2119, Huntsville, TX 77341. The Certification Officer will, upon receiving the written request from the student's school district, consult with the School Counseling Program Coordinator of the Counseling master's degree to determine the appropriate coursework to be completed and provide information on the State TExES examination required for certification.

After passing the written comprehensive examination, students in the School Counseling track will be reported to SHSU Certification Office as approved to register for the TExES School Counseling Examination (#152). To apply to take the TExES, students register with the State Board of Educator Certification (SBEC) at

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

NOTE: The State Board of Educator Certification (SBEC) has discontinued the practice of issuing specialized certificates for special education counselor and vocational counselor. All school counselors are now certified under the general School Counselor Certificate.

Graduate Certificate in Play Therapy

The 12-credit hour Graduate Certificate in Play Therapy is designed for students training in counseling and related fields as well as for post-master's professionals in counseling and related fields who want to specialize and/or work towards their professional registration through the national organization (Association for Play Therapy, APT). While the Play Therapy Institute at SHSU is an approved provider, APT alone holds the right to accept or deny any academic training or continuing education training at its discretion. SHSU has been one of a small number of approved centers in the country meeting APT's rigorous criteria for approved training sites.

Curriculum

Students enrolled in the 12-credit hour certificate program may be taking courses with students pursuing Master's degree programs within the University. Course work in the Certificate Program (3 credit hours each): COUN 5391 Child and Adolescent Counseling, COUN 5399 Play Therapy Basics, COUN 6331 Advanced Play Therapy, and COUN 5398 Sandtray. Please see this link for more information: <https://www.shsu.edu/academics/counselor-education/PT-Overview/PT-overview>

Please note that 12 hours are required to become a Registered Play Therapist. Financial aid will pay for additional courses taken beyond official programs of study if those courses are the play therapy certificate. If interested in the certification and/or additional coursework to become a Registered Play Therapist, please contact your advisor.

PROFESSIONAL ASSOCIATIONS

The following are the various professional association counseling students need to be aware of to further their career as an LPC or SC: American Counseling Association (ACA), the Texas Counseling Association (TCA), the International Association of Play Therapy (A4PT), American School Counselor Association (ASCA), and the Texas School Counselor Association (TASCA), along with many other specialty counseling associations. Students are encouraged to become members of the many different organizations and to attend their conferences as both attendees and presenters. Students are encouraged to consider using the liability insurance afforded them by membership in the ACA, TCA, or ASCA.

PROPOSAL TO TRANSFER CREDIT

In accordance with Academic Policy Statement 801007, graduate courses completed at other accredited colleges and universities may be applied as transfer credit toward the Master of Education and the Master of Art degrees. The maximum credit hours that may be transferred according to the policy are: 15 hours for a 60-hour degree. However, there are some restrictions related to our programs.

1. CACREP accreditation is needed for substituted courses to match our course standards.
2. Unequal credits will not be considered (i.e., 2 credit courses)
3. Clinical training courses (practicum, prepracticum, internship) will not be considered.
4. The department requires 18 hours (6 specific courses) for candidacy, which requires evaluation from the instructor on each of those courses. The department is able consider up to 6 hours of candidacy or 2 courses.
5. Courses must have a grade B or better to be considered.
6. All transferred credits must be completed within six years from the earliest date of the first course applied to the master's degree.

Every request for transfer of credits is reviewed individually. Submit transfer requests along with course syllabi to the Assistant Chair of the Department of Counselor Education.

DEGREE REQUIREMENTS

M.Ed. in School Counseling

The Master of Education in School Counseling requires 60 credit hours. Courses are organized in blocks that should be completed in sequence. All students must pass the written comprehensive examination (CPCE), subject matter from all CACREP core content areas, 3 Key Performance Indicator assessments integrated into the coursework.

Foundation Courses:

COUN 5011	Orientation to the Counseling Profession
COUN 5334	Effective Human Behavior
COUN 5364	Theories of Counseling
COUN 5379	Methods of Research
COUN 5385	Pre-Practicum: Techniques of Counseling
COUN 5397	Human Growth and Development
COUN 6363	Assessment in Guidance and Counseling
COUN 6374	Group Counseling

Advanced Courses:

COUN 5336	Advanced Behavior Pharmacology
COUN 5392	Cross-Cultural Issues in Counseling
COUN 5370	Career Counseling Across the Lifespan
COUN 6332	Theories of Marriage, Couple, Family
COUN 6350	Advanced Ethics Counseling Ethics: Mgmt, Law, Practice
COUN 6364	Counseling for Addictions
COUN 6376	Supervised Practice in Counseling
COUN 6386	Internship
COUN 6386	Internship II

School Counseling Specific Courses:

COUN 5333	Methods of Consultation, Coordination, and Counseling
COUN 5391	Child and Adolescent Counseling
COUN 6335	School Counseling: Leadership, Advocacy, and Accountability

M. A. in Counseling (*Clinical Mental Health Counseling*)

Sixty semester hours are required for the Master of Arts in Counseling (*Clinical Mental Health Counseling track*). Courses are organized in blocks that should be completed in sequence. All students seeking the M.A. degree must pass the written comprehensive examination (CPCE) including subject matter from all CACREP core content areas.

Foundation Courses:

COUN 5011	Orientation to the Counseling Profession
COUN 5334	Effective Human Behavior
COUN 5364	Theories of Counseling
COUN 5379	Methods of Research
COUN 5385	Pre-Practicum: Techniques of Counseling
COUN 5397	Human Growth and Development
COUN 6363	Assessment in Guidance and Counseling
COUN 6374	Group Counseling

Advanced Courses:

COUN 5336	Advance Behavior Pharmacology
COUN 5392	Cross-Cultural Issues in Counseling
COUN 5370	Career Counseling Across the Lifespan
COUN 6332	Theories of Marriage, Couple, Family
COUN 6350	Advanced Ethics Counseling Ethics: Mgmt, Law, Practice
COUN 6364	Counseling for Addictions
COUN 6376	Supervised Practice in Counseling
COUN 6386	Internship
COUN 6386	Internship II

Clinical Mental Health Counseling Specific Courses:

COUN 5393	Community Counseling
COUN 5394	Crisis and Trauma Counseling

Elective Options:

COUN 5391	Child and Adolescent Issues in Counseling
COUN 5398	Sandtray Therapy
COUN 5399	Play Therapy Basics
COUN 6331	Advanced Play Therapy
COUN 6337	Counseling Clients for Sexual Concerns
COUN 6333	Techniques of Couples Therapy
COUN 6338	Techniques of Family Therapy
COUN 6394	Complex Traumatic Stress in Counseling

**DEPARTMENT OF COUNSELOR EDUCATION
FACULTY AND STAFF**

Dr. Seth Olson

Professor and Department Chair

Director of Clinical Experiences

Accreditation and Testing Coordinator

Dr. Olson holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor-Mental Health (SD), Licensed Professional Counselor (TX), and National Certified Counselor. The Department Chair is responsible for the effective and efficient operation of the instructional programs under his authority, determines the teaching duties of the departmental faculty, organizes policies, represents department decisions, holds regular staff meetings, manages clinical experiences, accreditation and comprehensive exams, and directs academic counseling within the department unit.

Dr. Kathleen Brown Rice

Professor and Assistant Chair

CMHC and SC Program Coordinator

Dr. Rice is a Ph.D. in Counselor Education. She is a Licensed Professional Counselor (NC, TX), Licensed Clinical Mental Health Counselor (SD), Licensed Clinical Addiction Specialist (NC), National Certified Counselor, and Approved Clinical Supervisor. The Assistant Chair is responsible for advising all incoming master students, coordinating the MA in Counseling and MEd in School Counseling programs, managing department course schedule and teaching assignments for faculty, and professional development for students, faculty, and community members.

Dr. Yvonne Garza-Chaves

Professor and Doctoral Director

Dr. Garza-Chaves holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor, Licensed Masters level Social Worker, and a Registered Play Therapist. The Doctoral Director is responsible for activities related to the Counselor Education PhD program and collaborate with department chair and assistant chair on the implementation of this program. The Director provides advising for all doctoral students up to dissertation phase.

Dr. Maribeth Jorgensen

Associate Professor and Director of Clinics and Centers

Dr. Rice is a Ph.D. in Counselor Education. She is a Licensed Professional Counselor (NC, TX), Licensed Clinical Mental Health Counselor (SD), Licensed Clinical Addiction Specialist (NC), National Certified Counselor, and Approved Clinical Supervisor. The Director of Clinics and Centers is responsible for administration and logistics for all Department of Counselor Education centers and clinic matters and collaborates with the department chair and assistant chair to implement these activities.

Dr. Sinem Aky-Sullivan

Assistant Professor

Dr. Aky-Sullivan holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor-Supervisor, Registered Play Therapist – Supervisor (RPT-S), and Certified Trauma Focused CBT Therapist.

Dr. Rochelle Cade

Associate Professor

Dr. Cade holds a PhD in Counselor Education. She is a Licensed Professional Counselor-Supervisor.

Dr. Demetrius Cofield

Assistant Professor

Dr. Cofield holds a PhD in Counselor Education. He is a Licensed Clinical Mental Health Counselor Supervisor (NC), Licensed Clinical Additional Specialist (NC), and Clinical Supervisor-Intern (NC).

Dr. Evelyn Kimberly Fitzgerald
Clinical Assistant Professor
Assistant Director of Clinic and Centers
Play Therapy Graduate Certificate Coordinator

Dr. Fitzgerald is a Licensed Professional Counselor-Supervisor and Registered Play Therapist-Supervisor. The Play Graduate Certificate Coordinator is responsible for overseeing the recruitment, admission, and collaborate with department chair on the implementation of this certificate program.

Dr. Dee-Anna Green
Clinical Assistant Professor

Dr. Green holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor and Certified School Counselor.

Dr. Susan Henderson
Assistant Professor

Dr. Henderson holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor and LMFT-Associate.

Dr. Chi-Sing Li
Professor

Dr. Li holds a Ph.D. in Counseling. He is a Licensed Professional Counselor-Supervisor and a Licensed Marriage and Family Therapist-Supervisor.

Dr. Felicia Mirghassemi
Clinical Assistant Professor
Assistant Director of Clinic and Centers

Dr. Mirghassemi holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor.

Dr. Tiffany Simon
Assistant Professor

Dr. Simon holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor and Certified School Counselor.

Dr. Jeffery Sullivan
Associate Professor

Dr. Sullivan holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor-Supervisor and a Registered Play Therapist.

Administrative Staff

Ms. Dee Dee Dirk
Assistant to the Department Chair

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

Ms. Jeannie Bailey
Administrative Staff for the Jack Staggs Counseling Clinic (The Woodlands)

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

Student Responsibilities

The responsibility to meet requirements for graduation, both with respect to creating a plan of study and to completing all requirements of the program and university satisfactorily, ultimately rests with the student. Students are expected to become well acquainted with the following advising materials:

- 1. Graduate School Catalog**
- 2. College of Education Graduate Program Website**

3. Graduate School Website
4. Master Counseling Student Handbook
5. The Department of Counselor Education Website
6. COUN Students-Documents and Forms Blackboard Organization

ADVISING

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

1. Helping students to clarify their values and goals and to better understand themselves;
2. Helping students improve success in graduate education;
3. Providing information about educational options, requirements, policies and procedures;
4. Management of any remediation plans prescribed by the department.
5. Review future professional goals during and after program training.
6. Sign required documents (study plan, candidacy).

Students have an important responsibility in the advising process and are encouraged to take the initiative to seek advisement and to develop a close relationship with their advisors. The degree to which the students initiate and participate in the advising program will be a component of the student's annual evaluation process. Mutual respect between advisor and advisee is a goal of the Department of Counselor Education.

Advising is not intended to manage scheduling issues or course selection. As much as possible, students must follow the program specific advising sheet for course sequence. If the student chooses to take more or less than the prescribed courses in any given semester, please contact your assigned advisor to review potential risk.

PROFESSIONAL COMPORMENT

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

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

SPECIAL NEEDS AND STUDENTS WITH DISABILITIES

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

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

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

CANDIDACY FOR THE MASTER'S DEGREE

Upon completion of the 24 hours of required foundation course work (note student advising sheet) and permission of their assigned advisor, students are eligible to apply for Candidacy. To be eligible for Candidacy a student must:

- Have attained regular admission as a graduate student at SHSU;
- Satisfy all academic criteria;
- Carry at least a 3.0 overall GPA;
- Obtain a grade of B or above in COUN 5385 Pre-Practicum in Counseling; and
- Receive a favorable clinical judgment by the Counselor Education faculty of the student's potential as a professional counselor.

No student will be excluded based on race, age, gender, sexual orientation, disability, or religious/spiritual orientation.

To be considered for candidacy, complete the Candidacy Application found **in Blackboard under Organizations in the COUN Students-Documents and Forms**. Late October or early November is typically the deadline to submit Candidacy Application to be eligible for Spring Supervised Practicum. Early April is typically the deadline to submit Candidacy Application to be eligible for Fall Supervised Practicum. **All students must apply for and be admitted to Candidacy prior to receiving approval to enroll in COUN 6376 Supervised Practice in Counseling.**

Denial of Candidacy

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

It is the professional responsibility of the Counselor Education faculty to ensure that students not only exhibit the knowledge and skills required of the counselor, but also have the disposition and relationship capacities to utilize those skills. The Counselor Education faculty meets regularly and discusses individual students' progress at various times throughout the semester. CACREP requires review of students on a semester-by-semester basis. Students are expected to model professional behavior throughout the program. To understand the university's definition of "exemplary behavior in the classroom", each student should review the *Student Guidelines* at:

<https://www.shsu.edu/dept/dean-of-students/guidelines/student-guidelines>

Students are required to read the most recent version of the *American Counseling Association (ACA) Code of Ethics* in the initial semester of graduate studies. Students are expected to follow the *ACA Code of Ethics*. Students violating the *ACA Code of Ethics* will receive appropriate consequences, which may include termination from the graduate program. Students must receive favorable evaluations by the instructors in the Department of Counselor Education at SHSU. The Counselor Potential Scales are used for this evaluation (see Appendix B). The faculty may also consider

supporting statements and recommendations from professional counselors, student colleagues, or other informed persons.

- If, in the clinical judgment of the faculty, the applicant possesses the potential for rendering the desired counseling or therapeutic care to a client, the faculty will recommend that the Dean of the College of Education (COE) approve Candidacy.
- If actual or potential problems are indicated, the student must remediate them in a manner satisfactory to the faculty. Strengths and limitations are identified and discussed with the applicant in a private meeting with the student's faculty advisor and the coordinator of the master's degree programs.
- If, in the clinical judgment of the faculty, the applicant can remediate the limitations, the faculty may recommend that the COE Dean approve Candidacy effective remediation of the designated limitations, as evaluated by the faculty.
- If, in the clinical judgment of the faculty, the applicant's limitations prevent his/her rendering the desired counseling or therapeutic care to a client, the faculty will recommend that the COE Dean deny Candidacy. The COE Dean approves or disapproves requests for Candidacy.

REMEDICATION PROTOCOL FOR MASTER'S CANDIDACY APPLICANTS

The faculty makes every reasonable effort to facilitate a student's progress toward degree completion. Once Candidacy has been granted, it is anticipated that students will develop the skills necessary for rendering the desired counseling care to their clients. However, if the Faculty Advisor or other faculty identify limitations regarding a student after Candidacy has been granted and it is the clinical judgment of the full-time faculty that the student is not capable or does not have the potential for rendering the desired counseling or therapeutic care to a client, two alternatives will be available to the student: (a) repetition of coursework and/or other remediation to be satisfactorily completed before graduation, or (b) denial of further enrollment until the student remediates the weaknesses or problems to the satisfaction of the faculty.

The following protocol will be followed, with the potential for additions depending on the individual needs of the student, for any student who has been identified as having a concern or non-support from one or more faculty members during the completion of the core counseling courses. Issues of concern or non-support must include a full description regarding the student's performance prior to remediation. For all remediation plans the initial step will include a meeting between the student's advisor and the program coordinator to discuss and develop a possible plan that addresses the student's individual issues and then faculty will meet with the student to develop and sign a finalized plan.

The following areas for concern were developed to specifically address requirements outlined in the master's program handbook in that: **It is the professional responsibility of the Department of Counselor Education faculty to ensure that students not only exhibit the knowledge and skills required of the counselor, but also have the disposition and relationship capacities to utilize those skills.**

1. Knowledge Deficit: the student struggles with retaining or understanding content knowledge associated with core program courses relevant to her/his respective track (e.g., theory, lifespan development, research methods, etc.). This must be evidenced by lowered grades in core areas (at least one C or three or more B's).

- a. Students with one F could be automatically removed from the program at the time they receive the first F. The instructor will be in communication with the student prior to assigning the grade to resolve the matter beforehand. If one grading outcomes occur, the student will be required to reapply for admission to the program. They will also be required to complete a remediation plan and will have the option of requesting that a committee be formed to review the fairness of the plan developed with their advisor and the program coordinator as well as to review the completion of their plan. During this process, students will be informed of their rights to appeal a grade and/or department decisions and afforded due process.
- b. Remediation plans may include the completion of a written assignment associated with the topic area(s) where a deficit exists to be reviewed, at minimum, by her/his advisor and the program coordinator. The written assignment must address all areas of knowledge/content deficit therefore, if multiple deficits exist then a topic must be proposed that integrates multiple areas or multiple papers must be written.
- c. The student will not be allowed to enroll in COUN 6376 until the remediation plan is successfully

complete.

- d. If a faculty member or members expresses concern regarding this area but the student has excellent or acceptable grades, a preponderance of evidence must be gathered to justify remediation (i.e., multiple assignments, discussion postings, etc. in the problem areas identified).

2. Skill Deficit: a concern is present that indicates the student struggles with application of knowledge in counseling situations as evidenced by case study assignments, review of practice tapes, or other application activities and written work.

- a. Remediation plans may include a case study application and reflection of work with a client appearing on a practice skill tape. The specific nature of the skill demonstrated will be determined by the department.
- b. The student may also be required to receive individual supervision during COUN 6376 with a full-time faculty member.

3. Professionalism/Behavioral Issue: concerns have been voiced regarding the student's behavior inside or outside of class in situations associated with their program. Behavioral issues may include one or more of the following: *frequent tardiness and/or absences; frequent texting and/or talking in class; unethical actions; lack of involvement in reflection; reluctance to accept feedback from faculty/supervisor, introspection and personal growth regarding bias/possibly discriminatory beliefs that would interfere with her/his role as a counselor; disrespectful behavior towards faculty, supervisors, practice clients, and/or colleagues, that does not improve following direct intervention.* It is the responsibility of faculty and instructors to address behavioral issues as they are identified so that students can make corrections prior to the completion of the course and before applying for candidacy.

- a. Remediation plans may include a reflection that sufficiently addresses how the student has improved the behavioral/professional issue identified. The student in writing must address thoughts, feelings, and actions the student took to develop as a professional in the area(s) delineated in the plan.
- b. The student may be required to seek individual counseling and submit proof of attendance for a time period to be determined by the student, her/his advisor, and the program coordinator.
- c. The student may be asked to attend individual supervision with a full-time faculty member during COUN 6376.

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

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

Note: Students must understand that satisfying the elements of a particular remediation plan does not mean candidacy will be granted. Further, approval of candidacy does not mean the student will be allowed to enroll in COUN 6376. Candidacy is an ever-occurring process up until the time a student is to begin work in COUN 6376. Students must maintain and adhere to all expectations of candidacy regardless of remediation successes or approvals. Failure to do so, may result in further remediation or dismissal from the program.

DISMISSAL OF STUDENTS

At any time during the academic program, students who do not present adequate potential as a professional counselor for either academic or nonacademic reasons can be denied matriculation privileges, based on the decision of the full-time Counseling faculty. The appeal process for the exclusion for nonacademic reasons is similar to the appeal process for exclusion based on academic reasons.

The faculty meets as a body and reviews the data from all sources to make a clinical judgment for approval or disapproval of the student's continuation in the program. When the faculty has concerns about a student's progress in the Department of Counselor Education (before, at, or after the time of Candidacy), the Chair or the Chair's designee(s) are asked by the faculty to meet with the student to discuss the faculty's concern(s). Strengths and limitations are identified, and suggestions for dealing with the limitation(s) are offered and discussed. If, in the clinical judgment of the faculty, the weaknesses or problems are so glaring or if the student refuses or fails to remediate the limitation(s), the faculty may choose to not approve the student's continuation in the program. It should be noted that the philosophy and commitment of the faculty is to work with students and to facilitate their progress toward degree completion, whenever possible. Also, counseling students who violate the *ACA Code of Ethics* for the American Counseling Association may be dismissed from the program.

COMPREHENSIVE EXAMINATION

All graduate students at SHSU must successfully pass comprehensive exams to graduate. All Department of Counselor Education master students are required to take and pass the Counselor Preparation Comprehensive Examination (CPCE) to gain access to COUN 6386 Internship. The CPCE must be taken at an approved testing site (i.e., Pearson testing site). Students determine the date, time, and site. Once completed, students will send (e.g., email or photo) scores to Accreditation and Testing Coordinator for success determination. Early each semester, student receive notification of testing information and procedures.

If a student is not successful in their first attempt taking their comprehensive exams, they will be allowed a separate attempt. However, they will be required to meet with their advisor to determine a remediation plan. As per Graduate School policy, only a third examination may be permitted only with the approval of the Dean of the College of Education and Chair of the Department of Counselor Education.

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

CLINICAL COURSE WORK

Philosophy

The faculty and staff of the Sam Houston State University Department of Counselor Education strive to assist students in becoming professionals skilled in counseling, and to provide therapeutic and educational experiences designed to enable individuals and families to develop effective, meaningful relationships. Together with the students, the Counselor Education faculty endeavors to provide effective, ethical counseling services to individuals, couples, and families from the community.

Clinical Training Curriculum

The overall clinical training curriculum consists of the supervised clinical practice of counseling and participation in individual and group experiences designed to promote professional and personal growth. Four clinical training courses are included in the overall curriculum for M.A. and M.Ed. students:

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

In COUN 6376 and COUN 6386/6387, practical experiences will involve providing counseling to clients who have been assigned to the student according to experience and skill levels. Students' hours of direct client contact and total time involvement are logged as course requirements and for possible use toward licensure as a Licensed Professional Counselor Intern or/and Licensed Marriage and Family Therapist Associate.

Students are strongly encouraged to keep copies of all practicum logs, as well as all graduate course syllabi and the *SHSU University Graduate Catalog*. These documents may be crucial for future licensure and professional certification requirements. *SHSU Department of Counselor Education keeps students' records for five years.*

COUN 5385 Pre-Practicum: Techniques of Counseling

Pre-Practicum is designed to provide the student with didactic and experiential training in fundamental techniques of counseling. Extensive simulation and role-playing activities facilitate student development of skills to be utilized in the following Practicum courses. These proficiencies must all be met at a minimum level to obtain a grade of "B". The Pre-Practicum proficiencies are listed in Appendix C.

Students who are unable to demonstrate the required proficiencies to the professor's satisfaction will be required to re-register for the class. Students unable to meet the proficiencies in two attempts may be advised to leave the program. Successful completion of COUN 5385 is a pre-requisite for COUN 6374 and cannot be taken concurrently.

COUN 6376 Supervised Practice in Counseling

COUN 6376 Supervised Practice in Counseling (Counseling Practicum) provides opportunities for on-site client counseling and testing experiences. In Counseling Practicum, faculty supervise graduate students (interns) who provide individual, marital, group, and family counseling, as well as testing, to those individuals from the community-at-large who need and desire these services. In addition, students completing the play therapy courses may see children in the playroom. Each Supervised Practicum intern must complete a minimum of 40 client contact hours** within 100 hours of total time involvement in Practicum activities. Successful completion of COUN 6376 is a pre-requisite for COUN 6386/6387 I and cannot be taken concurrently. For MCFC students, COUN 6333 Techniques of Couples Therapy or COUN 6338 Techniques of Family Therapy is a pre-requisite (or must be taken concurrently).

Several proficiencies have been set for students in Practicum. A minimum acceptable level of attainment of the COUN 6376 will qualify the student for a grade of "B". Students who are unable to demonstrate the required proficiencies to the professor's satisfaction will not be allowed to continue taking practicum courses. Students unable to meet the proficiencies in two attempts may be advised to leave the program.

COUN 6376 requires considerable "outside class" work effort. Students working in one of the Jack Staggs Counseling Clinics will be required to be available in the clinic for approximately 10 hours over two days the clinic is open. Clinic hours of operation vary each semester but is based on client need and interest. In addition, students are expected to attend a minimum of 1.5 hours of class (group supervision) and 1 hour of individual supervision per week. Commuting, work schedules, and/or other conflicts do not supersede clinic needs and policies. Students must plan accordingly.

Note Clinical Experiences Handbook for further details.

COUN 6386/6387 Internship I and II

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

Enrolling Requirements

Before COUN 6376 Supervised Practice in Counseling

1. Read Clinical Experiences Handbook
2. Apply for Candidacy
3. Meet with assigned advisor to obtain approval to apply for COUN 6376.
4. Acquire professional liability insurance required for COUN 6376.
5. Follow department shared guidelines related to Supervision Assist for onboarding requirements

During COUN 6376 Supervised Practice in Counseling

1. Take Comprehensive Exams.

Before COUN 6386/6387 Internship

1. Successfully pass comprehensive exams

2. Obtain a grade of B or better in COUN 6376.
3. Re-read Clinical Experiences Handbook
4. Meet with assigned advisor to obtain approval to apply for COUN 6386/6387.
5. Comply with all requirements for internship as provided in the Clinical Experiences Handbook.
6. Follow department shared guidelines related to Supervision Assist for onboarding requirements

Practicum/Intern Professionalism

Each Practicum intern in COUN 6376 and COUN 6386/6387 I and II is a representative of Sam Houston State University. The Counseling faculty expects that students will exhibit high standards of professionalism in dress, attitude, and behavior. Students failing to exhibit appropriate levels of professionalism will receive feedback and are expected to make changes to reach the high standards required while interacting with the public. An Individualized Remediation Plan may be developed for a student failing to meet expectations of high standards of professionalism. An Individualized Remediation Plan will include a timeline and the student will be held accountable for making the necessary adjustments to their professionalism. Depending on problematic issues encountered in practicum/internship, a student may be dismissed from the program.

PROFESSIONAL ENDORSEMENT OF COUNSELING STUDENTS

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

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

ACADEMIC GRIEVANCE POLICY

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

ACADEMIC DISHONESTY

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

CAMPUS SERVICES

BEARKAT ONECARD (STUDENT IDENTIFICATION CARDS)

The Bearkat OneCard is the official ID of Sam Houston State University. The Bearkat OneCard signifies your status as an active member of the Sam Houston State University community, serving as your official student identification card and much more. You are expected to have your Bearkat OneCard with you at all times on campus. For information about obtaining a BearKat OneCard, go to <http://www.shsu.edu/dept/bearkatone/>.

ACADEMIC LIBRARY

The Newton Gresham Memorial Library (NGL) at Sam Houston State University contains numerous volumes related to counseling. Several counseling professional journals are also available. Students may access the NGL through the SHSU website: <http://library.shsu.edu/>.

WRITING CENTER

The Writing Center is located in the Farrington Building Room 111 and at TWC and offers students the opportunity to work with tutors on various writing tasks: pre-writing, organization, idea development, thesis statements, revision, grammar, mechanics, sentence structure, and research documentation. Contact the Writing Center by telephone at 936-294-3680 or email wctr@shsu.edu. The website is [Here To Help: The Writing Center - Sam Houston State University \(shsu.edu\)](#).

UNIVERSITY COUNSELING CENTER AND STUDENT HEALTH CENTER

SHSU has a University Counseling Center with a full range of counseling and assessment services available. Student fees pay for free access to services. All students in the Department of Counselor Education are strongly encouraged by the faculty to seek personal counseling to experience what it is like to be a client as well as to explore personal issues that may block full development as a helping professional. Some students have already been in personal, group, family, or couples counseling/therapy prior to entry into the program. Those students who have never been to counseling or psychotherapy are urged to enter into a therapeutic relationship with a provider of his/her choice. The University Counseling Center is an option for students with tight budgets. The phone number is (936) 294-1720. The website is <http://www.shsu.edu/dept/counseling/>. The website for the Health Center is <http://www.shsu.edu/dept/student-health-center/>.

CAREER SERVICES

Students may receive help in their search for a job in the field through the Career Success Center, located in Academic Building IV, Suite 210. There is also a presence at TWC. Staff at the Career Success Center will assist with searching for counseling jobs. Career Success Center will also help develop resumes, making contacts in the field, and improve networking skills. The Career Success Center phone number is (936) 294-1713. For additional information, including driving directions, office hours, and semester events sponsored by the Career Success Center, visit their webpage at <http://www.shsu.edu/dept/career-services/>.

COMPUTER LABS

Computers (PC and Macs) for student use are in the Newton Gresham Library, in the AB1 building, at TWC, and at various locations throughout both campuses. Software applications are updated to reflect state-of-the-art computer usage. Students must establish a student account to have access to Blackboard, SHSU's electronic classroom. The student account can be set-up from any computer with access to the Internet or at the computer lab in the AB1 Building. The computer services phone number is (936) 294-1950. The website for computer labs is: <http://www.shsu.edu/dept/it@sam/services/lab-classroom-services/computerlabs.html>.

Appendix A

Final - Degree Plan – 60 Hours MA in Counseling - Clinical Mental Health Counseling

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

Student's Name _____ Student ID # _____

Advisor's Name _____ Orientation Date: _____

Required Courses:

Course Number	Course Name	Grade Earned
COUN 5011	Counseling Profession & Ethics	
COUN 5397	Human Growth & Development (Online)	
COUN 5364	Theories of Counseling (prereq: concurrent with COUN 5011)	
COUN 5385	Pre-Practicum (prereq 5011 & 5364)	
COUN 5334	Effective Human Behavior (prereq 5397) (Online)	
COUN 6363	Assessment in Guidance & Counseling (Online)	
COUN 6374	Group Counseling (prereq 5364)	
COUN 5379	Methods of Research	
COUN 5392	Cross Cultural Issues in Counseling	
COUN 5393	Community Counseling (Online)	
COUN 5370	Career Counseling (prereq 5397) (Online)	
COUN 6350	Counselor Ethics: Management, Law (Online)	
COUN 6376	Supervised Practice (prereq 5334/6374/5385 and Candidacy)	
COUN 5336	Advanced Pharmacology (prereq 5334) (Online)	
COUN 5394	Crisis and Trauma (prereq 5364)	
COUN 6364	Counseling for Addictions (prereq 5334)	
COUN 6332	Theories of Marriage, Couples, and Family Counseling	
COUN 6386	Internship I (Prereq 6376 & comps)	
COUN 6386	Internship II (Prereq 6376 & comps)	
COUN _____	_____ (Elective)	

I have completed the Apply for Graduation Form and submitted to the Registrar's office.

_____ (initial)

If completing the Play Therapy Certificate, I have completed the Certificate Completion Form and submitted to The Graduate School. _____ (initial or NA)

I have completed the Department of Counselor Education Exit Survey. _____ (initial)

Signature of Student/Date

Signature of Advisor/Date

Elective Options:

- | | | |
|------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> COUN 5391 | Child and Adolescent Issues in Counseling (Online) | (prereq 5334) |
| <input type="checkbox"/> COUN 5398 | Sand Tray | (prereq 5364 & 5385) |
| <input type="checkbox"/> COUN 5399 | Play Therapy Basics | (prereq 5364 & 5385 with B or better) |
| <input type="checkbox"/> COUN 6331 | Advanced Play Therapy | (prereq 5399 with B or better) |
| <input type="checkbox"/> COUN 6337 | Counseling for Sexual Concerns (Online) | (prereq 5334 & 6332) |
| <input type="checkbox"/> COUN 6333 | Techniques of Couples Counseling | (prereq 6332) |
| <input type="checkbox"/> COUN 6338 | Techniques of Family Counseling | (prereq 6332) |

Play Therapy Certificate Courses:

- | | | |
|------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> COUN 5391 | Child and Adolescent Issues in Counseling (Online) | (prereq 5334) |
| <input type="checkbox"/> COUN 5398 | Sand Tray | (prereq 5364 & 5385) |
| <input type="checkbox"/> COUN 5399 | Play Therapy Basics | (prereq 5364 & 5385 with B or better) |
| <input type="checkbox"/> COUN 6331 | Advanced Play Therapy | (prereq 5399 with B or better) |

Marriage, Couples, and Family Therapy Courses:

- | | | |
|------------------------------------|---|----------------------|
| <input type="checkbox"/> COUN 6337 | Counseling for Sexual Concerns (Online) | (prereq 5334 & 6332) |
| <input type="checkbox"/> COUN 6333 | Techniques of Couples Counseling | (prereq 6332) |
| <input type="checkbox"/> COUN 6338 | Techniques of Family Therapy | (prereq 6332) |

Revised April 2022/KAR

Final - Degree Plan – 60 Hours MEd in School Counseling

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

Student's Name _____ Student ID # _____

Advisor's Name _____ Graduation Date: _____

Required Courses:

Course Number	Course Name	Grade Earned
COUN 5011	Counseling Profession & Ethics	
COUN 5397	Human Growth & Development (Online)	
COUN 5364	Theories of Counseling (prereq: concurrent with COUN 5011)	
COUN 5385	Pre-Practicum (prereq 5011 & 5364)	
COUN 5334	Effective Human Behavior (prereq 5397) (Online)	
COUN 6363	Assessment in Guidance & Counseling (Online)	
COUN 6374	Group Counseling (prereq 5364)	
COUN 5379	Methods of Research	
COUN 5392	Cross Cultural Issues in Counseling	
COUN 5391	Counseling Children and Adolescents (Online)	
COUN 5370	Career Counseling (prereq 5397) (Online)	
COUN 6350	Counselor Ethics: Management, Law (Online)	
COUN 6376	Supervised Practice (prereq 5334/6374/5385 and Candidacy)	
COUN 5336	Advanced Pharmacology (prereq 5334) (Online)	
COUN 5333	School Counseling: Consultation, Coordination	
COUN 6335	School Counseling: Leadership and Advocacy	
COUN 6364	Counseling for Addictions (prereq 5334)	
COUN 6332	Theories of Marriage, Couples, and Family Counseling	
COUN 6386	Internship I (Prereq 6376 & comps)	
COUN 6386	Internship II (Prereq 6376 & comps)	

I have completed the Apply for Graduation Form and submitted to the Registrar's office.

_____ (initial) ←

If completing the Play Therapy Certificate, I have completed the Certificate Completion Form and submitted to The Graduate School. _____ (initial or NA) ←

I have completed the Counselor Education Master Student Exit Survey. _____ (initial) ←

Signature of Student/Date ←

Signature of Advisor/Date

Elective Options:

- | | | |
|------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> COUN 5391 | Child and Adolescent Issues in Counseling (Online) | (prereq 5334) |
| <input type="checkbox"/> COUN 5398 | Sand Tray | (prereq 5364 & 5385) |
| <input type="checkbox"/> COUN 5399 | Play Therapy Basics | (prereq 5364 & 5385 with B or better) |
| <input type="checkbox"/> COUN 6331 | Advanced Play Therapy | (prereq 5399 with B or better) |
| <input type="checkbox"/> COUN 6337 | Counseling for Sexual Concerns (Online) | (prereq 5334 & 6332) |
| <input type="checkbox"/> COUN 6333 | Techniques of Couples Counseling | (prereq 6332) |
| <input type="checkbox"/> COUN 6338 | Techniques of Family Counseling | (prereq 6332) |

Play Therapy Certificate Courses:

- | | | |
|------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> COUN 5391 | Child and Adolescent Issues in Counseling (Online) | (prereq 5334) |
| <input type="checkbox"/> COUN 5398 | Sand Tray | (prereq 5364 & 5385) |
| <input type="checkbox"/> COUN 5399 | Play Therapy Basics | (prereq 5364 & 5385 with B or better) |
| <input type="checkbox"/> COUN 6331 | Advanced Play Therapy | (prereq 5399 with B or better) |

Marriage, Couples, and Family Therapy Courses:

- | | | |
|------------------------------------|---|----------------------|
| <input type="checkbox"/> COUN 6337 | Counseling for Sexual Concerns (Online) | (prereq 5334 & 6332) |
| <input type="checkbox"/> COUN 6333 | Techniques of Couples Counseling | (prereq 6332) |
| <input type="checkbox"/> COUN 6338 | Techniques of Family Therapy | (prereq 6332) |

Revised April 2022/KAR

Appendix B

Administration > Form Builder > Counselor Potential Scale (Revised)

COUNSELOR POTENTIAL SCALE (REVISED)

General Information | Custom Form | **Preview** |

CPS

Do you have any concerns about this candidate?*

- NO, I have no concerns about this candidate.
- YES, I do have concerns about this candidate.

Concerns may include, but are not limited to, academic/clinical skills issues not clearly captured by assignments (e.g., low activity, frequent exceptions requested, struggles to implement feedback or follow deadlines), ethical (e.g., poor boundaries, breaching confidentiality of others, problematic behaviors not easily identified as violations in the code), professionalism (e.g., interpersonal conflict, unstable emotional responses).

ONLY COMPLETE THE SECTION BELOW IF YOU ANSWERED "YES, I do have concerns about this candidate."

Complete ONE of the these prompt choices, not both.

Choice 1:

Concern(s) identified but remediated in-class successfully by instructor. No other issues of concern.

Concern identified was:

In-class remediation effort was:

Choice 2:

Significant concern(s) identified and in-class remediation not completed satisfactorily. Concerns remain. Full faculty review needed to determine further remediation.

Concern identified was:

In-class remediation effort was:

[Cancel](#)

Appendix C: CACREP CMHC Key Performance Indicators (MCFC is not CACREP starting in 2023)

KPI & KPA Summary

Key Performance Indicator (KPI) 1: CMHC students understand the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations, cultural backgrounds, and developmental levels.

1. KPA 1: COUN 5393 Community Counseling

- **Program Development Paper:** Based on the text, existing literature, and class discussions, develop a programmatic counseling intervention aimed at a particular population and issue/need in a clinical mental health setting. The proposed program is to be an original contribution. Please adhere to the University's policy on plagiarism. To develop this program, students will select a mental health issue/problem that they anticipate confronting as a clinical mental health counselor, especially in, but not limited to, an urban, underserved, or rural setting.

These topics may include but are not limited to: family violence, pastoral counseling, multicultural counseling, teenage parents, child sexual abuse, the elderly, and teenage gangs. Students will conduct a literature review on the nature and scope of the problem and existing counseling approaches (both descriptive and empirical reports). Included in your paper will be eight (8) references from refereed journals, books, and/or a combination of the two. Your references should not be older than 10 years unless you are citing either a "landmark" article or book.

The required paper must be a minimum of twelve (12) pages in length (including a title page and abstract on separate pages) and IS NOT to exceed fourteen (14) pages. This paper must be written in accordance with the APA Style Manual (7th ed.; see manual for formatting of page headers, running head, pagination, reference lists, etc.). Your paper must include the following major sections:

- Description of the problem nationally AND in Huntsville or the local area in which you reside
- Operational definition of select terms
- Administration, regulatory processes, and finance of the program
- Multicultural considerations
- Current effective treatment interventions for working with the selected population (i.e. assessment of clients, diagnostic strategies, support groups, peer facilitation training, education, self-help, etc.)
- Description of your proposed intervention procedures and population being served
- Counselor role and function in the intervention (including advocacy work)
- Procedures used to gauge success of the program (accountability outcomes; plan for evaluation of outcomes)
- Discussion of special issues (e.g., ethical, contextual) that could or will impact the program
- Implications for counselors

Your paper will be evaluated based on: a) the accuracy of the information presented; b) the clarity of the paper; c) the thoughtfulness in which the topic(s) is/are discussed, and d) your adherence to APA format, to include a title page, running head, abstract (limited to one paragraph), and references.

Grading Rubric:

Accuracy of the information presented	25
Clarity of the paper	25
Thoughtfulness in which the topic(s) is/are discussed	25
Adherence to APA format	25
Total	100

2. KPA 2: COUN 6376 Supervised Practicum

- **Session Transcripts/Session Critiques:** Type two (2) complete transcriptions (from clinical caseload to exclude the initial visit with the client), treatment plan that applies a wellness focus, and your critique, which will include discussion of actual or potential ethical dilemmas, as well as cultural considerations when working with the selected client. At the professor's discretion, a student may be asked to do additional transcriptions. **The treatment plan for the client must be attached to the transcript and will be evaluated in conjunction with your work with the client.**

Transcript Rubric

Standard	Novice	Competent	Proficient
Understood Theories & Models of Counseling (KPI 1/KPA 2)			
Client case conceptualization to assess, diagnose, and identify range of client situations, cultural backgrounds and developmental levels (KPI 1/KPA 2)			
Addressed ethical dilemmas (KPI 1/ KPA2)			
Applied wellness focus to treatment plan (KPI 1/KPA 2)			

3. KPA 3: COUN 6386 Internship 2

- **Students will present to the class a Written Case Study** that will also include a 3-generation genogram, to illustrate or clarify client dynamics or other information presented. Other materials, such as session recordings, activities used with the client counseled, etc. may be used in the presentation so long as confidentiality of the client is not violated. **Please have a paper copy of the genogram and treatment plan for the professor and class members.** This presentation should last approximately 30 minutes.

Ability to implement treatment in an internship case of at least four sessions, using case management skills, addressing ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention with a multicultural focus.

Students will submit a case study paper that addresses each point covered in the rubric below. Your paper will also include a 3-generation genogram to illustrate or clarify client dynamics or other information presented. **(Meets CMHC/MCFC KPI):**

Evidence	Novice	Competent	Proficient
Create a hypothesis that is consistent with the theory/approach chosen (CMHC). The hypothesis synthesizes the conceptualization of the case in one paragraph.			

Treatment plan is consistent with identified theoretical framework (CMHC).			
Treatment plan is systemic and addresses vertical stressors from family history and multi-generational issues (CMHC).			
Treatment plan is systemic and addresses horizontal stressors such as addictions and abuse (CMHC).			
Treatment plan is systemic and addresses horizontal stressors such as medical issues, accidents, and other unpredictable events (CMHC).			
Describes the approach-related formal and informal assessments.			
Describe the differential and DSM/ICD diagnostics.			
Describe the approach-related intervention techniques.			
Describes the use of three case management skills that follow the internship site protocols AND are theoretically consistent (CMHC).			
Illustrates how two ethical dilemmas were identified, discussed, and resolved with the help of the supervisor.			
Articulates the application of a wellness focus through specific treatment plan statements and specific interventions taking culture into consideration.			
Provide three potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address and contact person, and provide a detailed description of how the referral will serve the interests of the client under discussion for the case presentation.			
Accurate genogram with at least three generations represented.			

Case Study Papers will be presented to the class in a discussion format. Expect to spend about 30 minutes per discussion. Your instructor will provide more information about the discussion format. **Please bring a viewable copy of the genogram for the professor and class members on the day you present.**

Interns are expected to be familiar with the information below on the day they present their case. It is expected that some items may not be relevant to your client/student.

- 1) **Identifying Data:** Client name, age, cultural background (i.e. race, ethnicity, sexual orientation, religious identity, etc.), marital status, occupation, grade in school, members of household.
- 2) **Initial Presenting Concern:** Brief statement of the problem that led to client initially seeking counseling services.
- 3) **Current Difficulties:** History of problem, precipitating events, symptoms, previous occurrences of problem, previous method of resolution, effects of problem on client's life. (This section should be extensive and detailed.)
- 4) **Physical Health History:** Significant health history, illnesses, injuries, current medications.
- 5) **Psychological Health History:** Previous treatment, duration, compliance, past and current psychotropic medication, past or current suicidal ideation/attempts.

- 6) **Educational History:** Where is client in school or what level of educational achievement did client achieve, significant school experiences, level of client's satisfaction with school achievement.
- 7) **Occupational History:** Client's work history, reasons for job changes, level of satisfaction with employment.
- 8) **Testing:** Summary of any psychological or educational assessments.
- 9) **Family and Home Background:** Construct appropriate multigenerational genogram. Describe in narrative form client's perspectives of the family and critical family incidents.
- 10) **DSM 5 Diagnosis** (Include this even if not required at your site. If your site still uses the DSM-IV TR or instead uses ICD 10, include this information as well)
- 11) **Strengths and Resources:** Include the positive aspects of the client, or student, that will assist with addressing the client's presenting problems and needs (personal, familial, intellectual, financial, social, spiritual, physical, medical, or affective supports)
- 12) **Theoretical Conceptualization and Treatment Plan**
 1. **CMHC/MCFC**
 - a. **Theoretical Orientation** used in working with the client. Also discuss whether your theoretical orientation matches the expectations of your internship site. If there are differences, how do you reconcile these differences?
 - b. **Theoretical Conceptualization of Client** – including your theoretical conceptualization of how the client developed the presenting concern(s), how the client is dealing with the presenting concern(s), and barriers to the clients addressing these concerns independently.
 - c. **Treatment Plan & Goals for Counseling using your Theoretical Conceptualization** – including theoretically consistent goals for counseling, as well as how your theory helps explain and justify the counseling goals you have established for the client. Use the treatment plan format you learned in Effective Human Behavior when presenting your treatment plan to the class. *Please provide a hard copy of your treatment plan to each student in class.*
 - d. **Evidence that demonstrates progress towards client's goals**
 - e. **Counseling techniques and/or strategies used to help client progress towards meeting objectives and goals** that are internally consistent with your guiding theory.

KPI 1 Assessment:

- **Novice** is unable to demonstrate understanding of the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations, cultural backgrounds, and developmental levels, as demonstrated by scoring less than 70% on the KPA.
- **Competent** is able to demonstrate understanding of the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations, cultural backgrounds, and developmental levels, as demonstrated by scoring at least 70% but less than 90% on the KPA.
- **Proficient** is able to demonstrate understanding of the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations, cultural backgrounds, and developmental levels, as demonstrated by scoring 90% or greater on the KPA.

KPI 2: CMHC students identify and address ethical dilemmas as they arise and apply a wellness focus to treatment plans and interventions.

1. KPA 1: COUN 5393 Community Counseling

- **Ethics Quiz:** All students will complete an ethics project and quiz that is based on the ACA Code of Ethics and other relevant codes of ethics and laws.

2. KPA 2: COUN 6376 Supervised Practicum

- **Session Transcripts/Session Critiques:** Type two (2) complete transcriptions (from clinical caseload to exclude the initial visit with the client), treatment plan that applies a wellness focus, and your critique, which will include discussion of actual or potential ethical dilemmas when working with the selected client. At the professor’s discretion, a student may be asked to do additional transcriptions. **The treatment plan for the client must be attached to the transcript and will be evaluated in conjunction with your work with the client.**

3. KPA 3: COUN 6386 Internship 2

- **Students will present to the class a Written Case Study** that will also include a 3-generation genogram, to illustrate or clarify client dynamics or other information presented. Other materials, such as, such as session recordings, activities used with the client counseled, etc. may be used in the presentation so long as confidentiality of the client is not violated. **Please have a paper copy of the genogram and treatment plan for the professor and class members.** This presentation should last approximately 30 minutes.

Ability to implement treatment in an internship case of at least four sessions, using case management skills, addressing ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention.

Students will submit a case study paper that addresses each point covered in the rubric below. Your paper will also include a 3-generation genogram to illustrate or clarify client dynamics or other information presented. **(Meets CMHC/MCFC KPI):**

Evidence	Novice	Competent	Proficient
Create a hypothesis that is consistent with the theory/approach chosen (CMHC). The hypothesis synthesizes the conceptualization of the case in one paragraph.			
Treatment plan is consistent with identified theoretical framework (CMHC)			
Treatment plan is systemic and addresses vertical stressors from family history and multi-generational issues (CMHC)			
Treatment plan is systemic and addresses horizontal stressors such as addictions and abuse (CMHC)			
Treatment plan is systemic and addresses horizontal stressors such as medical issues, accidents, and other unpredictable events (CMHC)			
Describes the approach-related formal and informal assessments.			
Describe the differential and DSM/ICD diagnostics			
Describe the approach-related intervention techniques			
Describes the use of three case management skills that follow the internship site protocols AND are theoretically consistent (CMHC).			

Illustrates how two ethical dilemmas were identified, discussed, and resolved with the help of the supervisor.			
Articulates the application of a wellness focus through specific treatment plan statements and specific interventions.			
Provide three potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address and contact person, and provide a detailed description of how the referral will serve the interests of the client under discussion for the case presentation			
Accurate genogram with at least three generations represented			

Case Study Papers will be presented to the class in a discussion format. Expect to spend about 30 minutes per discussion. Your instructor will provide more information about the discussion format. **Please bring a viewable copy of the genogram for the professor and class members on the day you present.**

Interns are expected to be familiar with the information below on the day they present their case. It is expected that some items may not be relevant to your client/student.

- 1) **Identifying Data:** Client name, age, race or ethnicity, marital status, occupation, grade in school, members of household.
- 2) **Initial Presenting Concern:** Brief statement of the problem that led to client initially seeking counseling services
- 3) **Current Difficulties:** History of problem, precipitating events, symptoms, previous occurrences of problem, previous method of resolution, effects of problem on client's life. (This section should be extensive and detailed.)
- 4) **Physical Health History:** Significant health history, illnesses, injuries, current medications.
- 5) **Psychological Health History:** Previous treatment, duration, compliance, past and current psychotropic medication, past or current suicidal ideation/attempts.
- 6) **Educational History:** Where is client in school or what level of educational achievement did client achieve, significant school experiences, level of client's satisfaction with school achievement.
- 7) **Occupational History:** Client's work history, reasons for job changes, level of satisfaction with employment.
- 8) **Testing:** Summary of any psychological or educational assessments.
- 9) **Family and Home Background:** Construct appropriate multigenerational genogram. Describe in narrative form client's perspectives of the family and critical family incidents.
- 10) **DSM 5 Diagnosis** (Include this even if not required at your site. If your site still uses the DSM-IV TR or instead uses ICD 10, include this information as well)
- 11) **Strengths and Resources:** Include the positive things going for the client or student that will help for addressing the problems and needs (personal, familial, intellectual, financial, social, spiritual, physical, medical, or affective supports)
- 12) **Theoretical Conceptualization and Treatment Plan**
 1. **CMHC/MCFC**
 - a. **Theoretical Orientation** used in working with the client. Also discuss whether your theoretical orientation matches the expectations of your internship site. If there are differences, how you reconcile these differences.

- b. **Theoretical Conceptualization of Client** – including your theoretical conceptualization of how the client developed the presenting concern(s), how the client is dealing with the presenting concern(s), and barriers to the clients addressing these concerns independently as well as cultural considerations while working with the client within your theoretical framework.
- c. **Treatment Plan & Goals for Counseling using your Theoretical Conceptualization** – including theoretically consistent goals for counseling, as well as how your theory helps explain and justify the counseling goals you have established for the client. Use the treatment plan format you learned in Effective Human Behavior when presenting your treatment plan to the class. *Please provide a hard copy of your treatment plan to each student in class.*
- d. **Evidence that demonstrates progress towards client’s goals**
- e. **Counseling techniques and/or strategies used to help the client progress towards meeting objectives and goals** that are internally consistent with your guiding theory.

KPA 2 Assessment:

- **Novice** students are unable to identify and address ethical dilemmas as they arise or apply a wellness focus to treatment plans and interventions, as demonstrated by scoring less than 70% on the KPA.
- **Competent** students are able to identify and address ethical dilemmas as they arise and apply a wellness focus to treatment plans and interventions, as demonstrated by scoring at least 70% but less than 90 % on the KPA.
- **Proficient** students are able to identify and address ethical dilemmas as they arise and apply a wellness focus to treatment plans and interventions, as demonstrated by scoring 90% or greater on the KPA.

KPI 3: CMHC students know professional counseling organizations and can articulate a plan for employment, certification, licensure, ethical decision-making, and professional involvement as a licensed professional counselor.

1. KPA 1: COUN 5393 Community Counseling

Orientation paper: Students will write an orientation paper that addresses the students’ conceptualization, orientation, and identity as a Clinical Mental Health Counselor. Areas to be discussed in the paper include (1) history, philosophy, and trends in clinical mental health counseling; (2) model or theory of counseling used and basic principles of clinical supervision; (3) chosen model of ethical decision making; (4) role in creating individual and community change; (5) responsibilities within the community setting to (a) clients, (b) client systems, (c) ‘professional colleagues’, and (d) supervisors; (6) areas for continued professional development and specialization relative to the setting in which the student intends to work; and (7) two short- (within 2-3 years post M.A. degree) and two long-term (within 10 years post M.A. degree) professional goals for yourself as a Clinical Mental Health Counselor. Length: minimum 4 pages, maximum 7 pages typed, double- spaced and written according to APA format.

2. KPA 2: COUN 6376 Supervised Practicum

COUN 6376 Supervised Practicum Orientation Quiz – Students will complete a quiz following practicum orientation that will cover Texas State Law, ACA Code of Ethics, ethical decision making, and professional involvement/engagement.

3. KPA 3: COUN 6386 Internship 2

Final Reflection Paper: Articulates a plan for employment, certification, licensure, ethical decision-making, and professional involvement as a CMHC.

- Students will reflect on ways they might interface (or did interface) with the legal system related to legal, professional, and/or business aspects relevant to clinical mental health counseling/ marriage, couple, and family counseling. Students will also describe their plan for employment, licensure/certification, ethical decision-making, and professional involvement. Follow guidelines in the rubric below. Follow APA guidelines for grammar and structure, including a cover page.

Evidence	Novice	Competent	Proficient
Students will reflect on ways, and strategies, they might interface (or did interface) with the legal system related to legal, professional, and/or business aspects relevant to clinical mental health counseling/marriage, couple, and family counseling.			
Articulates a plan for employment, including the plans for implementation for each employment goal. Minimum three paragraphs.			
Discusses a plan for licensure and/or certification in a minimum of one paragraph.			
Describes the preferred model of ethical decision making, with references. Minimum two paragraphs.			
Develops a one year, five year, and ten year plan for professional involvement as a CMHC/MCFC. Minimum one paragraph.			

KPI 3 Assessment:

- **Novice** students do not demonstrate knowledge of professional counseling organizations or cannot articulate a plan for employment, certification, licensure, ethical decision-making, and professional involvement as a licensed professional counselor, as demonstrated by scoring less than 70% on the KPA.
- **Competent** students demonstrate knowledge of professional counseling organizations and are able to articulate a plan for employment, certification, licensure, ethical decision-making, and professional involvement as a licensed professional counselor, as demonstrated by scoring at least 70% but less than 90% on the KPA.
- **Proficient** students demonstrate knowledge of professional counseling organizations and are able to articulate a plan for employment, certification, licensure, ethical decision-making, and professional involvement as a licensed professional counselor, as demonstrated by scoring 90% or greater on the KPA.

Appendix D: CACREP SC Key Performance Indicators and Assessments

The SHSU School Counseling student has the knowledge to develop and assess various school counseling models including those focused toward career development, collaboration, and counseling in P-12 environments. Most notably, they promote the academic success in the school setting by developing the relationship between student’s personal issues and academic achievement. Additionally, the school counseling student has the knowledge to: (a) design and evaluate a comprehensive school counseling program, (b) use data to inform decision making, (c) deliver core curriculum, and (d) implement culturally relevant academic, career, and social/emotional interventions.

Assessment Structure (for general reference):

Level 1 skills Level 2 knowledge Level 3 knowledge and skills

Assessment Level 1:

Students demonstrate relevant counseling skills near the beginning of their program by submitting tapes of themselves practicing these skills with a fellow student during a mock session. The counseling skills taped session will be completed during COUN 5385 and assessed by the professor of the course.

Tapes submitted during pre-practicum.

Assessment Level 1 Rubric:

Students will be assessed on the following skills:

- Attending Skills – physical behaviors such as leaning forward, making eye contact, and nodding to convey

Level 1 Assessment (after 5011 and 5364)	Level 2 Assessment (Completed during COUN 6333 class)	Level 3 Assessment (Completed during COUN 6386 II)
Counseling skills taped session (Completed during COUN 5385)	Portfolio (Completed during COUN Internship I)	Live observation and written case conceptualization (Completed during Internship II)
<ul style="list-style-type: none"> • Taped counseling session • Rubric provided 	Including <ul style="list-style-type: none"> • Mission statement/vision statement • Needs Assessment • Group proposal • Guidance lesson • Calendar • School counseling program goals • Principal/Counselor agreement • School Counselor Program Advisory Committee Plan (SCPAC) 	<ul style="list-style-type: none"> • Live observation of a direct service. Rubric provided • The student will be provided a case study to use in conceptualizing an intervention. A sample and rubric will be provided.

to students that the counselor is interested in and wants to talk to them.

- Open-ended and probing questions - invites more than one or two-word responses. These can be used to gather information, increase clarity, stimulate thinking, or create discussion.
- Empathy – counselor places self in the student’s situation while remaining objective. Empathizing requires the counselor to not be judgmental and to be sensitive and understanding the experience and meaning assigned by the student.
- Reflection of Content - the counselor uses different words to restate in a nonjudgmental way what the student has said. This is intended to help the student know that the counselor is aware of the student’s perspective and has heard what he or she has said.
- Reflection of Affect – the counselor identifies feelings expressed by the student either verbally or nonverbally.
- Summarizing – Counselor offers students a brief summary of the content and affect shared during the counseling experience. This is often called pulling all the strings together.

- Plan – the next step is discussed and agreed upon by the student and the counselor.
- Theoretical Orientation – Counselor works from a theoretical orientation to frame the counseling interventions.

Skills rating scale:

0 – Inability to demonstrate the skill

1 – Novice: Ability to demonstrate the skill marginally and/or inconsistently (continuously missed opportunities to use the skill in the counseling session or continuously using inappropriate skills in the counseling session) 70% of the time.

2 – Competent: Ability to demonstrate the skill adequately (some missed opportunities for using the skill in the counseling session and hesitation in using the skill in the counseling session) 80% of the time.

3 – Proficient: Ability to demonstrate the skill consistently with no hesitation throughout the counseling session 90% of the time.

Assessment Level 2:

Students demonstrate a thorough knowledge of how to implement a comprehensive school counseling program through submission of a portfolio representing each part as defined by the ASCA National Model comprehensive school counseling program. The portfolio will be completed during internship I and assessed by their internship professor.

Elements include:

- Belief Statement – statement consisting of personal beliefs about school counseling. Statement includes beliefs about students, the school counseling program, and school counselors.
- Vision Statement – statement about the future of the program. Statement includes desires about the future of the school community, student achievement, and other factors related to student success.
- Mission Statement – statement about the purpose of the school counseling program. Statement will include what the school counselor will do accomplish that vision.
- Needs Assessment – Students provide a sample of a needs assessment they conducted. This assessment must include data collected from students, parents, and/or teachers. They will include a survey constructed will be practices used in the assessment. Needs assessments will cover all three domain areas of a comprehensive school counseling program: academic, career, and personal/social. Additionally, they will include a School Data Profile detailing enrollment, dropout rate, graduation/promotion rate, attendance, students with disabilities, school safety, engagement data, and achievement data.
- School Counseling Goals – Student write 3 goals for a school counseling program. Goals include:
 - The need for the goal
 - ASCA Mindsets & Behaviors for Student Success involved with each goal
 - Descriptions of counseling activities that will be used to accomplish each goal
 - A timeline for completion of activities
 - Method for evaluating success. Each goal will be measurable, and students will describe a method for measuring the goal and the frequency it will be measured.
- School Counseling Group Proposal – Students create a small-group proposal which includes a description of the issue including main concern(s), symptoms/diagnosis (if applicable), prevalence, interventions, rationale for the group, description of the group, intended screening processes of group members, goals and objectives, and rights and expectations of group members.
- Core Curriculum Lesson – Students provide a sample plan for a guidance lesson as well as sample evaluation for assessing the lessons effectiveness.
- School Counseling Program Advisory Committee Plan – Students include a purpose statement for the School Counseling Program Advisory Council, a list of people (roles not names) that will be included in the council, list the dates it will meet (usually 2 – 4 times depending on need), and create a sample agenda for the meeting.
- Counseling Calendars – Students create sample weekly, monthly, and yearly calendars.

- Weekly calendars include examples of what a school counselor will be doing during each time/day. Monthly calendars include a brief snapshot of important school-wide days, departmental/school meetings, committee meetings, etc.
- Yearly calendars will include guidance themes, important time markers such as beginning of school, etc. Yearly calendars may also include school wide daily or weekly events. Students will only include events in which the school counselor would typically participate.
- School Counselor/Administrator Agreement – Students write a sample agreement between the school counselor and administrator. This agreement will outline the roles and responsibilities of the school counselor of an academic year.

Rating scale for each item on the rubric:

0 – Incomplete submission or unclear connection between the submission and implementation in a school counseling program.

1 – Novice: student clearly attempted to construct the elements of the school counseling comprehensive model, but the submission did not contain all the information to adequately implement the element of the model 70% of the time.

2 – Competent: Clear connection between the elements of school counseling comprehensive model. Student also included all requisite information to adequately implement the element 80% of the time.

3 – Proficient: Strong connection between the elements of the school counseling model. Student included all requisite information to adequately implement the element. Additionally, the showed a demonstrated a connection between each element by including interrelated information throughout each element 90% of the time.

Assessment Level 3:

Students demonstrate growth of counseling skills as well as a written intervention plan from a school counseling perspective, which will be completed during internship II and graded by the internship professor. Counseling skills will be demonstrated during a live observation of the school counseling student counseling an individual student. Case conceptualization knowledge will be illustrated through a written intervention plan.

The live observation and assessment will also be conducted by their internship II professor.

Assessment Level 3 Rubric:

Students will be assessed on the following skills:

- Attending Skills – physical behaviors such as leaning forward, making eye contact, and nodding to convey to students that the counselor is interested in and wants to talk to them.
- Open-ended and probing questions - invites more than one or two-word responses. These can be used to gather information, increase clarity, stimulate thinking, or create discussion.
- Empathy – counselor places self in the student’s situation while remaining objective. Empathizing requires the counselor to not be judgmental and to be sensitive and understanding the experience and meaning assigned by the student.
- Reflection of Content - the counselor uses different words to restate in a nonjudgmental way what the student has said. This is intended to help the student know that the counselor is aware of the student’s perspective and has heard what he or she has said.
- Reflection of Affect – the counselor identifies feelings expressed by the student either verbally or nonverbally.
- Summarizing – Counselor offers students a brief summary of the content and affect shared during the counseling experience. This is often called pulling all the strings together.
- Plan – the next step is discussed and agreed upon by the student and the counselor.
- Theoretical Orientation – Counselor works from a theoretical orientation to frame the counseling interventions.

Skills rating scale:

0 – Inability to demonstrate the skill

1 – Novice: Ability to demonstrate the skill marginally and/or inconsistently (continuously missed opportunities to use the skill in the counseling session or continuously using inappropriate skills in the counseling session) 70% of the time.

- 2 – Competent: Ability to demonstrate the skill adequately (some missed opportunities for using the skill in the counseling session and hesitation in using the skill in the counseling session) 80% of the time.
- 3 – Proficient: Ability to demonstrate the skill consistently with no hesitation throughout the counseling session 90% of the time.

Case Conceptualization Written Intervention Plan Rubric:

Case conceptualization knowledge will be illustrated through a written intervention plan. Students design an intervention plan addressing each of the following for a single student:

	Novice	Competent	Proficient
Define effective clinician characteristics			
Describe the problem (including all areas of concern)			
Provide background information on the student to include: academic ability level, multicultural issues, behavioral concerns, and any familial issues if known			
Define objectives for counseling (at least 2)			
Provide interventions (including goals) (at least 4)			
Describe any ethical dilemmas worked through.			
Illustrate a plan to implement the interventions			
Provide a reflection of the intervention plan process			

Written Intervention Plan Rating Scale used:

0 – Plan is incomplete or unclear

1 – Novice: Each element of the plan is addressed, but the plan demonstrates either a lack of concern in the area or an intervention.

2 – Competent: Each element of the plan is addressed. The plan provides an intervention plan for each area of concern. If no concern is present in a given area, the plan provides data demonstrating why there is no concern.

3 – Proficient: Each element of the plan is addressed. The plan provides an intervention plan for each area of concern. The intervention plan demonstrates a clear knowledge about the concern. It also details both a feasible and effective way for addressing the concern. If no concern is present in a given area, the plan provides data demonstrating why there is no concern.