



TARLETON
STATE UNIVERSITY

Student Handbook

Department of
Counseling

**ONE PROGRAM –
THREE LOCATIONS**

2021/2022

Welcome to the Tarleton State University Department of Counseling!

We welcome you to Tarleton State University and the Department of Counseling! We are one program delivered in three locations.

The information presented in this handbook details the official departmental procedures and policies governing graduate work in the Department of Counseling at Tarleton State University. We expect you to utilize and become familiar with this material, as well as the Tarleton State University's Catalog and Student Handbook. This handbook supersedes any previous guidelines, handouts, and/or brochures.

The Department of Counseling Faculty believe it is important to build relationships with us for feedback and guidance throughout your graduate career. Please know questions pertaining to the information contained herein can be processed with your Faculty Advisor. 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 counseling profession.

Sincerely,

Department of Counseling Faculty and Staff

Contents

Welcome to the Tarleton State University Department of Counseling!	1
Introduction	5
Mission Statement	5
Vision Statement	5
Clinical Mental Health Counseling (CMHC) Curriculum Objectives	5
Recruitment	6
Course Delivery	6
Admissions	7
Admissions Criteria	7
Students with History of Felony or Misdemeanor Convictions	8
Background Checks	8
Admissions Procedure (Two-Step Process)	8
Step 1: Apply to College of Graduate Studies	8
Step 2: Apply to Department of Counseling - Clinical Mental Health Counseling Program	8
Additional Admission Information	8
Admissions Interviews	9
First Semester	9
Mandatory Program Orientation	10
Ann Albrecht Scholarship	10
Guidelines	10
Linda Duncan Scholarship	10
Guidelines	10
Transfer Hours	11
Expired Graduate Credit Appeal Request	11
Non-Degree Seeking Students and Other Majors	11
Professional School Counselor Option Students	11
Go.Tarleton.edu Email and Listserv	12
Class Registration	12
Course Rotations	12
Registration after First Day of Class or Changing Classes	12
Semester Course Load	12
Department of Counseling Information	13

Programs Offered	13
Faculty Advisement	13
Moving to a Different Location or Name Change.....	14
Degree Plan.....	14
Texas Counseling Association Membership	14
Liability Insurance	14
Ethical Standards	15
Sexual Harassment	15
Statement of Informed Consent.....	16
Counseling	16
Student's Responsibility	16
Student Retention Policy	17
College of Graduate Studies Policy.....	17
Re-Admission	18
Continuation of Enrollment	18
Leaving Program for a Semester or More	18
Withdrawal from Program.....	18
Department of Counseling Performance Standards.....	19
Department Standards	19
Attendance/Participation Policy.....	19
Assignment Policy.....	20
Encrypted Zip Drives for Client Recordings	20
Turnitin	20
Incompletes (K).....	21
Grades of F.....	21
APA and Writing Center.....	21
Americans with Disabilities Act (ADA)	21
Evaluating Student Performance Policy	21
Formal Points of Review	22
Informal Points of Review.....	22
Goodness of Fit Review	23
Goodness of Fit Review Procedure.....	23
Goodness of Fit Review Appeal Procedure.....	23
Academic Appeal	24

Appeal Procedure	24
Graduation.....	24
Professional Endorsement Policy (LPC Board Paperwork)	25
Practicum and Internships.....	25
Courses	25
Eligibility.....	25
Applications and Deadlines.....	25
Comprehensive Department Comprehensive Exam	26
Registration.....	26
Rescheduling	26
Studying	26
Passing Score	26
Not Passing CDCE.....	27
Alternative Comprehensive Exam	27
CDCE Explained.....	27
Certification and Licensure	30
Licensed Professional Counselor	30
Documentation for Licensure	30
School Counselor Certification (School Counseling TExES Examination).....	31
REGISTERED PLAY THERAPIST	32
Professional Counselor Identity.....	32
OTHER RELEVANT PROFESSIONAL ORGANIZATIONS.....	35
Appendices	36
Appendix A: Faculty and Staff Information	36
Appendix B. Faculty Advisors.....	36
Appendix D: Course Rotations.....	36
Appendix E: Textbooks	36
Appendix F: Scholarships.....	36
Appendix G: Tarleton State University Calendars	36

Introduction

The Department of Counseling is comprised of a community of scholars with expertise in both clinical mental health and school counseling. We are one program delivered in three locations. Students are free to take classes at any of the three locations. Please visit our website for more information: <http://www.tarleton.edu/counsel/>

As faculty, we hold our students to very high standards. As such, the faculty want you to know that it is ***your responsibility*** to read and become familiar with the information in this student handbook. This information is paramount to your success as a student in the Department of Counseling.

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 and national educational requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). 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 models, career development program planning, educational and occupational 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

Course delivery for the Department of Counseling, one program delivered in three locations, is comprised of the following:

- Students are required to attend fall, spring, and summer semesters.
- Students are required to follow published course rotations.
- All core courses are offered in Stephenville, Fort Worth, and Waco. Some courses may be combined into online sections to meet enrollment requirements.
- Electives are not offered on each campus site and you may be required to travel to another campus to complete your electives.
- Fall and spring courses are primarily offered in the evenings with a limited number

offered on-line/hybrid and/or weekends.

- Summer courses may be offered earlier in the day and evenings.
- Students have the freedom to choose at which location to take a course.

Admissions

ONE PROGRAM – THREE LOCATIONS

Applicants are accepted for preadmission to the Department of Counseling in the fall semester. Applicants are only permitted to enroll in six hours their first semester: CNSL 5350 and CNSL 5353. This is a year-round program requiring students to attend in the fall, spring, and summer semesters.

Admissions Criteria

Admissions decisions are based on a holistic interview process and First Semester that includes the following indicators:

- 1) ***Academic aptitude for master's level study.*** Indicators include:
 - a) 2.5 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 the current APA style, professional version.
- 2) ***Interest in assuming an identity as a professional counselor.*** Indicators include:
 - 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 include:
 - 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 include:
 - 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 include:
 - 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

Applicants with any history of felony or misdemeanor convictions may be denied licensure. It is the applicant's **sole responsibility** to check with the Texas LPC Board by going to their website at <https://www.dshs.texas.gov/counselor/>. The Department bears no responsibility in this matter.

Student Background Checks

Once a student has completed their interview process and completed the new student orientation, students will have to complete a background check. Students will create a new account at <http://tarletoncompliance.com/> and complete the electronic background information.

Admissions Procedure (Two-Step Process)

Step 1: Apply to College of Graduate Studies

Admission to the College of Graduate Studies does not automatically admit you 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 must be submitted and processed by:

Priority Deadline	March 1
Regular Deadline	August 7

Step 2: Apply to Department of Counseling - Clinical Mental Health Counseling Program

	Attend Admissions Interview
	Attend Program Online Orientation (Mandatory)
	During Orientation, learn how to enroll in CNSL 5350 and CNSL 5353
	During CNSL 5350 and CNSL 5353, complete Application to the Department of Counseling and pay \$30 application fee
	Receive a grade of a "B" or better in CNSL 5350 and CNSL 5353
	Receive an email about admission status after first semester

Additional Admission Information

Students **must** receive a grade of "B" or better in all CNSL prerequisite courses. A course must be repeated the next semester the course is offered if the grade is below a "B," in a prerequisite

course or if a student receives a “D or below in non-prerequisite course.” The course in question may only be repeated **once**.

If applicants are not able to earn a “B” or better in CNSL 5350 and CNSL 5353, they will not be admitted to the Clinical Mental Health Counseling Program and will not be considered for admission into the Clinical Mental Health Counseling Program until they pass both CNSL 5350 and CNSL 5353 with a “B.”

Again, the courses may only be repeated once. No applicant will be permitted to enroll in additional coursework (CNSL) in the Department if not admitted.

Admissions Interviews

The following outlines the Admission Interview process. Applicants must attend Admission Interviews and achieve a passing score in order to be invited to the Department’s mandatory Program Orientation.

1. The Department must receive a completed application for the applicant from the College of Graduate Studies by August 7 for applicant to be scheduled for an interview.
2. All applicants must have a GPA of 3.0 on last 60 hours of course work.
3. All applicants must attend and participate in the interview process.
4. If an applicant passes the interview process, they will be invited to attend the mandatory Program Orientation.

Interview Process

The following outlines the Interview process for the Department:

1. Applicants meet with one or two faculty member(s) for an interview.
2. An applicant must meet a minimum score to be considered for admission.
3. All applicants are notified of status in the process within three business days of interview day by email.
4. If an applicant is denied moving further in the process, the student may reapply the next semester the program accepts applicants.

First Semester

All applicants in CNSL 5350 and CNSL 5353 will receive an email of their status after final grades are submitted. Faculty will review all students in a faculty meeting (in late November) dedicated to all first semester students. At the faculty meeting, students will be voted on their admissions status. Based on results of the *First Semester Faculty Meeting* and grades, your admission status is as follows:

- Fully Admitted,
- Admitted with Conditions,
- Not Admitted.

Fully Admitted: the applicant has full admission to the Department and a degree plan is developed and filed with the College of Graduate Studies. There are no conditions and students have made an “A or B” in both CNSL 5350 and CNSL 5353.

Admitted with Conditions: the applicant is **NOT** fully admitted. The applicant needs to meet certain conditions in order to be fully admitted. The applicant will not receive a Degree Plan until conditions have been satisfied. These conditions are considered on a case by case basis. An applicant with the status of “admitted with conditions” receives a written, detailed remediation plan and due date. The applicant has **ONE** semester to satisfy conditions. If the student satisfied all the conditions, they will receive a degree plan after their second semester. If the applicant fails to satisfy the conditions, the admissions status will change to “not admitted.” In this case, the applicant is referred to the College of Graduate Studies and Career Services for assistance in finding a better career fit.

Not Admitted: the applicant is not admitted to the program/department and will not receive a Degree Plan. The applicant is referred to the College of Graduate Studies and Career Services for assistance in finding a better career fit. One reason not admitted can be because a student received a “C or below” in either CNSL 5350 or CNSL 5353.

Remediation can include: (not an exhaustive list)

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

Applicants will receive written notification of status. Applicants with admitted with condition status, will meet with members of the course faculty to discuss growth plan.

Mandatory Program Orientation

Applicants must attend the mandatory Program Orientation prior to enrolling in classes. Applicants receive enrollment instructions for CNSL 5353 and CNSL 5350 during orientation. If an applicant is unable to attend the Program Orientation, they must wait to seek admission until the next semester the Department admits applicants. Check the Department’s website for deadline: <http://www.tarleton.edu/counsel/>

Ann Albrecht Scholarship

This scholarship was established to honor Dr. Ann Albrecht, a beloved retired professor in the Department.

Guidelines

Amount: Varies

Deadline: August 1

Criteria: This scholarship will be given in the student(s) second semester in the M.S. in Clinical Mental Health Counseling program. The student(s) will have received full admittance to the M.S. in Clinical Mental Health Counseling Program. And will have earned a 4.0 GPA in their first

semester of the M.S. in Clinical Mental Health Counseling Program. Selection Process:
Scholarship Committee in the Department of Counseling.

Linda Duncan Scholarship

This scholarship was established to honor Dr. Linda Duncan, Emeritus Professor in the Department.

Guidelines

Amount: Varies

Deadline: August 1

Criteria: This scholarship will be given to a graduate counseling major who has full admittance to the Department of Counseling, a graduate GPA of 3.5 or higher and has completed at least 24 semester hours of counseling courses at Tarleton State University. Selection Process:
Scholarship Committee in the Department of Counseling.

Scholarship Information: <https://www.tarleton.edu/scholarships/index.html>

Transfer Hours

Students are not permitted to transfer any course in from other universities or departments.

Expired Graduate Credit Appeal Request

Course credit that will be more than six years old at the anticipated time for degree completion may not be counted towards a degree. Course credits are considered to be earned when they are recorded on the official transcript. A student in this situation can appeal to the College of Graduate Studies (COGS) to request the expired credits be considered towards the degree. The student is responsible for completing the Expired Graduate Credit Appeal Request Form and writing an essay describing the “highly extenuating circumstances” warranting the request.

Students need to contact COGS to request the Expired Graduate Credit Appeal Request Form.

Non-Degree Seeking Students and Other Majors

Only students seeking the Clinical Mental Health Counseling degree are permitted to take classes in the department.

Professional School Counselor Option Students

Students utilizing this option must have a valid teaching certificate at the time they submit their application to the Education Preparation Council. A student must have obtained two years of teaching experience on their official service record by the time they apply for school counselor certification, at the end of their last semester of enrollment. If a student meets these criteria, the

student is required to submit an application to the Professional School Counselor Program during the first semester of course work. It is the student's responsibility to contact the department's School Counselor Coordinator to request the application. The Departmental office can give the student the School Counselor Coordinator's contact information (254-968-1688). The cost of applying to the Professional School Counselor Program is \$90 (\$35 application fee and a \$55 TEA Technology fee). The fees are automatically entered into the system by Tarleton's Certification Office and will be added to the student's Tarleton bill.

Once admitted into the Professional School Counselor Program, the student will be listed in the EPS database showing program admission. An email from TEA will be received informing the student of eligibility to test. TEA will ask the student to set up an account, if a TEA account already exists, the student should disregard this email. A student will NOT be able to test until the last semester of coursework. See the School Certification section of this handbook for more information.

Go.Tarleton.edu Email and Listserv

Students' go.tarleton.edu email account is the official email account for the university and the ONLY email account the Department will use. Students must set up this account. Failure to do so will result in failing to receive imperative information from the University and the Department.

- The following is the link for setting up your student email account:
<http://www.tarleton.edu/technology/studentemail/>

The department utilizes a Listserv to communicate with students. This Listserv is sent to the go.tarleton.edu account only. Information shared ranges from deadlines to job opportunities.

Class Registration

The following link is for registration: <https://www.tarleton.edu/registrar/registration/index.html>

- The availability of classes cannot be guaranteed and **overrides for closed classes are prohibited.**
- Only students who have met with their faculty advisor will be allowed to register for the next semester. Students must follow the course rotation schedule.
- **Students may need to travel to various locations to take a class on occasion.**
- **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 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/>
- **The Department may require the student to reenroll in a specific section.**

Course Rotations

Students are required to take classes in fall, spring, and summer. Students are required to follow published course rotations. Lastly, students are required to be advised by their Faculty

Advisor each semester.

Registration after First Day of Class or Changing Classes

Under no circumstance will a student be allowed to register for a class or change a class after the first day of classes for which the semester has occurred.

Semester Course Load

A full course load in the Department of Counseling is nine semester hours. A student must seek permission from Faculty Advisor and Department Head to enroll in more than nine hours in a semester; this includes courses from another department at the university. Under no circumstance will a semester load of more than twelve hours be considered, including courses from another department at the university.

Department of Counseling Information

ONE PROGRAM - THREE LOCATIONS

Programs Offered

The Department of Counseling offers a Master of Science in Clinical Mental Health Counseling degree. The M.S. 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 eligible to exercise an option to take coursework to be eligible to take the TExES school certification test to become a Professional School Counselor. Students must accrue two years of teaching experience by the time they apply for the TExES Exam.

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 and corrections,
- MHMR agencies,

- education settings,
- private counseling practice.

Faculty Advisement

Students are required to seek advising every semester by Faculty Advisors regarding coursework, program policies and procedures, and assistance with other educational or career needs. To assure students meet with their Faculty Advisor, advising holds are placed on student accounts each semester.

- Faculty Advisors are assigned via student last name and location.
- Demonstrate respect for your Faculty Advisor's time by setting an appointment and being prepared.

Moving to a Different Location or Name Change

If a student moves to a different location or changes names, they must alert the Faculty Advisor. A 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
(<https://www.tarleton.edu/counsel/documents/faculty-advisor-alert-form.pdf>)
- b. Download Campus Update Request Form from website and complete as instructed
(<https://www.tarleton.edu/registrar/forms/campus-update-request-form.pdf>)
- c. Download Permanent Record Update Form from website and complete as instructed (for name change)
(<https://www.tarleton.edu/registrar/forms/permanent-record-update-form.pdf>)
- d. Make appointment with current Faculty Advisor for signature on form
- e. Make an appointment with new Faculty Advisor for signature on form
- f. Submit signed form to Department of Counseling Administrative Associate
- g. The Faculty Advisor of Record will be changed on the Faculty Advisor master list

Degree Plan

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

Texas Counseling Association Membership

Students are required to join and maintain membership in the Texas Counseling Association for the duration of enrollment in the Clinical Mental Health Counseling Program. Students are required to show proof of membership each year and send to their advisor.

Liability Insurance

Students are required to carry student liability insurance for the duration enrollment in the

Clinical Mental Health Counseling Program. Students are required to show proof of liability insurance during their first semester in CNSL 5350 Foundations. Students will have to submit proof of liability insurance for the duration of enrollment in the Clinical Mental Health Counseling Program.

Students can acquire liability insurance through the Texas Counseling Association, the American Counseling Association, American Mental Health Counselor 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 background 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, 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/>)
- American Mental Health Counselors Association (<http://www.amhca.org/>)
- Texas State Board of Examiners for Professional Counselor Code of Ethics (https://www.dshs.texas.gov/counselor/lpc_rules/)
- TSU Student Rules <https://www.tarleton.edu/studentrules/index.html>

Violations of any of these policies, ethics, or rules could deem a student unfit to continue studies in the Clinical Mental Health Counseling program in the Department of Counseling. Faculty of the Department of Counseling are the gatekeepers to the counseling profession (reference ACA Code of Ethics, 2014), thus, have an obligation to respond when a student is 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 at these links: <https://www.tarleton.edu/studentrules/index.html>

Statement of Informed Consent

The Department of Counseling's coursework includes the requirement to practice counseling skills with peers and practicing advanced skills with actual clients at field sites. Important components of 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 counseling behaviors (academic and professional responsibility). Feedback will include faculty and site supervisors' observations of any limitations in counseling skills, professional practice, and personal qualities/behaviors that may inhibit therapeutic abilities. Both oral and written feedback will be given.

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 the student 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 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 their own fruition. However, faculty will encourage a student to seek counseling, as this is a common and necessary remediation and is the culture of the counseling profession. Seeking counseling is not a punitive measure. It is a measure utilized by counselor educators to help students become better counselors.

Students can 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 their personal physician. The counseling faculty are always available to assist a student in this process.

Student's Responsibility

A student is responsible for learning. Other responsibilities include:

- Knowing the contents of the Department of Counseling Student Handbook.
- Attending counseling and embracing the process.
- Being open to faculty feedback and possible Goodness of Fit Meetings.
- Acknowledging that the CMHC program requires the student to attend fall, spring, and summer semesters.
- Continuously checking the Department's website and go.tarleton.edu email accounts for deadlines and information.
- Reading the Catalog and Student Handbook each year to determine if changes impact the student.

- Reading and adhering to the Department of Counseling policies and procedures, 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 learning experiences.
- Meeting with Faculty Advisor each semester for advising and following course rotations.
- 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 a student does not understand.
- Selecting and developing a theoretical orientation.
- Becoming identified with the professional community by joining a professional counseling association (ACA, TCA, AMHCA, TMHCA).

Student Retention Policy

ONE PROGRAM – THREE LOCATIONS

College of Graduate Studies 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, the student 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 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, a student may petition their Faculty Advisor, the Department Head, and the Dean of the College of Graduate Studies for permission for re-admission. Each readmission decision is made on an individual basis. If a student is re-admitted after being suspended, they must maintain a 3.0 GPA in each semester of enrollment. The student must wait until grades have been posted before the student can register for classes. **The student will have to re-apply to the College of Graduate Studies and the Department of Counseling including the application fees. The student is accountable to the catalog, handbook, and policies in place at the time of re-admission.**

Continuation of Enrollment

If a student has been granted admission, the student must register in the term for which admission is granted. If the student fails to register during any one-year period prior to graduation, the student 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. If the student is originally admitted to the Department of Counseling but elects to pursue another degree or certificate (e.g., teaching certificate), the student must re-apply for admission to the Department of Counseling. This includes the application fee. Readmission is not automatic nor guaranteed and the student will be under the catalog, handbook, and policies and procedures in place at the time of readmission.

Leaving Program for a Semester or More

Students must understand and accept that **this is a continuous program based on twelve-month attendance in classes.** Students are required to follow the course rotation and attend all semesters as planned. If a student needs to miss a semester due to health issues or other life emergencies, the student must meet with their Faculty Advisor to develop a plan. This will be handled on a case-by-case basis. And, this will be granted **only once** during the program.

Withdrawal from Program

If a student withdraws from the program, verbal or written, the student **must** attend a Goodness of Fit meeting **prior** to being allowed to continue classes in the program. If a student waits more than one semester to request continuance, the student must reapply to the program, including application fees, and attend admission interviews. This will be handled on a case-by-case basis.

Clinical Sequence

All clinical courses (Pre-Practicum, Practicum, Internship A, and Internship B) **must** be taken

in consecutive semesters. Exceptions may be made based on course enrollment. If students withdraw or do not successfully complete any of these courses, the Department may require restarting the clinical sequence.

Department of Counseling Performance Standards

ONE PROGRAM – THREE LOCATIONS

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 the professional counseling field and to conform to the *2014 ACA Code of Ethics*, any other relevant codes of ethics of relevant professional associations (see *Counseling Advocacy and Professional Associations* section), and the State of Texas LPC rules and regulations. **A student's admission to the CMHC Program does not guarantee professional fitness to practice counseling**, which is required to remain in the CMHC Program. At any time, if a student does not demonstrate professional responsibility, the student may be called in for a **Goodness of Fit Review** with Departmental faculty to discuss needs.

Attendance/Participation Policy

Prompt attendance at all class meetings is a professional responsibility. The rigors of graduate training in counseling involve more than simply the ability to earn an “A” or “B” in course material. It is recognized that adult learners have busy, complex lives and that setting priorities is often challenging. As a counselor trainee, this challenge becomes self-evident early in one's graduate life and remains throughout most individuals' professional career. Learning to balance responsibilities within the context of one's life is an essential part of developing into a competent and trustworthy clinician. If necessary, students may miss one class with a valid, **preapproved** excuse (such as illness or family emergency) and not face penalties related to their grade. Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. Each absence beyond the first will result in a loss of 10 percent from the total grade. Therefore, students are advised to save their absence for emergencies such as unforeseen illnesses. In the event that a student misses more than three classes, the student will receive a failing grade. If a student misses more than 1 hour of class, it is considered an absence. University policy will be followed for attendance problems. Chronic tardiness or early departure (arriving 15 minutes late or leaving 15 prior to the end of class) will result in the lowering of a final grade at the instructor's discretion.

No credit will be given if more than 15% of class is missed. In the case of an extreme emergency that will cause more than 15% of class to be missed, with instructor approval, a student may submit an appeal to the counseling faculty. These will be considered on a case-by-case basis. Persistent absences or tardiness, regardless of reason, will result in a Goodness of Fit meeting.

Assignment Policy

Students are expected to complete all assignments by due dates, as well as adhere to the Tarleton State University Academic Honesty policy. There are four categories of assignments: written assignments, skill demonstrations, student presentations, and online course exams.

- a. **Written Assignments:** A student must have prior permission from the instructor to submit an assignment past the due date based on a documented, legitimate reason (e.g., illness or emergency) and permission is given solely at the discretion of the instructor. If permission is granted, the late assignment will be docked 30% per day up to 3 days (72 hours) including weekends after the due date. Written assignments will not be evaluated for a grade after 3 days (72 hours) of the due date and will receive a grade of 0.
- b. **Skill Demonstrations:** Skill demonstration assignments will not be accepted for evaluation after the due date and will receive a grade of 0.
- c. **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.
- d. **Online Course Exams:** Online courses may conduct face-to-face exams at the location of the instructor's choice. All students enrolled in the online course are expected and required to travel to the campus to complete the face-to-face exam. Failure to comply will result in the grade of 0.

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 an encrypted zip drive for these recordings. No instructor will accept a recording on anything but an encrypted zip drive.

Turnitin

Students are expected to use outside resources (e.g., library, Internet, writing center) to complete assignments. There is a tab in the Department's Canvas Community that provides students with additional resources regarding APA writing style. Furthermore, in order to help students adhere to the Tarleton State University Academic Honesty policy, *Turnitin* will be implemented to use as a writing tool. Students will have the opportunity to submit papers in Canvas through *Turnitin* prior to the assignment due date. This tool is there to help detect any words that may not be written as the student's (plagiarism). Students can use this option to help enhance writing skills. In order to use this tool via Canvas, the student will have to prepare the paper ahead of the due date. The student will be able to submit a paper as many times as one would like prior to the due date to assess and reassess work submitted. However, please be aware that it can take up to 24 hours for *Turnitin* to produce an originality report after submitting it. If one chooses not to utilize this option and *Turnitin* shows excessive citations of words that do not appear to be the student's, there is a risk of having a grade penalty on the paper.

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 in an annotated bibliography, and a one-page paper reflecting on their research methodology. The consequences of plagiarism are 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.

Grades of F

Tarleton differentiates between a failed grade in a class because a student never attended (F0 grade), stopped attending at some point in the semester (FX grade), or because the student did not pass the course (F) but attended the entire semester. These grades will be noted on the official transcript. Stopping or never attending class can result in the student having to return aid monies received. *For more information see the Tarleton Financial Aid website* (<http://www.tarleton.edu/finaid/contact.html>).

APA and Writing Center

Students are expected to own an American Psychological Association (2020) *Publication Manual* (7th ed.). All papers **MUST** be written according to APA Style (7th ed.) professional version and with proper grammar. Students are expected to proofread papers carefully prior to submission. It is best practice to ask someone to proof a final draft for spelling and grammatical errors. If needed, students should consult with the University Writing Center (<http://www.tarleton.edu/writingcenter/>).

Americans with Disabilities Act (ADA)

It is the policy of Tarleton State University and the Department of Counseling to comply with the Americans with Disabilities Act and other applicable laws. If you are a student with a disability seeking accommodations for a course, please contact the Center for Access and Academic Testing, at 254.968.9400 or caat@tarleton.edu. The office is located at the Stephenville location in Math 201. More information can be found at www.tarleton.edu/caat or in the University Catalog. If a student has documentation of a disability, please provide the professor with this statement so that accommodations can be made.

Evaluating Student Performance Policy

Members of the Department of Counseling faculty, using their professional judgment and expertise, 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, AMCHCA, TEA, and more).

Formal Points of Review

- Completion of the first six semester hours (see section on First Semester);
- The end of the second semester;
- The first semester of clinical course work in the field (CNSL 5397) (see section on the Counseling Department Comprehensive Exam
- Counseling Department Comprehensive Exam
- Rubrics utilized with each course;
- Site Supervisor Evaluation of Student; and
- NCE.

Informal Points of Review

As counselor educators, faculty bear the responsibility of serving as gatekeepers for the counseling profession (see ACA Code of Ethics). Thus, faculty are constantly monitoring and reviewing students' performance (academic or professional responsibility). If a faculty member deems it necessary, **Goodness of Fit Review** meeting will be arranged for the student to attend. During the meeting, faculty will process with the student the concerns around performance (academic or professional responsibility). A remediation plan may result from the meeting. The student will be held accountable to complete the remediation plan in order to continue in the program.

Such plan might include (not exhaustive list):

- Encouraged to seek individual counseling to address specific issues identified
- Writing a reflective essay
- Attending a writing lab

It is the intent of the faculty to help mentor and guide students through the process of becoming the person of the counselor. There is much research and literature available on this very important topic. Thus, these meetings are not meant to be punitive, but helpful in guiding the student's growth (academic or professional responsibility).

In cases where the plan for remediation is unsuccessful, the student could be removed from the program. In such cases, the student 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 review the situation with other faculty members. The faculty member may choose to refer the student for a **Goodness of Fit Review** meeting. This meeting will be comprised of a minimum of two core faculty members. The faculty will review the student's performance (academic or professional responsibility) during the meeting utilizing a **Goodness of Fit Review** Form.

Goodness of Fit Review Procedure

1. During the meeting, the student will be provided the reasons for the meeting (academic or professional responsibility) in writing.
2. The faculty will discuss concerns with the student.
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 program. Such plan might include:
 - encouraged to attend individual counseling to address specific identified issues
 - writing a reflective essay
 - attending a writing lab
 - or, in extreme situations, dismissal from program
4. There will be a Goodness of Fit Follow-Up Review

It is the intent of the faculty to help mentor and guide students through the process of becoming the person of the counselor. There is much research and literature available on this very important topic. Thus, these meetings are not meant to be punitive, but to be helpful in guiding the student's growth (academic or professional responsibility).

In cases where the plan for remediation is unsuccessful or inappropriate, the student could be removed from the program. In such cases, the student will be referred to the College of Graduate Studies and Career Services for assistance in finding a more appropriate vocational direction. The student has ten days from the meeting to appeal the outcome of the final meeting to the Department Head.

Goodness of Fit Review Appeal Procedure

If the student appeals the outcome of the final meeting, the Department Head will determine whether the student remains in the program.

1. A student who is dissatisfied with the outcome of the Goodness of Fit Meeting may appeal to the Department Head.
 - a. For an appeal to be considered, the student must submit a written notice for an appeal to the Department Head within 10 working days of receiving the decision from the GOF meeting.
 - b. 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.

- c. The Department Head will consider the matter based on results compiled by the faculty conducting the Goodness of Fit meeting and the student. The department head will notify the student of the decision within 10 working days of receipt of the appeal.
2. A student who is dissatisfied with the Department Head's decision may appeal to the Dean of the College of Health Sciences and Human 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.
 - b. 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.
 - c. If the student is not satisfied with the outcome of the appeal to the Dean, the student can appeal to the Vice President of Academic Affairs.

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 Health Sciences and Human 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, the student can appeal to the Department Head.
3. 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, the student can appeal to the Dean of the College of Human Sciences and Health Services.
4. The appeal to the Dean must be in writing. If the student is not satisfied with the outcome of the appeal to the Dean, the student can appeal to the Vice President of Academic Affairs.

Graduation

It is the student's responsibility to make sure all university requirements regarding graduation are completed. The deadline for registering for graduation is early in the semester. The following link contains comprehensive graduation information:

<http://www.tarleton.edu/graduation/index.html>.

Professional Endorsement Policy (LPC Board Paperwork)

At various times, a student will require an endorsement (written or verbal recommendation) from the Department of Counseling in order to gain internships, employment, or credentials. A student can only be endorsed by faculty for a position or credential for which the student has been prepared.

Faculty cannot sign LPC paperwork prior to a student graduating. The student is responsible for contacting the department for a signature **AFTER** graduation.

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 5399A and 5399B Internship

Eligibility

- Students need to begin seeking internship sites prior to beginning CNSL 5357 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 must not be on academic probation.
- Students must show satisfactory progress and acceptable standards of conduct.
- Application **MUST** be submitted by deadline.
- Students in CNSL 5397 Practicum must take and pass the CDCE; failure to pass may prevent the student from moving on to CNSL 5399A. (See the CDCE section of this handbook and the Practicum and Internship Handbook for complete information.)
- 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 into CNSL 5397 Practicum or CNSL 5399 Internship until all challenges to eligibility have been resolved.

Applications and Deadlines

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

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

Practicum/Internship Semester	Application Deadline by 5:00 p.m.
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Summer Session	April 1 st
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Counseling Department's Comprehensive Exam (CDCE)

ONE PROGRAM - THREE LOCATIONS

Registration

Every candidate for the M.S. in Clinical Mental Health Counseling degree must apply for and pass a comprehensive examination. The comprehensive examination is taken in the first semester of clinical coursework (CNSL 5397). Students are responsible for checking the website (<https://www.tarleton.edu/counsel/student-resources/CDCE.html>) for registration deadlines, information regarding the examination and arranging to take it as scheduled. **Registration for the Departmental Comprehensive Exam (CDCE) is a multistep process.** Contact your school's testing coordinator (Dr. Foster) to receive details about completing the registration process. The cost is \$50, which will be charged to the student's Texan bill. The test is administered through canvas, using proctoral.

Rescheduling the CDCE

In the case of an extreme emergency, a student may contact their Faculty Advisor to request permission to reschedule taking the CDCE. Approval will be considered on a case-by-case basis. If permission is granted, the Faculty Advisor will alert the Department Head. If a student is approved to reschedule the exam BEFORE the registration deadline, the student will be eligible for a full refund. However, if approval to reschedule the exam is AFTER the deadline, the student will be eligible to shift payment to the next exam date.

If a student chooses to reschedule taking the CDCE, the **student chooses to delay their graduation date**. A request to reschedule the CDCE can **only** be made **once**.

Studying for the DCE

The Counseling Department Comprehensive Exam (CDCE) is the instrument used for the department's comprehensive exam. Study materials can be purchased online for the CDCE. The *Encyclopedia of Counseling* by Rosenthal is also recommended to aid in preparation for the exam and in forming study groups. When utilizing the Rosenthal book, one needs to look at all answers in the multiple-choice questions, not just the correct answers. Students should consult with Faculty Advisors for more complete information.

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 will be notified via their go.tarleton.edu email account. **It is the student's responsibility to check the go.tarleton.edu account as this is the official email account the Department utilizes.**

A report reflecting the Comprehensive Exam score will be sent to the College of Graduate Studies no later than ten (10) days prior to the date of commencement at which the degree is to be conferred. This report will indicate if the student passed or failed the exam.

Not Passing the CDCE

Students are required to take the CDCE during CNSL 5397. Students who do not receive a passing score may not be eligible to advance to CNSL 5399. The CDCE must be taken the next semester. Students who do not receive a passing score on the exam are referred to their Faculty Advisor, CNSL 5397 instructor, and may have to attend a GOF meeting to develop an individual remediation plan. CNSL 5397 can be repeated up to two times (6 credit hours) based on the recommendation of the counseling faculty. Students are to be aware that Financial Aid may not cover the cost of repeating a course. If the course has to be repeated, the student will be required to travel to the campus location where the course is offered as it will not be offered at all locations for all semesters. 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 program. 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.

Alternative Comprehensive Exam

Students unable to pass the CDCE on the third try may be offered an alternative exam. This exam is a 10 to 15--page essay over the areas of the CDCE in which the student scored lowest. The Department Head assigns the guidelines. Three faculty members grade the essay. The grades must average 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.

CDCE 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 (CDCE). The purpose of the CDCE is to assess counseling student's knowledge of counseling information viewed as important by counselor preparation Program. The CDCE will also provide collective feedback that can be used by Program in developing/adapting curriculum.

Content

The CDCE 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 (CDCE), serve as the primary theoretical basis for the examination. It is through these areas that the CDCE 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 CDCE 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.

Certification and Licensure

ONE PROGRAM - THREE LOCATIONS

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.

Note: The M.S. in Clinical Mental Health Counseling program at Tarleton State University meets the requirements for CACREP and licensure in the state of Texas. It is important to note these requirements may not meet the requirements in other states. If you plan on moving in the future outside of the state of Texas, it is important to know the state requirements of a state you might move to in the future. Currently in the United States, there is no national set of licensure requirements and they vary from state to state.

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. You are responsible for maintaining your documentation and records for practicum and internships. Make copies of all paperwork submitted to your university supervisor. 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 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.

Students interested in the School Counselor Option, must complete a separate application and process to be admitted into the School Counselor Option as per TEA rules and regulations. **The student needs to submit the following during the First Semester:**

- School Counselor Application
- FERPA Form
- Code of Ethics Statement
- Copy of Teaching Certificate
- Copy of Service Record
- Check for fee payment

The Texas Education Agency (TEA) is assessing an 'Accountability System for Educator Preparation Program Technology Fee' for each candidate admitted. The assessed fee will be \$35 per candidate. This fee will be added to the candidate's account at Tarleton once the offer of admission into the program has been accepted. Failure to pay this fee may result in a hold being placed on the candidate's Tarleton account.

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/testing/index.html>) 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: <https://study.com/academy/popular/how-to-register-for-texas-tests.html>
- 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 stationery 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 a student 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.
- Additional instructional hours can be earned 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

ONE PROGRAM - THREE LOCATIONS

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, 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. Beck Munsey, Theta Sigma Upsilon chapter faculty advisor, at Munsey@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. 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, *Play Therapy 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

<https://www.dshs.texas.gov/counselor/>

Texas School Counselor Association

<http://www.txca.org/tsca/>

Texas Association for Play Therapy

www.TxAPT.org

Appendices

ONE PROGRAM - THREE LOCATIONS

Appendix A: Faculty and Staff Information

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

Appendix B. Faculty Advisors

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

Appendix D: Course Rotations

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

Appendix E: Textbooks

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

Appendix F: Scholarships

<https://www.tarleton.edu/scholarships/>

Appendix G: Tarleton State University Calendars

<http://www.tarleton.edu/calendar/>