



TARLETON
STATE UNIVERSITY

Student Handbook

Department of Counseling

2016/2017

Welcome to the TSU Department of Counseling!

We welcome you to Tarleton State University and the Department of Counseling!

The information presented in this handbook summarizes the current departmental procedures and regulations governing graduate work in the Department of Counseling at Tarleton State University. This Handbook is broad in scope and is intended to supplement and extend more general University-level requirements. We encourage you to utilize and become familiar with this material, as well as the Tarleton State University's Catalog and Student Handbook throughout your training in the graduate program. Beyond this, although this Handbook is designed to serve as a resource, it is not intended to replace the personal feedback and guidance we hope you will solicit from your faculty in the department.

Questions pertaining to the information contained herein can also be directed to the Department Head. The provisions of this Handbook have been adopted by the Counseling Faculty as the official procedures for students in the department. This Handbook supersedes any previous guidelines, handouts, and/or brochures. Students are responsible for adherence to the policies in the Handbook edition that was current during the semester when the student was admitted.

We are glad to welcome you as a member of the Tarleton State University community and look forward to your development as a graduate student, Professional Counselor, and productive member of the Profession.

Department of Counseling Faculty

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Introduction

Greetings from the Department of Counseling at Tarleton State University! Our Department is comprised of a community of scholars with expertise both in professional and school counseling. Please visit our website for more information: <http://www.tarleton.edu/counsel/>

As a faculty, we hold our students to the highest of standards. As such, the faculty wants you to know that it is the responsibility of the student to read and become familiar with the information in this student handbook. This information will help you be successful in your graduate student career at Tarleton State University.

Mission Statement

The Department of Counseling seeks to prepare professional counselors who have developed sound counseling skills through a diversity of experiential learning; acquired a comprehensive theoretical knowledge base; and developed a strong professional counselor identity. The Department's intent is for graduates to be moral and ethical thinkers, scholars, and leaders who demonstrate civility and integrity, while contributing meaningfully and responsibly to the counseling profession.

Vision Statement

The Department of Counseling seeks local, state, regional, national, and international prominence as a collaborative and transformative community engaged in exemplary research, education, and service that benefit the profession of counseling and the public it serves.

Clinical Mental Health Counseling (CMHC) Curriculum Objectives

The CMHC curriculum is based on objectives that provide students with a structured sequence of curricular and clinical experiences reflecting the present and projected needs of a pluralistic society for which specialized counseling and human development activities have been developed. The objectives are consistent with state licensing/certification and national certification educational requirements. The stated objectives are evidenced in course objectives and assignments embedded in Course Syllabi. These objectives reflect input from the Department faculty, Advisory Board, and former students of the Department.

The CMHC curriculum is organized around the following set of objectives:

1. **Professional Identity:** Students will demonstrate an understanding of professional functioning including history, roles, technological competence, organizations, credentialing, advocacy process, and ethical standards in professional counseling.
2. **Social and Cultural Diversity:** Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society as they relate to factors such as age, ethnicity, nationality, culture, gender, sexual orientation, physical characteristics, education, family values, spiritual values, socioeconomic status, and other unique characteristics.
3. **Human Growth and Development:** Students will demonstrate an understanding of individuals at all developmental levels, including theories of development across the life span, theories of learning and personality development, human behavior including

environmental factors effecting both normal and abnormal behavior, ethical and legal considerations, and strategies for facilitating development over the life span.

4. **Career Development:** Students will demonstrate an understanding of career development and related life factors including theories and developmental modes, career development program planning, educational and occupation information as well as computer-based career information systems, diversity issues in career development, career planning, placement and evaluation including assessment instruments, ethical and legal considerations, and career counseling techniques.
5. **Helping Relationships:** Students will demonstrate an understanding of counseling and consultation processes including basic interviewing and counseling skills as well as knowledge and application of counseling theories. An understanding of family and other systems theories in family assessment and counseling is included. Other helping considerations include knowledge of self, consultation and ethical and legal considerations.
6. **Group Work:** Students will demonstrate an understanding of group development, dynamics, counseling theories, group counseling methods, and skills and other group work approaches.
7. **Assessment:** The program will expect the student to demonstrate an understanding of individual and group approaches to assessment and evaluation.
8. **Research and Program Evaluation:** Students will demonstrate an understanding of research, statistical analysis, needs assessment, and program evaluation.

Recruitment

The Department of Counseling recruits students from a variety of backgrounds. Faculty members attend conferences, professional meetings, local organizations, and regularly scheduled information fairs to attract potential students.

Course Delivery

The Department of Counseling courses are:

- Offered in Stephenville, Fort Worth, and Waco during the regular academic year.
- Primarily offered in the evenings with a limited number offered on-line/hybrid and/or weekends.

Admissions

New Students are accepted to the Department of Counseling in the fall semester. Students are only permitted to enroll in six hours their first semester: CNSL 5350 and CNSL 5353.

Admissions Criteria

Admissions decisions are based on a holistic First Semester Review that includes the following indicators:

- 1) ***Academic aptitude for master's level study.*** Indicators:
 - a) High grade point average in bachelor's degree work.
 - b) High grade point average in post-bachelor's degree graduate work.
 - c) Successful completion of, or progress in, Tarleton graduate courses in counseling.
 - d) Commitment to and demonstration of graduate level writing proficiency and use of APA style.
- 2) ***Interest in assuming an identity as a professional counselor.*** Indicators:
 - a) An expressed preference for becoming a professional counselor.
 - b) Knowledge of the counseling profession.
 - c) Employment or volunteer experience in a counseling environment.
- 3) ***Successful work experience or leadership activities.*** Indicators:
 - a) One or more years of full-time work experience.
 - b) Recognition as a successful employee, volunteer, or college student.
 - c) Leadership experiences as an employee, volunteer, or college student.
- 4) ***Interpersonal skills.*** Indicators:
 - a) History of positive relationships with peers, professors, employers, friends, and family.
 - b) Ability to handle stressful situations effectively.
 - c) No evidence of having behaved unethically.
 - d) Openness to and willingness to act on feedback from faculty.
- 5) ***Interest in a counseling area needed to balance the program or the profession.*** Indicators:
 - a) Indication of interest in a needed emphasis area.
 - b) Experience or background in a needed emphasis area.

As part of its commitment to the Tarleton State University policy of affirmative action, and to the professional ethics and values of the field of counseling, the Department of Counseling strives to seek a diverse student body.

Students with History of Felony or Misdemeanor Convictions

IMPORTANT: Potential students with any history of felony or misdemeanor convictions may be denied licensure. It is the student's sole responsibility to check with the Texas LPC Board (http://www.dshs.state.tx.us/counselor/lpc_rules.shtm).

Admissions Procedure (Two-Step Process)

Step 1: Apply to College of Graduate Studies

Admission to the College of Graduate Studies does not automatically admit a student to a graduate degree program.

	Complete and submit the Apply Texas Online Application: https://www.applytexas.org/adappc/gen/c_start.WBX
	Submit official transcripts of all undergraduate and graduate academic coursework (3.0 or higher GPA on last sixty hours of undergraduate work)

All documents listed above are to be submitted by the following deadlines:

Spring	No Admissions
Summer	No Admissions
Fall	August 1

If a student is late for any of these requirements, he or she must wait to enroll the following semester the program admits.

Students admitted to the College of Graduate Studies are ONLY permitted to concurrently enroll in CNSL 5350 and CNSL 5353 in the Department of Counseling. Students must receive a grade of “B” or better in these courses. A course must be repeated the next semester the course is offered if the grade is below a “B.” The course in question may only be repeated twice. Students who are not able to earn a “B” or better will not be admitted to the Department of Counseling. Students will not be considered for admission in the Department until CNSL 5350 and CNSL 5353 have successfully been completed. No student will be permitted to enroll in additional coursework in the Department (CNSL) if not admitted to the Department.

Step 2: Apply to the Department of Counseling

	Attend the mandatory Student Orientation
	During Orientation, concurrently enroll in CNSL 5350 and CNSL 5353 (<i>any student who enrolls in other courses, will be removed from the course and attend a Goodness of Fit Review</i>)
	During CNSL 5350 and CNSL 5353, complete Application to the Department of Counseling and pay \$30 application fee
	At the end of the first semester, attend First Semester Review to learn if you have been admitted, admitted with conditions, allowed conditional continuance, or not admitted to the Department of Counseling

First Semester Review

All students seeking admission to the Department of Counseling learn their status of admission during this meeting. Thus, all students enrolled in CNSL 5350 Foundations of Counseling and CNSL 5353 Counseling Theories & Applications are required to participate in this student-faculty meeting. The purpose of this meeting is to discuss performance in terms of professionalism, competency with beginning counseling skills, professional responsibility, integrity and ethical standards. Attendance at this meeting is mandatory in order to continue enrollment in the Department of Counseling at Tarleton State University. Based on results of the *First Semester Review*, the student's admissions status will be as follows:

- Admitted,
- Admitted with Conditions,
- Not Admitted, but allowed, Conditional Continuance, or
- Not Admitted.

Admitted means the student has full admission to the Department and a Degree Plan.

Admitted with Conditions means the Departmental faculty feel the student needs to meet certain conditions in order to be considered for full admission, once these conditions are met, the student will receive a Degree Plan. These conditions are considered on a case by cases basis. A student admitted with conditions receives a written, detailed remediation plan and due date. If a student is admitted with conditions, the student has a maximum of two semesters to meet conditions. If the student fails to meet the conditions, the admissions status changes to “not admitted.”

Not Admitted, but allowed, Conditional Continuance means the student is not eligible to be admitted to the department, thus, has not received a Degree Plan. Departmental faculty feel the student may not be a good fit for the counseling profession, however, have decided to give the student one more semester before making the final decision. The student will receive a written, detailed remediation plan and due date. The student will be allowed one more semester of course work in the department. At the end of the next semester, based upon student performance, faculty will make a decision on admission.

Not Admitted means the student is not admitted to the department and will not receive a Degree Plan. The student is referred to the College of Graduate Studies and Career Services for assistance in finding a better career fit.

Remediation can include: (not an exhaustive list)

- Being encouraged to seek personal counseling at the student's expense
- Writing essays
- Volunteer work
- Attending a writing lab

Students will receive both verbal and written notification of status.

Transfer Hours

Students are permitted to transfer up to six hours of pre-approved coursework into the Department. Courses cannot be over six years old at time of graduation. The LPC board will not accept courses over ten years old. A student bears the responsibility to see his or her Faculty Advisor to determine if the course is acceptable. The student must submit a transcript and syllabus to the Faculty Advisor when making the request. The course(s) must be equivalent to the Department of Counseling course. The Department has the final say if the course is acceptable.

Under no circumstance will CNSL 5353 or CNSL 5350 equivalents be permitted for transfer.

Policy for Certification or Licensure Only

Only degree seeking students are permitted to take classes in the Department of Counseling.

Student Orientation

All students must attend the mandatory Student Orientation prior to enrolling in classes in the Department of Counseling. Students are enrolled in CNSL 5353 and CNSL 5350 during this orientation. If a student is unable to attend the orientation, he or she must wait to seek admission until the next semester the Department admits students. Check the Department's website for dates and deadlines: <http://www.tarleton.edu/counsel/>

Professional School Counselor Option Students

Once you are admitted to the Department, you will receive an email from TEA informing you that you are Eligible to test. TEA will ask you to set up an account, if you already have a TEA account, disregard this email. You will NOT be able to test until you are in your last semester of coursework. See the School Certification section of this handbook for more information. No one will be allowed to test after September 1, 2015 if not listed in the EPS database showing admission to a program.

Email and Department of Counseling Blackboard Community

The importance of obtaining an e-mail account through the university, as well as utilizing the Department's Blackboard Community, cannot be over emphasized. Take the time to complete these tasks as soon as possible. Failing to do so could result in your failing to receive valuable information from the university and the counseling faculty.

- It is your responsibility to regularly check your Go Tarleton student email accounts. Failure to do so will result in you missing essential deadlines and valuable information. The following is the link for setting up your student email account:
<http://www.tarleton.edu/technology/studentemail/>
- Make sure you are added to the Department of Counseling Blackboard Community. This community is used to disseminate information such as Department updates, internship openings, comprehensive exam dates, practicum/internship application information, and more.
- Watch for our Listserv...coming soon!

Class Registration

The following link is for registration: <http://www.tarleton.edu/technology/students/admitted.html>

- It is important to remember that the availability of classes cannot be guaranteed and ***overrides in to closed classes are not permitted.*** You need to access DuckTrax for an accurate source of current class offerings.
- Advance registration for the spring semester is held the preceding fall semester and advance registration for the summer and fall semesters is held the preceding spring semester. Only students who are enrolled in the semester in which advance registration is held are eligible to register early. All others must participate in the regular registration process.
- Students must follow the cohort course rotation and contact their Faculty Advisor well in advance of registration. Classes fill up quickly, so register in a timely manner. Remember, you can locate classes and view current course availability on DuckTrax.
- Students need to be aware that they may need to travel to various campuses to take a class on occasion.
- Some classes may have to be offered hybrid in order to meet students' needs.
- **A note of caution!** If payment is not made on time, the university will drop a student's registration. It is the student's responsibility to ensure that payment is made on time. The academic calendar on the Tarleton State University homepage includes payment deadlines for your convenience: <http://www.tarleton.edu/calendar/>

Continuation of Enrollment

Students who have been granted admission must register in the term for which admission is granted. Any student who fails to register during any one-year period prior to graduation will be required to apply for re-admission to the College of Graduate Studies and the Department of Counseling according to the procedures and standards in effect at the time of reconsideration. Students, originally admitted to the Department of Counseling, electing to pursue another degree or certificate (e.g., teaching certificate) must re-apply for admission to the Department of Counseling. That is, readmission is not automatic nor guaranteed and the student will be under the catalog at the time of readmission.

Department of Counseling Information

Programs Offered

The Department of Counseling offers a Master of Science in Clinical Mental Health Counseling degree. The MS in Clinical Mental Health Counseling degree includes academic coursework that satisfies the academic course requirements for Licensed Professional Counselor (LPC) in Texas. Students with a teaching certificate and two year's teaching experience are able to exercise an option to take coursework to be eligible to take the TExES school certification test to become a Professional School Counselor.

The Department of Counseling's emphasis is on the development of counseling competencies in such areas as human growth and development, professional orientation and ethics, career theory, appraisal, counseling theories, individual and group counseling, diversity, research, and practical skills related to counseling practice. Graduates are equipped with entry-level skills to work as counselors in a variety of positions in mental health agencies, such as counseling centers, drug and substance abuse centers, career counseling centers, employee assistance programs in business and industry, adult probation offices, MHMR agencies, corrections, education settings and private counseling practice.

Faculty Advisement

Students are required to seek advising every semester by Faculty Advisors regarding coursework, certification and licensing requirements, program policies and procedures, requesting changes in degree plans, and assistance with other educational or career needs.

- Students are assigned a Faculty Advisor via the student's last name and campus location.
- Advising is a continuous process, and Faculty Advisors are assigned many students to advise in addition to their other workload requirements, such as teaching, service, and research. Students should demonstrate respect for the Faculty Advisor's time by setting appointments and being prepared for their appointments.

Moving to a Different Campus Location or Name Change

When a student moves to a different campus location or changes his or her name, the student needs to let his or her Faculty Advisor know as the Faculty Advisor will change. The student has fourteen days once the change has occurred to submit this form. It is the student's responsibility to follow this process:

- a. Download Faculty Advisor Alert Form from website
(<http://www.tarleton.edu/counsel/documents/faculty-advisor-alert-form.pdf>)
- b. Download Campus Update Request Form from website and complete as instructed
(http://www.tarleton.edu/registrar/forms/Campus_Update_Request_Form.pdf)
- c. Make appointment with current Faculty Advisor for signature on form
- d. Make an appointment with new Faculty Advisor for signature on form
- e. Submit signed form to Department of Counseling's Administrative Assistant
- f. Your Faculty Advisor of Record will be changed on the Faculty Advisor master list

Degree Plan

All students are required to have a degree plan on file with the College of Graduate Studies. A student will not be permitted to make application for graduation without a degree plan. A student will receive a degree plan upon full admission to the Department. The Department highly recommends a student check with the College of Graduate Studies PRIOR to attempting to register for graduation to assure his or her plan is on file.

Texas Counseling Association Membership

All students in the Department of Counseling are required to join and maintain membership in the Texas Counseling Association for the duration of their enrollment in graduate studies. Students are required to show proof of membership each semester.

Liability Insurance

Students are required to carry student liability insurance for the duration of graduate school. All students are required to show proof of liability insurance during their first semester in CNSL 5350 Foundations. Students will have to show proof of liability insurance for the duration of the program.

Students can acquire liability insurance through the Texas Counseling Association, the American Counseling Association, or the Texas School Counseling Association. These organizations provide students with low-cost liability insurance.

In addition, during Practicum and Internship, students may be required to provide health certificates or evidence of immunization to work with clients. Some field placement sites may require back ground checks.

Ethical Standards

Department of Counseling Student Demeanor: Students are expected to maintain professional demeanor and protocol such as:

- Personal integrity
- Responsibility for one's own behavior, tasks, assignments and life lessons
- Consideration, caring and sensitivity to peers
- Maturity, including the capacity to accept "no"
- Evidence of a continuous process of self-exploration, resulting in enhanced self-awareness
- Practice of ethical and moral professional behavior
- Maintaining confidentiality of classmates, case examples, and clients
- Openness to constructive feedback and willingness to make suggested changes

Further, all students are expected to understand and practice the ethical codes and standards of conduct of the following:

- Policies and Procedures of the Department of Counseling
- American Counseling Association 2014 Code of Ethics (<http://www.counseling.org/>)
- American School Counselor Association Code of Ethics (<http://www.schoolcounselor.org/>)
- TSU Student Rules <http://www.tarleton.edu/STULIFE/studentrules/index.html> and
- TSU Rules: <http://www.tarleton.edu/policy/>

Violations of any of these policies, ethics, or rules could deem a student unfit to continue studies in the Department of Counseling. Faculty of the Department of Counseling are the gatekeepers to the counseling profession, thus, have an obligation to respond when students are in violation of any of these rules. Further, it is the student's responsibility to download these codes and rules, place them in a notebook, read them, and refer to them if a situation should arise.

Sexual Harassment

The Department of Counseling faculty support and endorse the Sexual Harassment Policy adopted by Tarleton State University. A copy of the policy is available in the TSU Student Rules and on these links: http://www.tarleton.edu/policy/documents/34_01_99_T1_01.pdf
http://www.tarleton.edu/policy/documents/08_01_01_T1_01.pdf

Statement of Informed Consent

The Department of Counseling's coursework includes the requirement to practice counseling skills with peers and practicing more advanced skills with actual clients at field sites. Important components of student evaluation will include receptivity to the giving and receiving of feedback (from peers, program faculty, and site supervisors) and the ability to integrate such feedback into the student's counseling behaviors. Feedback will include faculty and site supervisors' observations of any limitations in counseling skills, professional practice, and personal qualities/behaviors which may inhibit the student's therapeutic abilities. Feedback will be given both orally and written.

Due to the nature of counseling, and the faculty's responsibility to educate effective counselors, students will participate in the following activities at their own expense:

- Group counseling
- Individual counseling

It is important for students to understand they are subject to the conditions of the Department of Counseling's retention policy and procedure included in the *Department of Counseling Performance Standards* in this handbook.

Counseling

Students in the Department are expected to embrace the idea of participating in counseling. One cannot learn to be a counselor without utilizing the product. Ideally, a student is evolved enough to seek counseling of his or her own fruition. However, encouraging a student to seek counseling is a common and necessary remediation. This is not a punitive measure. It is a measure utilized by Counselor Educators to help students become better counselors.

Students are able to find qualified counselors by accessing such search engines as Psychology Today or other reputable sites that list counselors. A student may also seek a referral from his or her personal physician. The counseling faculty are always available to assist a student in this process.

Student's Responsibility

Students are responsible for their learning. Other responsibilities include:

- Knowing the contents of the Department of Counseling Student Handbook.
- Attending counseling and embracing the process.
- Continuously checking the Department's website, Go Tarleton email accounts, and BB Community for deadlines and information.
- Reading the TSU Catalog each year to determine if changes impact them.
- Reading and adhering to the Department of Counseling policy, Tarleton student rules, and professional ethical standards.
- Meeting registration and payment deadlines.
- Participating in activities and projects, internal or external to the University, which will enhance their learning experience.
- Meeting with Faculty Advisor each semester for advising and following the degree plan.
- Being aware of and adhering to all course prerequisites.
- Preparing for courses by making arrangements to attend regularly scheduled classes, allowing for adequate study time, completing assignments on a timely basis, and taking the final exam as scheduled.
- Identifying skill strengths and working toward development of skills that need improvement.
- Asking questions to obtain information regarding topics they do not understand.
- Selecting and developing a theoretical orientation.
- Becoming identified with the professional community by joining a professional counseling association (ACA and/or TCA).

Department of Counseling Performance Standards

Department Standards

Students enrolled in the Department of Counseling must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate professional responsibility in their professional fields and to conform to the *2014 ACA Code of Ethics* and any other relevant codes of ethics of relevant professional associations (see *Counseling Advocacy and Professional Associations* section) and the State of Texas. A student's acceptance in the Department of Counseling does not guarantee professional fitness, which is required to remain in the Department. At any time, if a student does not demonstrate professional responsibility, he or she may be called in for a **Goodness of Fit Review** with Departmental core faculty to discuss the student's needs.

Attendance/Participation Policy

Attendance is necessary in order to develop the requisite knowledge and skills of a professional counselor. The more involved is, the more he or she will gain from the courses. Each class member brings a wealth of ideas, questions, and perspectives based on her or his life experiences; thus, participation through discussion or post is valued, evaluated, and honored as part of the learning process. Given the experiential nature of counseling curriculum, students are expected to contribute to every class meeting. If one misses a class or discussion post, he or she must make it up by writing a paper on the topic covered during the class time missed [one page per hour of class time missed and one page per post missed]. The paper must be typewritten utilizing APA format on the topic covered during the time missed. Check with the instructor for

specific guidelines as needed. These papers are due **before** the next regular class meeting date, unless an extension is approved in advance. Attendance papers must be satisfactory to receive course credit. Therefore, if any are missing or not acceptable, there will be a minimum of 5% deducted from the student's final grade. **No credit will be given if a student misses more than 15% of class.** Persistent absences, regardless of reason, will result in a **Goodness of Fit Review** with Department of Counseling core faculty.

Assignment Policy

Students are expected to complete all assignments by deadlines. There are three categories of assignments: Written Assignments, Skill Demonstrations, Student Presentations, and Online Exams

- **Written Assignments:** Written assignments will be docked 5% per day, up to 3 days (72 hours) including weekends after deadline. Written assignments will not be evaluated for a grade after 3 days (72 hours) of deadline.
- **Skill Demonstrations:** Skill demonstration assignments will not be accepted for evaluation after the deadline and will result in a grade of 0.
- **Student Presentations:** Student presentations, whether group or solo, will not be rescheduled to accommodate the absence of a presenter. The missed student presentation will result in a grade of 0.
- **Online Course Exams:** Online courses may conduct face to face exams on the home campus of the instructor. All students enrolled in the online course are expected and required to travel to the campus to complete the face to face exam.

Encrypted Zip Drives for Client Recordings

As per the ACA code of ethics, no client recordings can be made on a cell phone, tablet, or Ipad. Students need to purchase a zip drive for these recordings that can be encrypted. No instructor will accept a recording on anything but an encrypted zip drive.

Turnitin

Turnitin will be used as a plagiarism detection tool in the program. Instructors may choose to offer an off-line plagiarism detection alternative to Turnitin submission. For instance, "the student could be required to turn in a photocopy of the first page of all reference sources used and a copy of the page(s) cited an annotated bibliography, and a one page paper reflecting on their research methodology. The consequences of plagiarism is discussed in each syllabus. Plagiarism could result in dismissal from the program and a referral to the Dean of Students.

Incompletes (K)

Requests for an incomplete (K) grade must be made before the last day of class, with final approval granted by the Department Head.

APA and Writing Center

All students are expected to own an: American Psychological Association (2009). *Publication*

Manual of the American Psychological Association (6th ed.). All papers MUST be written according to APA Style (6th ed.) and with proper grammar. Students are expected to proof read papers carefully prior to submission. It is best practice to ask someone to proof your final draft for spelling and grammatical errors. If needed, students should consult with the Writing Center (<http://www.tarleton.edu/writingcenter/>).

Student Retention Policy

Every student enrolled in the College of Graduate Studies is required to maintain a high level of performance and comply fully with the policies of the institution. The College reserves the right to suspend any graduate student who does not maintain satisfactory academic standing or fails to conform to University regulations.

Students who have achieved admission are expected to maintain a minimum 3.0 GPA on work completed at Tarleton. If in a particular semester a student's cumulative or overall GPA falls below the 3.0 GPA minimum, he/she will be given notice of unsatisfactory academic performance. The student must attain a 3.0 cumulative GPA during her or his next period of enrollment; failure to do so will result in suspension for one long semester or the summer term. A student must maintain at least a 3.0 grade point average every semester upon returning from the suspension. A graduate student is allowed one suspension. If poor academic performance results in a second suspension, the student will be permanently dismissed from the university.

At the end of any grading period, if a student's overall GPA falls below 2.0 he/she will be automatically suspended.

Students who have been admitted on Academic Warning must achieve a 3.0 GPA or greater their first semester of enrollment. If requirements are not met, admission will be rescinded, and students will be placed on Academic Suspension.

Post-baccalaureate students are subject to the academic progress policies applicable to undergraduates at Tarleton State University. Academic deficiencies of students in this category will be calculated according to the current undergraduate probation/suspension policy; however, undergraduate courses taken in conjunction with graduate courses will be used to determine academic standing.

Graduate students who are on first-time suspension must reapply (including the \$30 application fee) to the College of Graduate Studies for reinstatement.

Re-Admission

Following suspension status, you may petition your Faculty Advisor, the Department Head of the Department of Counseling and the Dean of the College of Graduate Studies for permission for re-admission. Each re-admission decision is made on an individual basis. If you are re-admitted after you have been suspended, you must maintain a 3.0 GPA in each semester of enrollment. You will have to re-apply to the College of Graduate Studies and the Department of Counseling including the application fees. You will be accountable to the catalog at the time of re-admission.

Evaluating Student Performance Policy

Members of the Department of Counseling faculty, using their professional judgment, continually evaluate students' performance (academic and professional responsibility) both informally and formally. The criteria used by the faculty to evaluate students include:

- Department of Counseling Policies and Procedures;
- Receiving a grade of C or below;
- A cumulative GPA below 3.0;
- Faculty's observations of performance (academic or professional responsibility);
- Student performance (academic or professional responsibility) in simulated practice situations,
- Site supervisors' evaluations of students' performances (academic or professional responsibility) in field placements;
- Tarleton State University's Rules; and
- Professional Counseling's Codes of Ethics (LPC, ACA, ASCA, and TEA).

Formal Points of Review

- Completion of the first six semester hours (see section on First Semester Review);
- The end of the semester immediately prior to beginning of practicum; and
- The final semester of the student's program of study (see section on CPCE).

Informal Points of Review

As Counselor Educators bear the responsibility of being gatekeepers for the counseling profession. Thus, faculty is constantly monitoring and discussing students' performance (academic or professional responsibility). In this, if a faculty member deems it necessary, a student will be called in for a **Goodness of Fit Review**. During the meeting, faculty will process with the student the concerns about performance (academic or professional responsibility). A remediation plan may result from the meeting. The student will be held accountable to the remediation plan in order to continue in the Department.

Such plan might include (not exhaustive list):

- Encouraged to seek individual counseling to address specific identified issues
- writing an essay
- attending a writing lab

In cases where the plan for remediation is unsuccessful or inappropriate, the student could be removed from the department. In such cases, students will be referred to the College of Graduate Studies and Career Services for assistance in finding a more appropriate vocational direction.

Goodness of Fit Review

If a faculty member believes a student is not making satisfactory progress (academic or professional responsibility) in meeting departmental, professional, or university standards, that faculty member will discuss the situation with other faculty members and the student. The

faculty member may refer the student for a **Goodness of Fit Review**. This review will be comprised of a minimum of two core faculty members. The faculty will review the student's performance during the review utilizing a **Goodness of Fit Review Form**.

Goodness of Fit Review Procedure

1. During the meeting, the student will be provided the reasons for non-satisfactory progress (academic or professional responsibility) in writing.
2. The student will be given an opportunity to discuss the concerns with faculty.
3. A remediation plan may result from the meeting. The student will be held accountable to the remediation plan in order to continue in the Department. Such plan might include:
 - encouraged to attend individual counseling to address specific identified issues
 - writing an essay
 - attending a writing lab
 - dismissal from department

In cases where the plan for remediation is unsuccessful or inappropriate, the student could be removed from the department. In such cases, students will be referred to the College of Graduate Studies and Career Services for assistance in finding a more appropriate vocational direction.

4. The student has 10 days from the receipt of the remediation plan to appeal to the Department Head.

Goodness of Fit Review Appeal Procedure

If the student appeals the remediation plan, the Department Head will determine whether or not the student remains in the Department.

1. The Department Head may or may not meet with the student prior to the decision and will provide the student with a final decision in writing.
2. A student who is dissatisfied with the Department Head's decision may appeal to the Dean of the College of Human Sciences and Health Services.
 - a. For an appeal to be considered, the student must submit a written notice for an appeal to the Dean within 10 working days of receiving the decision from the Department Head.
3. The Dean will consider the matter based on results compiled by the Department Head and notify the student of the decision within 10 working days of receipt of the appeal.

Academic Appeal

An individual course grade may be changed when the involved faculty member certifies to the university registrar that an error was made in computing the original grade. The Department Head and the Dean of the College of Human Sciences and Health Services must approve the grade.

Appeal Procedure

Student academic appeals in the Department of Counseling shall follow the procedures listed below:

1. Appeals must be made within one calendar month after grades are posted.
2. The student will appeal directly to the faculty member involved. If the student is not satisfied with the outcome of the appeal to the faculty member, then
3. The student will appeal directly to the Department Head. The appeal to the Department Head must be in writing. If the student is not satisfied with the outcome of the appeal to the Department Head, then
4. The student will appeal to the Dean of the College of Human Sciences and Health Services. If the student is not satisfied with the outcome of the appeal to the Dean, then
5. The student will appeal to the Vice President of Academic Affairs.

Graduation

It is the student's responsibility to make sure all university requirements regarding final procedures related to degree are followed and completed. Please be aware that the deadline for registering for graduation is early. The following link contains comprehensive graduation information: <http://www.tarleton.edu/graduation/index.html>.

Professional Endorsement Policy

At various times students require an endorsement (written or verbal recommendation) from the Department of Counseling in order to gain internships, employment or credentials. A graduate will only be endorsed by Department of Counseling faculty for a position or credential for which the graduate has been prepared. Internship Site Supervisors are also held to this policy. Students should be aware of this policy and seek endorsement only for employment and credentials for which the relevant degree has been completed.

Practicum and Internships

Students need to refer to the *Practicum and Internship Handbook* for complete information.

Courses

These are the courses for which students must apply and be accepted:

- CNSL 5397 Practicum
- CNSL 5399 Internship (2x's)

Eligibility

- It is recommended that students begin updating their resumes and seeking sites prior to beginning Pre-Practicum.
- All prerequisite courses must be completed to be eligible for enrollment in practicum or internship courses.
- Students must have a 3.0 GPA and not be on academic probation.
- Students must show satisfactory progress and acceptable standards of conduct.

- Application **MUST** be submitted by deadline.
- The Department's Comprehensive Evaluation Plan requires all students in Practicum to be formally evaluated by Practicum instructor and faculty deeming the student eligible to move on to Internship. Please review Practicum syllabus for complete details.
- Any faculty member may challenge a student's eligibility or fitness for a practicum or internship under the *Evaluating Student Performance Section* and **Goodness of Fit** Review guidelines in this Handbook. No student will be admitted to a practicum or internship until all challenges to eligibility have been resolved.

Applications and Deadlines

- The Application Forms are available at: <http://www.tarleton.edu/counsel/student-resources/60-hour-internship.html>

Practicum/Internship Semester	Application Deadline by 5:00 p.m.
Fall	July 1 st
Spring	November 1 st
Summer Session	April 1 st

Comprehensive Examination

Registration

Every candidate for the MS in Clinical Mental Health Counseling degree must apply for and pass a comprehensive examination. The comprehensive examination is taken in the final semester of graduate coursework, including all internship courses. Students are responsible for checking the website (<http://www.tarleton.edu/counsel/student-resources/cpce-exam.html>) for registration deadlines, information regarding the examination and making arrangements to take it as scheduled. The cost is \$60 and it is administered on the Stephenville campus in the Testing Center. Students are required to show a Tarleton ID prior to being admitted to the Testing Center. Students arriving late and/or without proper ID will not be admitted into the testing center.

Rescheduling the CPCE

If a situation arises causing a student to need to reschedule taking the CPCE, the student must contact his or her Faculty Advisor for approval. Approval will be considered on a case by case basis. If approval is granted, the Faculty Advisor will need to alert the Department Head and the College of Graduate Studies. If a student is approved to reschedule the exam **BEFORE** the registration deadline, he or she will be eligible for a full refund. However, if a student is approved to reschedule the exam **AFTER** the deadline, he or she will only be eligible to shift payment to the next exam date.

Studying for the CPCE

The Counselor Preparation Comprehensive Exam (CPCE) is the instrument used. Students can purchase CPCE specific study materials online. We also recommend the *Encyclopedia of Counseling* by Rosenthal to aid in preparation.

Passing Score

The passing score for a student in the Department of Counseling is a raw score of 82. Once scores are received from the national scoring center, students are notified via a letter sent by email. It is the student's responsibility to check his or her gotarleton account as this is the account the Department uses.

A report reflecting the student's Comprehensive Exam score will be sent to the Graduate College no later than ten (10) days prior to the date of commencement at which the degree is to be conferred. This information will include the student's score and how he or she performed in each of the eight core areas tested.

Not Passing the CPCE

If a student does not pass the CPCE, it must be retaken the next semester it is administered.

- Students who do not receive a passing score the second time are referred to their Faculty Advisor.
- An individual remediation plan will be considered.
- No student may take the exam more than three times.
- An alternative comprehensive exam may be offered after failing three times.

Students who are unable to successfully complete the required comprehensive exams could be dismissed from the department. In such cases, students will be referred to the College of Graduate Studies and Career Services for assistance in finding a more appropriate vocational direction.

CPCE Explained

In response to increasing requests from counselor educators for a graduate counseling program exit exam, the Research and Assessment Corporation for Counseling (RACC) in conjunction with the Council for Credentialing and Education (CCE), has developed the Counselor Preparation Comprehensive Examination (CPCE). The purpose of the CPCE is to assess counseling student's knowledge of counseling information viewed as important by counselor preparation Program. The CPCE will also provide collective feedback that can be used by Program in developing/adapting curriculum.

Content

The CPCE will cover the eight common-core areas as defined by the Council for Accreditation of Counseling and Related Educational Program (CACREP) in their *Standards for Preparation:*

- *Human growth and development* – studies that provide an understanding of the nature and needs of individuals at all developmental levels.

- *Social and cultural foundations* – studies that provide an understanding of issues and trends in a multicultural and diverse society.
- *Helping relationships* – studies that provide an understanding of counseling and consultation processes.
- *Group work* – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- *Career and lifestyle development* – studies that provide an understanding of career development and related life factors.
- *Appraisal* – studies that provide an understanding of individual and group approaches to assessment and evaluation.
- *Research and program evaluation* – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- *Professional orientation and ethics* – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

These eight core areas, which constitute the Counselor Preparation Comprehensive Examination (CPCE), serve as the primary theoretical basis for the examination. It is through these areas that the CPCE is associated with accepted professional standards.

A sample item from each CACREP content area follows:

Human Growth and Development

1. Erikson described independence as an important issue in the second year of life and identified this stage of development as

- A. *autonomy versus shame and doubt.*
- B. *concrete operations versus object permanence.*
- C. *motor versus mind development.*
- D. *self versus other differentiation.*

Social and Cultural Foundations

2. Cultural identity development models typically start with the _____ stage.

- A. *dissonance*
- B. *immersion*
- C. *conformity*
- D. *introspective*

Helping Relations

3. According to Rogers, accurate empathy is most appropriately defined as

- A. *objective reflection to help identify the client's feelings.*
- B. *non-judgmental acceptance of the client's reality.*
- C. *recognition of the client's most prominent emotions.*
- D. *subjective understanding of the client in the here-and-now.*

Group Work

4. A group leader can best enhance a group member's participation by
- A. *encouraging social interactions between members outside of group time.*
 - B. *requiring a commitment that group members not drop out.*
 - C. *stressing that substantial self-disclosure is expected.*
 - D. *modeling appropriate behaviors for the group.*

Career and Lifestyle Development

5. A basic assumption of the trait-and-factor approach to vocational counseling is that
- A. *career decisions should be based on evident needs.*
 - B. *personality and work environment are synonymous.*
 - C. *developmental constructs are of paramount importance.*
 - D. *there is one best career goal for everyone.*

Appraisal

6. A primary benefit of converting raw scores to standard scores is that it facilitates
- A. *simplicity in interpretation of test results.*
 - B. *interpretation of the results relative to a normal distribution.*
 - C. *summarizing and organizing other qualitative data.*
 - D. *statistical analyses having greater quantitative accuracy.*

Research and Program Evaluation

7. The research design which manipulates the independent variable and a between-conditions comparison with no random assignment of subjects to conditions is known as
- A. *quasi-experimental.*
 - B. *single-subject.*
 - C. *time-series.*
 - D. *true experimental.*

Professional Orientation and Ethics

8. During the late 1970s and early 1980s, members of the American Personnel and Guidance Association (APGA) became aware that the words personnel and guidance did not accurately define or reflect their work. Therefore, in 1983 APGA changed its name to the
- A. *Association for Counselor Education and Supervision*
 - B. *American Association for Counseling and Development*
 - C. *American Mental Health Counselors Association*
 - D. *Association of Counseling and Related Educational Professions*

Answers: 1.A 2.C 3.D 4.D 5.D 6.B 7.A 8.B

Format

The CPCE will consist of 160 items with 20 items per CACREP area. Of the 20 items per section, 17 will be scored items and the remaining 3 will be pretest items that are not identified to the student. The purpose of imbedded pre-testing is to generate actual score performance data on items. This allows CCE to select items for future test construction that have the most desirable psychometric attributes. Scores for each section and a total score will be reported to institutions for each student. The CCE will provide statistics on the program's students as well as

national data. A demographic questionnaire will be included on the answer sheet for research purposes. Students are allowed four hours to complete the examination including the demographic questionnaire. The student will be asked information on the following:

- ethnicity
- gender
- education
- specialty
- credentialing
- preparation
- internship/practicum experience

* CCE will obtain a program's permission prior to the use of this information in any research conducted.

Alternative Comprehensive Exam

Students unable to pass the CPCE on the third try, may be offered an alternative exam. This exam is a 10 to 15 page essay over the areas of the CPCE the student scored lowest in. The Department assigns the offer and guidelines. Three faculty members grade the essay. The grades must average to a 24 for the student to pass. If the alternative comprehensive exam is failed, the student will be dismissed from the program and referred to the College of Graduate Studies and Career Services for assistance in finding a more appropriate vocational direction.

Certification and Licensure

Licensed Professional Counselor

The M.S. in Clinical Mental Health Counseling degree meets the academic requirements for the Texas State Board of Examiners of Professional Counselors. The National Certified Counselor (NCE) examination is the Texas licensing examination. The Department of Counseling faculty recommends students take the NCE examination as soon as possible upon graduation.

Licensure is coordinated between the student and the board issuing the desired credential. The Department of Counseling faculty provide documentation and verification of training experiences to boards after the student has initiated the credentialing process.

Documentation for Licensure

Submit the following documents:

- Go to LPC Board website to read the RULES!
- *Practicum/Internship Documentation* forms: one form for Practicum and one form for each Internship, documented and signed by the appropriate professors and maintained by each student, are needed. Practicum/Internship hours should be documented according to LPC requirements (see LPC Board website for documentation requirements).
- A copy of the final transcript showing that a master's in Counseling has been conferred.

- Student must contact LPC Board to get an approval letter to take the NCE.
- The above documents are to be submitted to the Texas State Board of Professional Counselors along with the completed application packet for a temporary licensure.

School Counselor Certification (School Counseling TExES Examination)

Students who have a Texas teaching certificate and two years teaching experience can choose to complete the School Counselor Option within the MS in Clinical Mental Health Counseling degree. Students who complete the additional courses outlined in this option and successfully pass the state TExES # 152 for school counselors can become fully certified as a Professional School Counselor. Students must be officially admitted to the to the School Option, be in their final internship semester (CNSL 5399) and meet Tarleton State University's Department of Counseling requirements prior to receiving approval to take the TExES #152.

To sign up to take the TExES, students should submit to the Certification Officer:

- A copy of their degree plan;
- A copy of their current transcript which shows which courses have been completed;
- A copy of their service record;
- A completed departmental approval form (for TExES), available from Tarleton's Certification Officer

This material should be submitted to Tarleton's Certification Officer

(<http://www.tarleton.edu/EPS/certification/>) one month prior to the exam administration date. Once these materials are received by the Certification Officer and approved, the Texas State Certification Office will send information to SBEC/TEA. Shortly after, the student will receive an e-mail from SBEC/TEA providing them with an ID number and directing the student to:

- Go to SBEC website to update profile and retrieve ID number:
<https://secure.sbec.state.tx.us/SBECOnline/login.asp>
- Register for TExES at: <http://texas.ets.org>
- Make sure to create an account with ETS; go through the "quick start" guides at the bottom of the webpage.
- For verification purposes, ALL identification information MUST REMAIN CONSISTENT between SBEC and ETS. You will be required to show your driver's license or similar photo ID upon your arrival at the test site.

After all certification requirements have been completed, students should submit the following for permanent certification as a Certified School Counselor (CSC):

- A copy of an official service record (or letter from principal or superintendent on letterhead stationary showing years worked, number of days per year worked, and capacity of service, e.g. classroom teacher)
- A copy of a final transcript showing master's degree awarded.
- This material should be submitted to the Tarleton's Certification Officer.

- The Certification Office will:
 1. Verify eligibility, and
 2. Mail a hard copy of the completed deficiency plan to the student.

REGISTERED PLAY THERAPIST

If you have completed the elective CNSL 5393 Play Therapy, the following applies. Please consult the Association for Play Therapy (APT) website (<http://www.a4pt.org/>) for specific requirements. Requirements to be a Registered Play Therapist (RPT) include 150 hours of instruction in play therapy.

- CNSL 5393 Play Therapy counts as 67.5 hours.
- You can earn additional instructional hours by attending APT-approved workshops.
- RPTs are also required to have a supervised play therapy experience. However, supervised play therapy experience in Practicum (CNSL 5397) and Internship (CNSL 5399) will count, so be sure to keep a detailed log of those play therapy hours.

Professional Counselor Identity

Students are encouraged to become advocates for the counseling profession by becoming involved in professional organizations at the national, regional, state, and local levels.

Chi Sigma Iota

Chi Sigma Iota, Counseling Academic & Professional Honor Society International, was created in 1985 for individuals who were working towards developing their identity as a professional counselor. This honor society was created in order to promote academic and professional excellence and identity within master's and doctoral students in counseling and counselor education and supervision programs, counselor educators, as well as professional counselors who are committed to research, service, supporting human dignity, and fostering wellness for a more healthy society.

The Tarleton State University chapter is called Theta Sigma Upsilon. Joining the Department of Counseling's local chapter is a great opportunity to get to know your professional peers and to support the professional counselor community. Most Theta Sigma Upsilon activities are open to all students in the Department of Counseling; however, to join Chi Sigma Iota, you must have completed at least one full-time semester at a CACREP or CORE accredited program (because Tarleton State University's Department of Counseling is seeking accreditation, this program applies; however the department must obtain accreditation within 5 years to maintain an active Chi Sigma Iota chapter), maintain a GPA of 3.5 or better, and receive a letter of invitation to membership indicating that you meet the high standards of Chi Sigma Iota.

If you are interested in joining Chi Sigma Iota or participating in Chi Sigma Iota events, please contact Dr. Heather Hahn, Theta Sigma Upsilon chapter faculty advisor, at hahn@tarleton.edu. More information about Chi Sigma Iota is available on their website located at www.csi-net.org.

AMERICAN COUNSELING ASSOCIATION

The national organization representing professional counselors is the American Counseling Association (ACA). An important function of ACA is to lobby for legislation that benefits the counseling profession, counseling professionals and, thereby, the community at large. Another important function of ACA is to provide professional development, such as the ACA Annual Convention, as well as forums for the discussion of counseling---related issues. Publications you will receive as an ACA member include the monthly newspaper, *Counseling Today*, and the quarterly journal, the *Journal of Counseling & Development*. Materials (e.g., posters, mugs, membership plaques, etc.) are also available to assist the members in developing awareness of counseling and advocating for the profession in the community. Divisions are also available depending upon your area of interest or specialization. More information can be found on the

ACA website. American Counseling Association (ACA)
5999 Stevenson Avenue Alexandria, VA 22304-3300
1-800-347-6647 TDD 703-823-6862
Website: www.counseling.org

AMERICAN SCHOOL COUNSELOR ASSOCIATION

The American School Counselor Association (ASCA) is a division of the ACA that promotes professional development and ethical behavior among professional school counselors and school counseling students throughout the nation. ASCA works to fulfill its goals through advocacy and professional development. The benefits of ASCA include professional development opportunities, publications that give members updated information in the field of school counseling, networking with other school counseling professionals and students majoring in school counseling.

American School Counselor Association
1101 King St., Suite 625
Alexandria, VA 22314
(703) 683-ASCA (800) 306-4722 Fax: (703) 683-1619
Website: www.schoolcounselor.org

TEXAS COUNSELING ASSOCIATION

The Texas Counseling Association (TCA) is one of the 56 branches of ACA, and represents counseling professionals in the State of Texas interested in advocacy, lobbying, and the general promotion of the counseling profession. By joining TCA, you will receive the TCA journal and become eligible for professional liability insurance at affordable cost. Your dues provide TCA with the opportunity to lobby on behalf of both counselors and the counseling profession. For example, TCA was largely responsible for school counselors being included in the \$3,000 raise for teachers in the spring of 1999. TCA also provides invaluable legal advice on professional and personal matters to all TCA members. There are also local chapters of TCA throughout the state. The Capital of Texas Counseling Association is located in Austin, and the South Texas

Counseling Association serves the region surrounding San Antonio. You may call the TCA office for information on your local chapter membership brochures.

Texas Counseling Association (TCA)
316 West 12th Street
Austin, TX 78701
(512) 472-3403 Website: www.txca.org

ASSOCIATION FOR PLAY THERAPY

The Association for Play Therapy (APT) is an organization which supports credentialed play therapists to further develop their skills as play therapists, as well as supports the development of play therapy as a profession. Members of APT enjoy benefits such as publications, professional development opportunities, research opportunities, and networking opportunities with others who support the goals of play therapy. Publications members receive include the quarterly newsletter, *PlayTherapy Magazine*, and the semi-annual journal, *International Journal of Play Therapy*. APT provides professional development opportunities through CEU trainings and the annual international conference. APT also provides research grants and awards recognizing outstanding members of APT in the profession of play therapy.

Association for Play Therapy
3198 Willow Avenue, Suite 110
Clovis, CA 93612
Tel: (559) 294-2128 Fax: (559) 294-2198
E-Mail: info@a4pt.org Website: www.a4pt.org/

OTHER RELEVANT PROFESSIONAL ORGANIZATIONS

Council for Accreditation of Counseling and Related Educational Program (CACREP)
www.cacrep.org/

Texas State Board of Examiners of Professional Counselors
www.dshs.state.tx.us/counselor/

Texas School Counselor Association
http://www.txca.org/tca/tsca_home.asp

Texas Association for Play Therapy
www.TxAPT.org

For a complete listing, see: Access! Counseling Referrals and Resources
http://www.texasterapists.com/Resources___Information.html

Frequently Asked Questions

How do I find a scholarship?

Tarleton has an Office of Scholarships that maintains a website with scholarship resources and information.

When do classes begin?

Check the calendar on the Tarleton homepage, the catalog, or the class schedule.

How can I find information about textbooks?

Go to the campus bookstore online to get a listing of required course textbooks. Follow the link "Buy your textbooks online today!" to view the listing. You do not have to purchase your books

through the campus bookstore. But, you are responsible for having your books by the first day of class.

If you purchase your textbooks from the campus bookstore and do not attend classes in Stephenville, call 254-968-9006 to arrange delivery to the Hickman Building in Fort Worth and to McClellan Community College in Waco.

Will a felony or misdemeanor conviction prohibit me from entering the Program?

We do not screen for convictions. However, the licensing and certification agencies require disclosure of felony or misdemeanor convictions and these could preclude you from earning your license or certification.

What is considered a full time course load for the Program?

Nine credit hours is considered full time. Students must get permission from the Department of Counseling Department Head to take more hours.

How long does it take to complete the Program?

Depending on number of courses taken each semester, completion of required experience hours in clinical courses, flexibility in schedule, and availability of classes, the date of completion can vary from student to student. Meeting with your Faculty Advisor early can help to determine a projected/estimated completion date. Students are encouraged to not be in a hurry as developing a Counselor Identity is a process that takes time.

What is the style of writing required by the Program?

The program requires those standards set forth in the Publication Manual of the American Psychological Association (2009, 6th ed.) in all writing assignments. Knowledge and use of APA standards of writing remains essential for successful completion of your graduate studies. If you are not intimately familiar with APA standards, you are strongly urged to buy the newest edition of the APA manual, consult with other colleagues, form groups to get feedback on writing, and/or work with the Tarleton State Writing Center, an invaluable source of help. Another available resource: Mastering APA Style: Student's Workbook and Training Guide (H. Gelfand & C. Walker, Eds.).

Who is my Faculty Advisor?

Professional Counseling faculty are assigned by campus location and the first letter of your last name.

Stephenville	
A - Z	Dr. Albrecht
Fort Worth	
A - H	Dr. Hahn

I - P	Dr. Munsey
Q - Z	Dr. Gaa
Waco	
A - Z	Dr. Merriman – Fall
A-M	Dr. Foster - Spring
N-Z	Dr. Williamson - Spring

When I have a name or address change, who do I contact?

You should make two calls to report this change: one to the Graduate College, and your Faculty Advisor. Accurate records must be maintained in each office. See section in *Handbook* on changing campuses or name.

When do I see my first “real” client? What about group counseling experience?

You will see clients during your Pre-Practicum class. Also note you will be responsible for finding a clients and a counseling group in the community to co-lead with a licensed mental health professional. It would be a good idea to keep this in mind well before your enrollment in the Pre-Practicum class.

Where can I find information about Internships?

- A list of appropriate supervisors is available from the Clinical Coordinator, and new sites are possible depending upon your interest. See the *Practicum and Internship Handbook* for more details, as well as the following:
- Paid internships are possible, but be advised that all interns are responsible for securing their paid or unpaid internship sites with guidance from the Department.
- It may be helpful to volunteer at potential internship sites prior to entering into internship.
- Begin considering and reviewing potential internship sites at least two semesters prior to registering for internship.
- Internship information is regularly posted in the BB Community, including those sites that are seeking interns.
- The internship experience is an important part of your personal and professional growth and direction. Choose sites and supervisors accordingly.
- A portion of your accrued internship hours may count toward your post-graduation supervised hour requirements (see specific licensure requirements).
- It is recommended that students be proactive in seeking accurate, up-to-date information regarding internship requirements.

What is required of my Site-Supervisor during Internships?

Please refer to the *Practicum and Internship Handbook*. Please, direct questions to the Clinical Coordinator.

Do I need to re-apply for my second semester internship?

Yes. Students currently enrolled in their first semester of internship need to reapply through the Department for their second semester. Students enrolled in first semester internship will have priority placement for a *seat* in an internship class, not the *section*.

Will the hours I see clients between semesters count toward my required hours?

Under very prescribed circumstances. See the *Practicum and Internship Handbook*.

Can I transfer hours from one semester of internship (5399) to the next semester?

Please refer to the *Practicum and Internship Handbook*. Please direct any questions to the Clinical Coordinator.

Can the Internships be completed after graduation?

No, it must be completed while completing the degree plan.

How many practicum and internship work hours can transfer from pre-graduation to post-graduation licensure hours?

The LPC Board requires 300 clinical hours as part of their academic requirements, of which 100 must be face-to-face, direct client contact. Extra hours, up to 400, may be applied to the 3,000 post-graduate hours. Based on CACREP accreditation standards, the Tarleton State program requires a minimum of 700 hours (see table below), which is 400 beyond the number required by the state licensing board. It is up to the individual student to maintain a log of hours, and keep a copy of all Practicum Documentation Forms issued by the program. It remains under the purview of the State Board (LPC) to accept and approve hours submitted by the student. We suggest keeping a permanent file of all practicum and internship hours, in case you move to a different state and need to reapply for a new licensure/certification.

	CNSL5397	CNSL5399 (1 st)	CNSL5399 (2 nd)	TOTALS
Direct Client Contact Hours	40	120	120	280
Indirect Hours	60	180	180	420
Totals	100	300	300	700

Do Continuing Education hours count anytime during my enrollment in the counseling program?

No. Continuing Education hours only count after you are a licensed professional. However, maintaining a file of such experiences can later document special, or additional, training.

Do I need to pass the comprehensive exam to graduate?

Yes. (See Comprehensive Examination section)

Appendices

Appendix A: Faculty and Staff Information

<http://www.tarleton.edu/counsel/people.html>

Appendix C: Advising Guides

<http://www.tarleton.edu/counsel/student-resources/advising.html>