



**TARLETON  
STATE UNIVERSITY**

Member of The Texas A&M University System

## **STUDENT HANDBOOK**

Department of Counseling

**ONE PROGRAM – Multiple  
Locations**

**2022/2023**

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## 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

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## 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 multiple locations. Students are free to take classes at any of the 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, culturally competent professionals, 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.

## Course Delivery

Course delivery for the Department of Counseling, one program delivered in multiple 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 on each location where the program is delivered. 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 and/or weekends.
- Summer courses may be offered earlier in the day and evenings.

## Admissions

## 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.

## 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) 2.75 grade point average in bachelor's degree work.
  - b) 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.
  - e) Proactive and effective communication with faculty.

***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.***

## 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: <a href="https://www.applytexas.org/adappc/gen/c_start.WBX">https://www.applytexas.org/adappc/gen/c_start.WBX</a>
	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	February 1
Regular Deadline	June 1

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

	Attend Admissions Interview
	Attend Program Orientation (Mandatory)
	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

## Admissions Interviews

The following discusses 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 an acceptance notice for the applicant from COGS by June 1 for applicant to be scheduled for an interview.
2. All applicants must have a GPA of 2.75 on undergraduate course work.
3. All applicants with a GPA below 3.0 will be required to submit 2 letters of reference.
4. All applicants must attend and participate in the interview process.
5. 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 faculty members for an interview.

2. Applicants participate in a group exercise.
3. An applicant must meet a minimum score to be considered for admission.
4. All applicants are notified of status in the process within 3 business days of interview day by email.
5. If an applicant is denied to move further in the process, they may reapply the next semester the program accepts applicants.
6. If an applicant is placed on the waitlist, applicant will be notified before the first day of the Fall semester of status. Note-waitlist does not mean acceptance into the program.

### Accepted from Interviews

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.

### Mandatory Program Orientation

Applicants must attend the mandatory Program Orientation at the beginning of the Fall semester. If an applicant is unable to attend the Program Orientation, then they will be asked to unenroll in Fall courses.

### First Semester

All applicants in CNSL 5350 and CNSL 5353 will receive an email of their admission status after final grades are submitted. Students **must** receive a grade of “B” or better in all CNSL prerequisite courses and receive faculty vote of their status into the program. Failure to receive a grade of “B” or better will result in not being offered full admission to the program and the student may reapply for the following admission cycle. Upon readmission the student will repeat the course in which they received a grade below “B”. The course in question may only be repeated **once**.

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.

Faculty will review all students in a faculty meeting (in late November) dedicated to all first semester students. At the faculty meeting, faculty will hold a formal vote regarding students' admissions status.

Based on results of the *First Semester Faculty Meeting* and grades, your admission status may be 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 more suitable academic program of study.

Applicants with admitted with condition status, will meet with members of the course faculty to discuss growth plan. It is the student(s) responsibility to contact faculty at the end of the Spring semester to discuss admission to the program and if they will be able to continue in the program.

**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

**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 more suitable academic program of study. One reason not admitted can be because a student received a “C or below” in either CNSL 5350 or CNSL 5353. Professional comportment is also part of the assessment process considered for full admission to the program.

Applicants will receive written notification of status.

## Transfer Hours

Students may be permitted to transfer six semester hours from another CACREP university or department pending departmental approval. If students take courses outside of a CACREP program, the Counseling Faculty cannot guarantee the Texas State Board of Examiners of Professional Counselors will accept these hours on your transcript for licensure.

## 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 core CACREP classes in the department. It is possible for non-degree seeking alumni to enroll in an elective course depending on space and instructor approval.

### 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>

- Students must follow the course rotation schedule.
- If students have changes to their course rotations, they need to meet with their advisors for approval.
- When students are directed to specific course sections, they must enroll in those particular sections. Failure to do so may result in being dropped and a delay in graduation.
- **Students may need to travel to various locations to take a class on occasion especially electives.**
- **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. Failure to do so may result in a delay in graduation or a Goodness of Fit.

- Not following course rotations may impact enrollment in future semesters, enrollment in practicum and internship, and registering in comprehensive exams.

### 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 - MULTIPLE LOCATIONS

### Programs Offered

#### M.S. in Clinical Mental Health Counseling

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.

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.

### Certification in Professional School Counselor

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. 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 (254-299-8321). See the School Counseling Handbook for more information.

### Faculty Advisement

Students are encouraged to seek advising every semester by Faculty Advisors regarding coursework, program policies and procedures, and assistance with other educational or career needs.

- 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 to start the approval process. Based upon enrollment numbers, a student may not be able to change campus locations. 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.
- h. Repetitive move requests may be denied.

### 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. Students are also encouraged to join the American Counseling Association and other professional organizations.

### Liability Insurance

Students are required to carry student liability insurance for the duration of 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, emotional regulation, and stable mental health that is conducive to participating in the educational and clinical activities of the CMHC program;
- 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;
- Respectful communication with peers, faculty, and supervisors, despite personal feelings and biases; and
- Cultural competence.

Further, students are expected to understand and adhere to 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/>);
- Behavioral Health Executive Council (<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>); and
- TSU Student Rules <https://www.tarleton.edu/studentrules/index.html>.

<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/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>

### 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.**

If a student admitted to the counseling program is arrested and/or convicted of a crime during the course of their enrollment, may be subject to disciplinary action up to and including dismissal from the program.

### 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 and interpersonal 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 their own learning. Other responsibilities include:

- Knowing and adhering to the contents of the Department of Counseling Student Handbook and the Clinical 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 and the listserv for deadlines and information.
- Reading and adhering to the Catalog, Student Handbook, and Clinical 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.
- 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

### 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 Tarleton State University regulations. Students must keep a cumulative 3.0 GPA. Failure to do so will result in academic probation or academic suspension. *Please see the section on grades for more information.*

#### 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. 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

#### Leaving Program for a Semester or More

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. Leaving program for any period of time will result in a delay in graduation. If the student fails to register during any one-year period, 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.

#### 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 on a case-by-case basis as determined by the Clinical Coordinator and the Department Head. 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 – MULTIPLE 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. 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 email the instructor to let them 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% 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 are 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 not limited to: written assignments, skill demonstrations, student presentations, and 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 10% 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. **Course Exams:** Students must take the exam the day that it is administered or the grade will result in a grade of 0 unless instructor permission is given in advance.

## 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 they 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 the student 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. 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.

## Grades

According to the College of Graduate Studies and the Department of Counseling, 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 their 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 3.0, they will be placed on academic probation. Graduate students who are on first-time suspension must reapply (including the \$30 application fee) to the College of Graduate Studies for reinstatement.

In addition to maintaining a 3.0 GPA, students in the CMHC program will have to maintain a “B” or better in the eight core areas tested on the CPCE and NCE. For those courses refer to those sections in this handbook. Any student making below a “B” in these courses will have to repeat the course the next semester.

### 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>).

### Academic Grade 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.

## APA and Writing Center

Students are expected to own an American Psychological Association (2020) *Publication Manual* (7<sup>th</sup> ed.). All papers **MUST** be written according to APA Style (7<sup>th</sup> 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/>).

## Diversity and Inclusion Statement

This class strives to be an inclusive learning environment that acknowledges that students will have many perspectives based upon having differing backgrounds and beliefs. As a department, our goal is for all faculty and students to be respectful to each other. We recognize that the diversity that students bring to this class are a resource, strength, and benefit. We reject all forms of prejudice and discrimination, including but not limited to those based upon age, color, disability, ethnicity, gender, gender identity, gender expression, national origin, race, religion, sexual orientation, socioeconomic status, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating respect and diligence in understanding how others' viewpoints may be different from our own.

**Microaggressions.** Microaggressions are defined *as subtle verbal or nonverbal communications, intentional or not, resulting in harmful consequences to members of marginalized groups (Solorzano, Ceja, & Yasso, 2000).* If microaggressions are committed, they will be recognized and addressed by faculty in a respectful manner as a teachable moment to maintain a productive learning environment. If you have concerns about microaggressions that you experienced or witnessed in class, please speak with the instructor so this issue can be properly addressed.

**Names/Pronouns.** Class rosters are provided to the instructor with the student's legal name. Faculty will honor you by referring to you with the name and pronoun that you identify with. Please advise of any name or pronoun changes so that instructors can help create a learning environment in which you, your name, and your pronoun are respected.

## 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](mailto:caat@tarleton.edu). The office is located at the Stephenville location in Math 201. More information can be found at [www.tarleton.edu/caat](http://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 (BHEC, ACA, ASCA, AMHCA, NBCC, and TEA).

### 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-Academic Meeting

If a faculty member believes a student is not making satisfactory progress in meeting departmental, professional, or university standards, then 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, an academic meeting. This academic meeting will be comprised of a minimum of two core faculty members. The faculty will review the student's performance (academic or clinically) during the academic meeting utilizing a Goodness of Fit Review Form. Students being called in for a second Goodness of Fit Review may be dismissed from the program. If faculty have to set a third Goodness of Fit Review, then it is an automatic dismissal from the CMHC Counseling program.

### Goodness of Fit Review-Academic Meeting Procedure

1. During the meeting, the student will be provided the reasons for the academic meeting 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 academic meetings are not meant to be punitive, but to be helpful in guiding the student's growth in all areas to become a counselor.

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

Students have the right to appeal Goodness of Fit outcomes.

### Goodness of Fit Review Appeal Procedure

If the student appeals the Goodness of Fit Academic 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.

## 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 deadlines and application please go to the Department's website.

## Counseling Department's Comprehensive Exam (CPCE)

ONE PROGRAM – Multiple 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/CPCE.html>) for registration deadlines, information regarding the examination and arranging to take it as scheduled. **Registration for the Departmental Comprehensive Exam (CPCE) is a multistep process.** Contact your school's testing coordinator (Dr. Foster) to receive details about completing the registration process.

### Rescheduling the CPCE

In the case of an extreme emergency, a student may contact their Faculty Advisor to request permission to reschedule taking the CPCE. 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 chooses to reschedule taking the CPCE, the student chooses to delay their graduation date. A request to reschedule the CPCE can only be made once.

### Studying for the CPCE

The Counseling Department Comprehensive Exam (CPCE) is the instrument used for the department's comprehensive exam. Study materials can be purchased online for the CPCE. 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 CPCE

Students are required to take the CPCE during CNSL 5397. Students who do not receive a passing score may not be eligible to advance to CNSL 5399. The CPCE 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 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 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.

### 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.

**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

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

## Licensure and Certifications

ONE PROGRAM – Multiple 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 during their last semester of the program.

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

Here are some of the documents you need for licensure:

- First go to Texas State Board of Examiners of Professional Counselors website to read the requirements and RULES!
- Application is found electronically on the Board website
- *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.
- A copy of passing the NCE.
- Fingerprints
- A copy of passing the jurisprudence exam

### School Counselor Certification (School Counseling TExES Examination)

Please refer to the School Counseling Handbook

### Registered Play Therapist

If a student completed the electives CNSL 5393 Play Therapy and CNSL 5376 Advance Play Therapy, then these electives count towards the requirements for some of the instruction requirements. 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. For more information, please contact Dr. Pj Blanco.

### 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, 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. LaShondra Manning, Theta Sigma Upsilon chapter faculty advisor, at [lmanning@tarleton.edu](mailto:lmanning@tarleton.edu). More information about Chi Sigma Iota is available on their website located at [www.csi-net.org](http://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](http://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

TSU Department of Counseling  
1101 King St., Suite 625  
Alexandria, VA 22314  
(703) 683-ASCA (800) 306-4722 Fax: (703) 683-1619  
Website: [www.schoolcounselor.org](http://www.schoolcounselor.org)

Revision Date: 5/2/2022

### 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](http://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](mailto:info@a4pt.org) Website: [www.a4pt.org/](http://www.a4pt.org/)

### Other Relevant Professional Organizations

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

Texas Behavioral Health Executive Council:  
<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>

Texas School Counselor Association  
<http://www.txca.org/tsca/>

Texas Association for Play Therapy  
[www.TxAPT.org](http://www.TxAPT.org)

## Departmental Scholarship Opportunities

### 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>

## Appendices

### ONE PROGRAM – Multiple 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/>