



Professional Counseling Program

Student Handbook

TABLE OF CONTENTS

❖ A Brief History	2
❖ Counseling Program Philosophy	5
❖ Principles Which Guide Our Philosophy	5
❖ Student Learning Outcomes	5
❖ Ethical Standards	6
❖ Texas State ID, E-mail Account and Listserv	7
❖ Class Registration	7
❖ Faculty Advisement	8
❖ Frequently Asked Questions	9
❖ Professional Counseling Performance Standards	12
❖ Certification and Licensure	14
❖ School Counselor Certification	
❖ Licensed Professional Counselor	
❖ Licensed Marriage and Family Therapist	
❖ Documentation for Licensure	
❖ Liability Insurance	15
❖ Practicum/Internships	16
❖ Comprehensive Examination	19
❖ Oral Comprehensive Examination	20
❖ Thesis	20
❖ Counseling Advocacy & Professional Associations	20
❖ Frequently Used Phone Numbers and/or Websites	25
❖ Appendices	
❖ Appendix A: Faculty and Staff Information	27

❖ [Appendix B: Comprehensive Examination Information](#)..... 28

A BRIEF HISTORY

As you would suspect, many students have come and gone and many changes have taken place since our inception as the Counseling and Guidance Program in the early 1960s. The Graduate Office and the Graduate Catalogs are able to specify dates, course offerings and program requirements that have existed over the years and hence reflect many of the major changes in the Program.

The National Defense Education Act of 1958 (NDEA) provided the initial impetus and direction for counseling and guidance programs in Texas and across the nation. Prior to 1958, school counselors were a rarity. They were located primarily in the larger school systems and, for the most part, performed the functions typically associated with registrars (e.g., attendance, registration, transcripts, letters of reference). The general intent of the NDEA was to train persons to use assessment instruments to identify academically capable high school students and to encourage (guide) them into the fields of mathematics and science.

The Counseling and Guidance Program at Texas State was formed by Dr. Jerome (Jerry) Stone in the early 1960s. The program was approved by the Texas Education Agency (TEA) as a school counselor-training program with primary focus on training high school level counselors, lesser emphasis on Junior High School students, and virtually no emphasis on working with elementary age children. It was housed in the Department of Education. According to Texas Education Agency guidelines, the major domain of counselors was the administration and interpretation of educational and vocational tests and inventories, and to conduct guidance activities associated with career choice and placement. Officially, there was only minimal concern with "counseling" as we know it today. It is interesting to note that while the official focus mandated by TEA and NDEA supported programs that were guidance-oriented, early training programs offered by many universities actually focused on the development and use of therapeutic counseling skills to be used by school counselors. So, in many instances, the intent of public school guidance programs differed to some degree from the actual functioning and orientation of many counselors in those programs.

Course offerings by the Counseling and Guidance program at Texas State were initially limited and resulted in somewhat superficial coverage in some cases. For example, the Standardized Testing course dealt with elementary statistics, the administration and interpretation of a variety of educational and vocational oriented standardized tests and inventories, and covered the administration and

COUNSELING PROGRAM

interpretation of individually administered intelligence tests such as the Stanford-Binet and Wechsler scales--all in one course. Similarly, the Counseling Techniques courses included a wide-ranging survey of current counseling theories as well as practice in using many of the counseling techniques associated with various theoretical orientations. As one might suspect, supervision and critique of counseling experiences were limited. Furthermore, certification as a School Counselor required completion of only 30 hours of graduate-level courses, 18 of which had to be in guidance-related courses such as Human Growth and Development. In addition to an 18-hour major, a 6-hour minor could be obtained.

The faculty of the fledgling Counseling and Guidance Program was comprised of persons who taught courses in both secondary and elementary education as well as one or two courses in counseling and guidance. Thus, the early Counseling and Guidance faculty were all part-time instructors in the program. At one time or another, most faculty members taught virtually every course offered in the program. In other words, there were no "teaching area specializations" on the part of most faculty members. As the Counseling and Guidance Program grew in popularity, additional faculty were employed and as a result of the "enrollment explosion" in the 1970s and 80s, faculty members were assigned to full-time teaching in the Counseling Program.

In 1977, the first Wimberley Counselor's Conference was organized and coordinated by Dr. Damon Miller. The Wimberley Counselor's Conference was a two-day conference for counselors in central, south central, and south Texas. It became an annual affair and participants were housed at the 7-A Resort in Wimberley, Texas. The format of the conference primarily involved informal, unstructured group discussions in which counselors' experiences and concerns were shared. Typically, one formal presentation or one activity workshop was held during the conference. The conference was terminated in 1997 due to housing problems and inadequate facilities.

The 1970s and 80s experienced two major movements. First, the Texas Education Agency developed and approved a program for the training and certification of Guidance Associates. Guidance Associates were undergraduate students who were to be trained in guidance oriented skills such as educational and vocational test administration and interpretation, and the presentation of educational, career and personal awareness programs for students. The intent was to allow school counselors to become more deeply involved in personal counseling activities by providing support personnel who could offer guidance services to students. Texas State developed and received approval for such an undergraduate program. However, it soon became apparent that problems existed. Certification of Guidance Associates was available but no funding was provided for the employment of these persons in

C O U N S E L I N G P R O G R A M

the public schools. Thus, for each Guidance Associate employed, the school district was charged one classroom teacher unit. School districts were unwilling to lose classroom teachers by hiring Guidance Associates and were equally unwilling to pay for Guidance Associate salaries out of local funds. Consequently, the program at Texas State was dropped, as were programs across the state.

The second major movement might be called the mental health movement. A significant increase in interest in mental health counseling, marriage and family counseling, and substance abuse counseling resulted in the passing of licensing and certification laws relating to Associate Psychologists and subsequently Associate School Psychologists and Licensed Professional Counselors (LPC). The certification and licensing laws had at least five significant effects on programs at Texas State and at universities across the state. First, they resulted in a drastic increase in the number of students enrolling in graduate counseling programs. Almost overnight counselor education programs expanded to near unmanageable proportions requiring more sections and larger classes. Second, the majority of the new students were primarily interested in developing therapeutic treatment skills to be used in private practice or institutional or agency work. Only a limited number had public school teaching certification or teaching experience and few were interested in entering the public schools as counselors. Consequently, the primary focus of the Counseling Program shifted toward mental health counseling concerns, and interest in school counseling was significantly diminished. The shift in emphasis and focus constituted a third major effect. It led to a major restructuring of the Department of Education. Under the leadership of President Hardesty, the Department of Education was split up and a new department, the Department of Educational Administration and Psychological Services, was formed. This new department was devoted almost completely to teaching graduate level courses in Educational Administration, School Psychology, and Counseling. Up to this time, the School Psychology program had been operating under the umbrella of the approved school counseling program. The School Psychology program eventually sought and received independent certification and was no longer required to certify its graduates under the umbrella of the Counseling Program.

In 1982 a new licensure for mental health private practice came into being. The Licensed Professional Counselor (LPC) allowed graduates from schools of education to practice psychotherapy in Texas. The counseling program at Texas State added hours to the current school counseling program in order to meet standards for both school counseling and Licensed Professional Counseling in the state of Texas. This method of handling state certification and licensure requirements continued until the 1990s. During this time there was an increasing movement nationally and in Texas to upgrade and distinguish

C O U N S E L I N G P R O G R A M

existing counseling degrees. Instead of a 36-39 hour degree program, licensure required 45 hours and then 48-60 hours, depending on the license sought. Students were beginning to experience difficulty in gaining licensing and certification privileges in other states. Also, those LPCs in private practice were having difficulty meeting the upgraded standards of insurance companies, prohibiting these ex-students from third party pay options. Also, during this decade, the state of Texas enacted a licensure in marriage and family therapy, creating a pool of potential students for which no degree plan was currently available. The result was that the counseling faculty dedicated the next several years to the creation of different areas of emphasis (e.g., school counseling, marriage and family counseling, mental health counseling, and college student affairs work). This expansion required a complete restructuring of the existing programs. However, such programs required approval of the Texas Higher Education Coordinating Board and the Texas Education Agency. It took almost five years to achieve program approval. The benefit was that the counseling program was finally designated as a Professional Counseling program (within the department of Educational Administration and Psychological Services) and ultimately approval was given to develop and offer the new programs. Beginning in 2000, the Professional Counseling Program has since received national accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the M.A. Program in Professional Counseling emphases (including Marital, Couple, and Family Counseling, Community Counseling, and School Counseling [Child and Adolescent Counseling]). The M.Ed. Program in Counseling and Guidance with a Student Affairs emphasis continues to be offered, but there is no national accreditation program offered for the student affairs emphasis.



Counseling Program Philosophy

We believe that a well-prepared counselor is involved in and committed to a process of intentional growth that promotes pro-social autonomy, lifelong learning, and ethical behavior. These ideals are fostered within a dynamic and multi-modal learning setting in which diversity, critical thinking, self-in-context, scholarship, praxis, and the creation and integration of knowledge are celebrated.



Principles Which Guide Our Philosophy



We will provide a safe, supportive, instructional environment for personal and professional growth.



We will have a curriculum that develops skills reflective of professional standards and ethics.



We will promote a collaborative environment that fosters creativity, critical thinking, and scholarship.



We will be proactive in creating an academic community that represents and recognizes diverse worldviews.



We will model and encourage the integration of self, theory, and practice.



We will have performance-based, measurable objectives that are integrated across the curriculum.



We will be proactive in promoting diversity among faculty, staff, and students.



We will utilize a variety of instructional strategies and assessment techniques.



We will share our beliefs, policies, procedures, and student expectations in a clear, open manner.



We will promote shared governance among students and faculty.



Student Learning Outcomes

COUNSELING PROGRAM



The student will demonstrate knowledge of the theoretical foundations of counseling, systematically articulate one's own professional philosophy, and integrate this philosophy into practice.



The student will demonstrate appropriate intervention strategies that integrate theory, client assessment information, and accepted professional counseling skills while providing a safe and secure therapeutic environment.



The student will demonstrate a working knowledge of ethical standards, and an ability to exercise ethical, moral reasoning in all matters relative to professional practice.



The student will demonstrate a commitment to becoming a responsible and contributing member of the counseling profession.



The student will demonstrate an understanding of the on-going relationship between personal self-care and professional effectiveness.



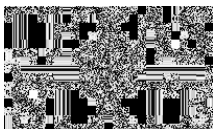
The student will demonstrate knowledge of basic statistics and research methodology, and integrate this knowledge into professional practice.



The student will demonstrate an understanding of the ways in which behavior, attitudes, and values impact professional relationships.



The student will demonstrate an understanding of diversity issues and an awareness of how they impact personal, professional, and community relationships.



Ethical Standards



All students are expected to understand and demonstrate their understanding of the ACA Code of Ethics and standards of conduct

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>, and the Texas State University-San Marcos rules and regulations for student conduct, including those identified in the Texas State Student Handbook (<http://www.mrp.txstate.edu/studenthandbook/rules.html>). As part of the admission requirements, all students are required to sign a document acknowledging that the ACA code of ethics has been read. This document is maintained in the student's departmental file. The counseling program at Texas State, as well as the counseling profession in general, has high expectations of students, and violations of University rules or professional ethical standards could render a student unfit to continue in the program.

COUNSELING PROGRAM



Students are expected to periodically review the rules and regulations for student conduct and the ethical standards to insure continued understanding and practice.



Texas State ID, E-mail, and Listserv

The importance of obtaining an ID card and e-mail account through the university, as well as subscribing to the program listserv, cannot be over emphasized. Please take the time to complete these tasks as soon as possible. Failing to do one or all could result in your failing to receive valuable information from the university and the counseling faculty. Immediate actions needed:



Get a Texas State ID – BobcatCard. This identification will allow you to use the library and other student services. ID cards are processed at the LBJ Student Center, Room 2-9.1 (phone: 245-2297). In order to obtain an ID card, you must pay the initial tuition installment for your first semester. If you wish to have your ID card made the same day you pay your tuition, simply take your receipt with you. You can also add a new purchasing feature to your BobcatCard that will allow you to use it as an ATM card. This new feature would allow you to use your BobcatCard at such places as the University Bookstore, Student Health Center, Mail Services, Campus Recreation, Paws Market, and all dining halls across campus, in addition to off-campus vendors.



Subscribe to the Counseling Program listserv. The listserv is only for students in the Professional Counseling Program and is used to disseminate information such as program updates, internship openings, comprehensive exam applications and practicum/internship application information. Students have the option to receive emails in digest or individual formats; individual format is recommended as attachments cannot be included in digest mode. Students may subscribe to the listserv by going to the following webpage: <http://groups.txstate.edu/mailman/listinfo/pro-counseling-prog>. Student members may also unsubscribe their email address at the same webpage. The new email address for posting messages is: pro-counseling-prog@groups.txstate.edu. If you have more questions about the listserv, please email [Dr. Shawn Patrick \(sp27@txstate.edu\)](mailto:Dr.ShawnPatrick(sp27@txstate.edu)).

NOTE: Computing services can also assist you in setting up your regular e-mail service so you can receive your Texas State e-mail through your regular e-mail service and not have to check via the Texas State home page. You can contact them at: 512-245-2271.



Class Registration



It is important to remember that the availability of classes cannot be guaranteed. BE ADVISED: the most accurate source of current class offerings is to be found on [CATSWEB](#) rather than in any available printed material.



Advance registration for the spring semester is held the preceding fall semester and advance registration for the summer and fall semesters is held the preceding spring semester. Only students who are enrolled in the semester in which advance registration is held are eligible to register early. All others must participate in the regular registration process, unless specifically approved by the department chair and/or graduate advisor in Professional Counseling.



Students are encouraged to plan ahead and contact an advisor well in advance of registration. Classes fill up quickly, so register as soon as you can. When registering, it is wise to have several alternative plans so that you are prepared to handle scheduling conflicts and classes that are full. Remember, you can locate index numbers of classes and view current course availability on [CATSWEB](#).



A note of caution! If payment is not made on time, the student's registration is dropped. It is the student's responsibility to ensure that payment is made on time. The academic calendar on the Texas State homepage includes payment deadlines for your convenience.

SPECIAL SITUATIONS

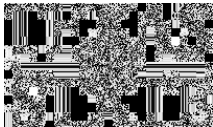


In order to register: 1) for classes that require prerequisites in which you are currently enrolled; 2) for classes that are "closed"; or 3) for extra hours in the summer and long semesters, you will need to complete an "override" form and submit it to an EAPS administrative assistant (see [Appendix A](#)). To do this, go to the [EAPS website](#) and click on the "class registration overrides" link. In order to secure an override in advance (other than for closed classes), it is advised that students submit their requests TWO WEEKS prior to early registration or to the regular registration deadline. Late submissions risk not being processed in time for approval.

The process for securing an override is as follows:

- Complete the online override form specifying the type of override needed, including your student ID and the index number(s) to course(s) you wish to enter. Submit the electronic form to the administrative assistant, who will then notify you as to the approval or disapproval of the request.

NOTE: HOUR OVERLOADS: The program recommendation is no more than 9 hours per semester. All requests for additional hours must be approved by the program coordinator. Please note that not all overrides or requests are granted.



Faculty Advisement



Faculty advisors advise students regarding coursework, certification and licensure requirements, program policies and procedures, changes in degree plans, and educational and career needs. While students may consult with any faculty member, each student is assigned a specific faculty advisor by area of emphasis. That faculty advisor is identified on the degree plan. Consultation

with the faculty advisor should be sought whenever questions arise. It is recommended that you meet with your faculty advisor to plan a course of study during your first semester.



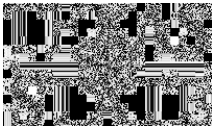
Faculty may be reached via email, campus phone, or in person by appointment, during office hours. In order to receive the timeliest response, it may be helpful to make your initial contact via multiple forms of communication. Include in your message an inquiry as to the preferred mode of communication for that faculty member. Faculty have individual preferences as to which form of communication is most favored.



Keep in mind that there may be times when faculty members will be temporarily unavailable. If you do not receive a timely response to a time sensitive question, you may want to contact an administrative assistant or another faculty member.



All faculty are listed in [Appendix A](#).



Frequently Asked Questions



What is the Professional Counseling Performance Evaluation Form?

The [Professional Counseling Performance Evaluation Form](#) was developed by the faculty in the Professional Counseling Program to objectively assess student performance and progress in the program. The form is used to assess performance and progress in all experiential courses (e.g., advanced intermediate methods classes, practicum, etc.), but also may be used in any class in order to advise a student of deficiencies. Students must keep all performance evaluations throughout the program and submit them for admission to Practicum (COUN 5689) and Internship (COUN 5389).



Do I need a parking sticker to park at the Round Rock Higher Education Center RRHEC campus? Yes. All students, faculty, and staff who operate or park a vehicle on either campus (San Marcos or Round Rock) must register the vehicle with Parking Services and purchase a permit. For additional information contact [Parking Services](#) by phone at (512) 245-2887.



Are there any student organizations that I can join?

The Sigma Tau Sigma Chapter of Chi Sigma Iota (CSI) is located here at Texas State University–San Marcos for students in the M.A. Program for Professional Counseling and the M.Ed. Program for Counseling and Guidance. Chi Sigma Iota is an International Counseling Honor Society that promotes academic, professional, and scholarly excellence among counseling students and professionals. To learn more about Chi Sigma Iota, please refer to the [Counseling Advocacy & Professional Organization Associations](#) section in the back of this handbook.

The Graduate Student Affairs Council (GSAC) is a student organization promoting professional development and support for students working toward their M.A. or M.Ed. degree with an emphasis in student affairs. While the organization is primarily geared toward students working toward their degree in student affairs, membership to GSAC is open to any graduate student in

the Educational Administration and Psychological Services department. For more information either [email GSAC](#) or visit their [website](#).



What is the style of writing required by the program?

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



When do I see my first “real” client? And what about groups?

You will see clients during your Intermediate Methods class. You will either take COUN 5360, COUN 5366, COUN 5370, COUN 5373 or a combination, depending on your degree plan. You will see a client or possibly more than one client if you are taking COUN 5360. In addition, if you take COUN 5366, you also will be responsible for finding a group to co-lead. Also note that during your COUN 5689 Practicum class, you will be primarily responsible for finding a group to co-lead. It would be a good idea to keep this in mind well before your enrollment in these two classes.



Do I need to pass the comprehensive exam to be considered for practicum?

Students do not necessarily need to have passed the comprehensive exam to be considered for Practicum. However, they must have at least sat for the exam once to apply and met the pass rate criteria (see Comprehensive Examination section).



Where can I find information about the site-based internships?

A list of pre-approved supervisors is available from the Practicum/Internship Coordinator (see [Appendix A](#)), and new sites are possible depending upon your interest. Please remember that we do not approve sites but rather supervisors. See the COUN 5389 [Internship Guidelines](#) for more details, as well as the following:

- ◆ Apply for the internship class through the program.
- ◆ Paid internships are possible, but be advised that all interns are ultimately responsible for securing their paid or unpaid internship sites.
- ◆ It may be helpful to volunteer at potential internship sites prior to entering into internship.
- ◆ Begin considering and reviewing potential internship sites at least one semester prior to registering for internship.
- ◆ Internship information is regularly posted on the [listserv](#), including those sites that are seeking interns.
- ◆ The internship experience is an important part of your personal and professional growth and direction. Choose sites accordingly.
- A portion of your accrued internship hours may count toward your post-graduation supervised hour requirements (see specific licensure requirements).
- ◆ It is recommended that students be proactive in seeking accurate, up-to-date information regarding internship requirements.

- ◆ Once per year, [Chi Sigma Iota International Honor Society](#) holds an Internship Fair. This event allows numerous internship sites to present information about their sites to counseling graduate students.



What is required of my supervisor during site-based internship?

Site supervisors must be licensed or certified in their mental health field in one of the following disciplines: LPC, LMFT, Psychologist, LCSW, or Certified School Counselor. Supervisors also must have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical instruction. This is verified through the site supervisor's Professional Self-Disclosure for Supervision required for site approval.



Where can I find information about the student affairs internships?

M.Ed. students with an emphasis in student affairs are required to take two semesters of internship, COUN 5388. The internships require 150 clock hours of involvement. Students considering an internship should visit with the appropriate faculty member at least one semester before the internship class is taken. Drs. Cooper and Carpenter supervise the internships and Dr. Cooper is the coordinator for internships.



Can the site-based internship be completed after graduation?

Only for deficiency plan students.



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

Yes. Students currently enrolled in their first semester of internship do reapply through the program for their second semester. Only the choice of section page needs to be completed, not the entire application packet. Students enrolled in first semester internship will have priority placement for a seat in an internship class, but not the section.



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

No. Hours accrue only during the semester enrolled, i.e., from the semester's beginning date through to the end date. If students choose to maintain clients between semesters to meet internship site requirements, client needs, or to sustain momentum for student hours, arrangements must be made with the site to do so. The site must be willing to assume all liability and responsibility for your work between semesters, and provide written verification of such agreement.



Can I transfer hours from one semester of internship (5389) to the next semester?

You are required to complete 600 hours total hours (320 indirect; 240 direct) over the course of your internship semesters. If your internship site and/or semester length does not result in evenly spaced semester hours (300 total hours, 180 indirect, and 120 direct), you may work directly with the professors involved to coordinate those hours. Keep in mind that during internship you will develop therapeutic relationships with clients. This requires that you remain at your site, providing services to those clients, for the entire duration of the semester. In other words, even if you complete your direct and indirect hours prior to the semester ending, you must complete all obligations, attend class, and continue seeing clients for the remainder of the semester.



Do Continuing Education hours count anytime during my enrollment in the counseling program? No. Continuing Education hours only count after you are a licensed professional. However, maintaining a file of such experiences can later document special, or additional, training.



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

The LMFT and LPC Boards require 300 clinical hours as part of their academic requirements, of which 100 must be face-to-face, direct client contact. Extra hours, up to 400, may be applied to the 3,000 post-graduate hours. Based on CACREP accreditation standards, the Texas State program requires a minimum of 700 hours (see table below), which is 400 beyond the number required by the state licensing boards. Thus, students graduating from the Texas State counseling program will have an extra 400 clinical hours that can apply toward the 3,000 hours required by the licensing boards, provided sufficient documentation is provided upon application. It is up to the individual student to maintain a log of hours, and keep a copy of all Practicum Documentation Forms issued by the program. It remains under the purview of the State Boards (LPC and LMFT) to accept and approve hours submitted by the student. We suggest keeping a permanent file of all practicum and internship hours, in case you move to a different state and need to reapply for a new licensure/certification.

	COUN 5689	COUN 5389	COUN 5389	TOTALS
Direct Client Contact Hours	40	120	120	280
Indirect Hours	60	180	180	420
Totals	100	300	300	700



Will hours in career counseling count toward the required hours toward Licensure? Career counseling is one aspect of professional counseling, so the hours are not differentiated. All hours required for licensure must be taken as a student or under supervision after receiving a temporary license.



If I am on the School Counseling (Child/Adolescent Counseling) M.A. track, are there additional courses that I must take to apply for a temporary license with the LPC Board? No, there are no additional courses that you must take to apply as an LPC intern at this time.



What is considered a "full time course load: for the Program? Nine credit hours is considered full time. Students must get permission from the Program Coordinator to take twelve credit hours.



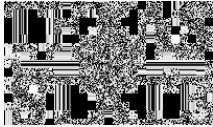
How long does it take to complete the Counseling Program? Depending on number of courses taken each semester, completion of required experience hours in clinical courses, flexibility in schedule, and availability of classes, the date of completion can vary from student to student. Meeting with your Faculty advisor early can help to determine a projected/estimated completion date.



When I have a name or address change, who do I contact?
You should make two calls: one to the Graduate College, and the other to the Professional Counseling Program. Accurate records must be maintained in each office.



What happens if I sit out a semester or two? Will I be dropped from the program?
Should you decide to sit out a semester or more, please notify your faculty advisor so an accurate count of active students can be maintained. According to the Reapplication Policy and Procedure located in the [Graduate College Catalog](#), if a student has not been enrolled for 4 consecutive semesters (summer counts as 2 semesters), the student must reapply with the Graduate College and program approval must be secured in order to continue taking classes. You will also then need to contact Texas State IT Services to continue with email privileges.



Professional Counseling Performance Standards



PROGRAM STANDARDS

Students enrolled in the Professional Counseling Program must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the [2005 ACA Code of Ethics](#) and any other relevant codes of ethics (see [Counseling Advocacy and Professional Associations](#)) of relevant professional associations and the State of Texas. A student's acceptance in the Professional Counseling Program does not guarantee professional fitness, which is required to remain in the program. At any time if a student does not seem professionally fit, he/she may be referred to a Program Standards Committee to discuss the student's needs.



ACADEMIC APPEAL POLICY

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 grade change must be approved by the Department Chair, the Dean of the College of Education, and/or the Dean of the Graduate College. Students who wish to appeal a grade should first discuss the issue with the instructor. If no resolution is reached, the student may appeal to or discuss a concern with the department chair. If no satisfactory conclusion can be reached at this level, the student may appeal to the college dean. The dean's decision is final.



STUDENT RETENTION POLICY

Students must attain a course grade of "B" or better in all required courses for the degree. If your cumulative grade-point average falls below 3.0 during any semester of enrollment at Texas State, you will be placed on academic probation. In your next semester of enrollment you must raise your cumulative graduate school GPA to 3.0 or above, or you will be suspended from the Graduate College. When you have achieved a GPA of at least 3.0 at the end of your semester of

probation you will be notified by the Graduate College that you have been removed from probation status.

RE-ADMISSION

Following suspension status for six months, you may petition your graduate advisor and the Dean of the Graduate College for permission for re-admission. Each re-admission decision is made on an individual basis. If you are re-admitted after you have been suspended, you must maintain a 3.0 GPA in each semester of enrollment.

EVALUATING STUDENT PERFORMANCE

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, the code of ethics, and the [Professional Counseling Performance Evaluation Form](#).

STUDENT REVIEW POLICY AND APPEAL PROCESS

Required Withdrawal from the Program

If a faculty member believes that a student is not making satisfactory progress or meeting program, professional, or university standards, that faculty member will discuss the situation with the student. If the faculty member believes the student's performance cannot improve to acceptable standards, the faculty member may refer the student to a Program Standards Committee.

This committee will provide the student, in writing, with concerns regarding non-satisfactory progress, and provide the student an opportunity to meet with the committee to discuss those concerns. After considering the matter, and within 10 working days of meeting with the student, the committee will report to the student and the department chair its recommendation that the student either be allowed to remain in or be removed from the program, and/or that the student must meet specified conditions to remain in the program. Within 10 days of the receipt of such information, the student will notify the Chair of the Department of Educational Administration and Psychological Services of the acceptance or appeal to the committee's recommendation. Lack of notification is taken to mean acceptance. If the student is recommended to stay in the program, the committee may develop a growth plan.

If the student appeals the decision, the department chair will determine whether or not the student remains in the program or is subject to specified conditions. The department chair may or may not meet with the student prior to this decision. The chair's final decision will be provided to the student in writing.

Final Appeal

A student who is dissatisfied with the chair's decision may appeal to the Dean of the College of Education. For an appeal to be considered, the student must submit a written notice for an appeal

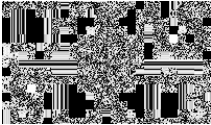
to the department chair within ten working days of receiving the chair's decision. The dean will consider the matter and notify the student of her or his decision within ten working days of receipt of the appeal from the chair.

**For the official policy on the appeals process, refer the [Graduate College Catalog](#).



Professional Endorsement Policy

The Professional Counseling Faculty will not endorse any graduate from this program for a license or certification for which they have not been trained.



Certification and Licensure



SCHOOL COUNSELING TExES EXAMINATION

Students with an emphasis in school counseling are required to complete the courses outlined in a degree or deficiency plan, to successfully pass the state TExES # 152 for school counselors, and to have completed two years of teaching experience in a public or accredited private school (to become fully certified as a Professional School Counselor). All coursework for certification must be completed before students are allowed to take the TExES. Students must be in their practicum semester (COUN 5389) and meet Texas State departmental requirements prior to receiving approval to take the TExES #152.

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

- ✓ A copy of their degree plan or deficiency plan;
- ✓ A copy of their current transcript which shows which courses have been completed;
- ✓ A completed departmental approval form (for TExES), available from the TExES Exam Coordinator.

This material should be submitted to the TExES Exam Coordinator (see Appendix A) one month prior to the exam administration date. Once these materials are received by the TExES Exam Coordinator 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:

1. Go to SBEC website to update profile and retrieve ID number

<https://secure.sbec.state.tx.us/SBESOnline/>

2. Register for TExES at <http://texas.ets.org> (make sure to create an account with ETS; go through the “quick start” guides at the bottom of the webpage)
- Note: 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 Professional School Counselor:

- ✓ A copy of an official service record (or letter from principal or superintendent on letterhead stationary showing years worked, number of days per year worked, and capacity of service, e.g. classroom teacher)
- ✓ A copy of a final transcript showing master’s degree awarded (if not Texas State graduate)

This material should be submitted to the Deficiency Plan Coordinator (see [Appendix A](#)).



LICENSED PROFESSIONAL COUNSELOR

All of the emphases in the M.A. with a major in Professional Counseling meet 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 Professional Counseling Faculty recommends students take the NCE examination the same semester as they take the Counselor Preparation Comprehensive Examination. Both examinations cover the same eight core subject areas. Students may, however, choose to take the NCE examination during practicum or internship semesters (COUN 5689 & 5389). Our graduates may take the NCE examination within 4 months of graduation at the “student” rate.



LICENSED MARRIAGE AND FAMILY THERAPIST

The Marital, Couple, and Family Counseling emphasis meets the requirements to become a [Licensed Marriage and Family Therapist \(LMFT\)](#) as well as an LPC.



DOCUMENTATION FOR LICENSURE: LICENSED MARRIAGE & FAMILY THERAPIST AND LICENSED PROFESSIONAL COUNSELOR

Submit the following documents:

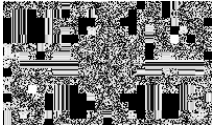
- ✓ [Practicum Documentation](#) forms: one form for Practicum and one form for each Internship, documented and signed by the appropriate professors and maintained by each student, are needed. Practicum/Internship hours should be documented according to LPC and LMFT requirements (see respective websites for documentation requirements).
- ✓ A copy of the final transcript showing that a master's in Counseling has been conferred. Deficiency plan students must submit transcript to document courses completed.
- ✓ Documentation from the National Board for Certified Counselors demonstrating that the student has passed the National Counselor Examination (NCE) OR student must contact LPC Board to get an approval letter to take the NCE.

The above documents are to be submitted to either the Texas State Board of Professional Counselors or the Texas State Board of Marriage and Family Therapists along with the completed application packet for a temporary licensure.



REGISTERED PLAY THERAPIST

Please consult the [Association for Play Therapy](#) (APT) website for specific requirements. Requirements to be a Registered Play Therapist (RPT) include 150 hours of instruction in play therapy. COUN 5369 counts as 40 hours; COUN 5373 and COUN 5381 count as 67.5 hours each. You can earn additional instructional hours by attending APT-approved workshops. RPTs are also required to have a supervised play therapy experience. However, supervised play therapy experience in Practicum (COUN 5689) and Internship (COUN 5389) will count, so be sure to keep a detailed log of those play therapy hours.



Liability Insurance



All students who register for an intermediate methods course (COUN 5360, 5366, 5370, 5373) or practicum/internship course (COUN 5689, 5389) are required to show proof of student counseling liability insurance. Students can join through the [Texas Counseling Association](#), the [American Counseling Association](#), or the [American School Counseling Association](#), which allow members with student status to carry low-cost liability insurance. In some instances, interns may be required to provide health certificates to work with clients. These certificates may be obtained through the University Health Center.

Reminder: Liability insurance should be purchased prior to taking intermediate methods or practicum courses to avoid delays in working with clients. You will be required to provide a copy of liability insurance at the beginning of each class in order to verify coverage. Students are also responsible for renewing the insurance as needed.



Practicum/Internships



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

- ◆ COUN 5689, Clinical Practicum
- ◆ COUN 5389, Site-Based Internship
- ◆ COUN 5388, Internship Student Affairs

NOTE: Students must reapply between internship semesters.



ELIGIBILITY

COUNSELING PROGRAM

Eligibility for the above courses is based on successful completion of the prerequisite courses. Students should adhere to the sequence of courses in the degree outline and advising provided by faculty. Although there may be occasions to obtain special permission to take a course out of sequence, students should realize that it is in their best interest to adhere to the sequence. Specific course prerequisites for the specific practicum experiences are outlined in the [Graduate Catalog](#) and on [CATSWEB](#).

Students must have a 3.0 grade point average in all graduate courses (i.e., "B" or better in each class) to apply and register for Practicum/Internship. Every applicant must be approved by the faculty member who is teaching the desired section. Any faculty member may challenge the student's eligibility or fitness for the Practicum/Internship under the "[Student Fitness and Performance](#)" guidelines of the Department of Educational Administration and Psychological Services. No student will be admitted to any Practicum/Internship course until all challenges for fitness have been resolved.

Priority of placement is based on:

- Passing (or within 2 points) the CPCE (placement will not be made without this being met) [see Note below].
- Most required courses completed (not including COUN 5351 and electives)
- Time/date of submission

NOTE: Effective for Spring 2007, the CPCE examination (comprehensive examination) must be passed, or the score must be within the standard error of measurement (90), for the student to proceed to COUN 5689, Clinical Practicum. A passing score must be obtained to proceed to COUN 5389, Site Internship. Students who fail after the first attempt will meet with their advisor prior to signing up for the CPCE for the second time. Additionally, students who fail after a second attempt will meet with a Program Standards Committee (PSC). Upon the third failed attempt and based on PSC recommendations, students cannot register for classes and may not be allowed further attempts at comps.

APPLICATION AND DEADLINES

Application for practicum/internship experiences must be submitted for each experience. Acceptance and completion of one course does not guarantee acceptance into a second course. Application forms are available from the [Practicum/Internship Coordinator](#) (see Appendix A). Application deadlines are posted each semester, but, in general, they are as follows:

<u>Practicum Semester</u>	<u>Application Deadline</u>
Fall	2nd week in March
Spring	2nd week in October
Summer Sessions I and II	2nd week in March

Written notification of acceptance to a practicum/internship will be provided as soon as all applications have been processed. The assigned supervisor of each section will provide specific information and guidelines to those students registered in that section. Students whose applications are not accepted must reapply for the subsequent semester.

Those students who missed the application deadline will be put on a waiting list in priority order, should an opening become available.



CLINICAL PRACTICUM (COUN 5689): held in The Professional Counseling Clinics on both the San Marcos and Round Rock campuses

The clinical practicum is conducted under the direct supervision of a Professional Counseling Program faculty member. You are required to apply for practicum. In so doing, you may apply for your preferred faculty member and practicum site (NOTE: The program cannot guarantee a specific practicum professor or site). We strongly suggest you plan and request a professor specific to your emphasis. Applications are due according to the schedule listed earlier in this handbook. The clinical practicum includes 100 hours of clinical work comprised of the following:

- ◆ co-leading a counseling group focusing on personal and/or interpersonal development (20 direct hours) with a licensed or certified counseling professional (e.g., LPC, LMFT, LCSW, Licensed Psychologist, or Certified School Counselor); Please be aware: You will be required to secure an off-campus group counseling site where you will earn the hours.
- ◆ conducting individual counseling sessions with clients (individual, children, adolescents, couples, and families) under live supervision with a counseling program faculty member (20 direct hours); and
- ◆ participating in three hours of group supervision per week, observation of other student's counseling sessions when time permits, preparing case notes, and doing extended research to prepare for counseling sessions each week (60 indirect hours).



SITE-BASED INTERNSHIP (COUN 5389)

The site-based internship experience is completed at a pre-approved site and with a pre-approved supervisor chosen by the student. See [Guidelines to Internship \(COUN 5389\)](#) for more details. If a new internship site is desired, the student must gain prior approval through coordination by site personnel and the [Clinical Experience Coordinator](#). Students should indicate their proposed site in the application for internship.

If a new site is desired:

- ✓ The site supervisor must have submitted a Professional Disclosure Statement for Supervision (see [Guidelines for Internship](#)) and be deemed appropriate by the Practicum/Internship Coordinator.
- ✓ Appropriate forms (e.g. Memorandum of Agreement, Intern Activity Plan, etc.), which are found in the Internship Packet must be provided to the coordinator.
- ✓ Final assignment to the internship will then be made.

Site supervisors must hold a state (non-temporary) license in their discipline (LPC, LMFT, LCSW, Licensed Psychologist), or be Certified as a School Counselor.

NOTE: It is recommended that students begin arranging their sites and updating their vitas* early in the semester prior to their internship semester.

*Vita = a biographical resume of one's career and training, as prepared by a person applying for a job (See [Career Services](#) for preparation assistance, if necessary).

Internship Sites: To meet Program and CACREP standards, the following parameters for COUN 5389, Site-Based Internship, are as follows:

▲ Community Counseling (208.11)

The internship site is to provide the student the opportunity to use preventative, developmental, and remedial interventions with appropriate clientele and community interventions.

Over the course of the two, sequential COUN 5389 experiences:

- 120 direct client contact hours (50%) must be in a community agency setting;
- The remaining 120 direct client contact hours (50%) may be in an alternative setting, such as a school.

This allows a student to be in a school setting for both semesters, while working at night or weekends in a community agency setting resulting that over the course of both semesters combined the hours are 50/50 for each setting. Or, it allows a student to do one semester in a school setting and one semester (like summer) in a community setting, still with the 50/50 split.

The student intern must log a total of 600 hours across 2 semesters: 240 direct client contact hours, and 360 indirect hours.

▲ Marital, Couple, and Family Counseling (208.12)

The internship site is to provide the student with the opportunity to demonstrate systemic approaches, primarily with couples and families.

Over the course of the two, sequential COUN 5389 experiences:

- Each semester, we recommend 60 direct client contact hours (50% each semester) must be in community setting;
- The remaining 60 direct client contact hours (50% each semester) may be in an alternative setting, such as a school.

Regardless of the setting, each semester:

- 61 hours direct client contact hours with couples and/or families
- The remaining 59 direct client contact hours may be work with individual clients from a systemic perspective.

The student intern must log a total of 600 hours across 2 semesters: 240 direct client contact, 360 indirect hours.

▲ School Counseling (201.21)

The internship site for one semester of COUN 5389 is to be in a K-12 school counseling setting through the school counseling program at the school. The site supervisor should be a certified for 2 years or have a minimum of 2 years professional school counseling experience. The student intern will have the opportunity to demonstrate individual and group counseling approaches to enhance the personal, academic, and career success of K-12 students as well as demonstrate competence in consultation with parents and school staff, and coordination of the school counseling program. It is expected that the school is following the state approved Developmental Guidance Plan.

- A total of 240 direct client contact hours should include individual and group counseling of students, classroom guidance presentations,

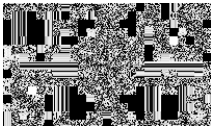
consultation services to parents and teachers.

- The student intern must log a total of 600 hours: 240 direct client contact, 360 indirect hours.



STUDENT AFFAIRS INTERNSHIP

Counseling M.Ed. students with an emphasis in Student Affairs are required to take two semesters of internship COUN 5388. The internships require 150 clock hours of involvement. Students considering an internship should visit with the appropriate faculty member at least one semester before the internship class is taken. Drs. Cooper and Carpenter supervise the internships, and Dr. Cooper is the coordinator for student affairs internships.



Comprehensive Examination

Every candidate for a M.A. degree must pass a comprehensive examination (the Counselor Preparation Comprehensive Examination [CPCE]). This is a national exam taken by the student after completion of core coursework and prior to enrolling in Practicum. Registration for the exam is \$50.00. A published description of the exam and sample questions can be found in [Appendix B](#). Contact the Comprehensive Exam Coordinator (see Appendix A) for information regarding the examination and the application process. [Study resources](#) are available at the Alkek Library. Candidates for a M.Ed. with an emphasis in Student Affairs must schedule an Oral Comprehensive Exam with the Oral Exam Coordinator (see [Appendix A](#)), in place of the CPCE.

The CPCE is offered at the beginning of each semester, typically in February, June, and September. Applications are distributed via the student listserv, and collected/due one semester prior to the intended testing date.

The exam is administered in the Testing, Research-Support and Evaluation Center (TREC) in Lower Commons Hall. Students are required to show an ID prior to being admitted to the testing center. Testing fee is also due on the date of the exam. No food or drinks are permitted. Students arriving late and/or without proper ID will not be admitted into the testing center.

Once scores are received from the national scoring center, the Comprehensive Exam Coordinator will notify the student. A report reflecting the student's Comprehensive Exam score will be sent to the Graduate College no later than ten (10) days prior to the date of commencement at which the degree is to be conferred.

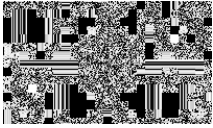
Effective Spring 2007, the CPCE must be passed, or the score must be within 2 points (the typical standard error of measurement) for the student to proceed to COUN 5689 Clinical Practicum. A passing score must be obtained to proceed from COUN 5689 to COUN 5389 Site-Based Internship. The Professional Counseling Program established the passing score of 92. Additionally, any student who fails after a second attempt will be required to meet with a Program Standards Committee. Upon a third failed attempt, a student may no longer register for courses and will be advised regarding remaining in the program by the Program Standards Committee.

COUNSELING PROGRAM

The CPCE must be taken:

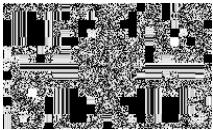
- ✓ As soon as the student completes the following courses (can be taken in any order); and
- ✓ No later than the semester the student applies to take the Clinical Practicum (COUN 5689):

COUN 5301	Community Based Counseling (or COUN 5328 Counseling in Schools: Orientation and Ethics)
COUN 5305	Assessment in Counseling (previous equivalent course: COUN 5330, Assessment for School Counselors)
COUN 5307	Theories of Counseling and Personality
COUN 5316	Counseling Diverse Populations
COUN 5350	Professional Orientation and Ethics
COUN 5354	Basic Techniques in Counseling (previous equivalent courses: COUN 5250/5207/5378)
COUN 5355	Career Counseling
COUN 5358	Dynamics and Process in Group Counseling (previous equivalent course: COUN 5258)
COUN 5359	Abnormal Human Behavior
COUN 5368	Developmental Issues in Counseling Children, Adolescents and Adults
COUN 5391	Research Methods



Oral Comprehensive Examination

M.Ed. Counseling and Guidance – Student Affairs Emphasis students need to pass an oral examination in the last semester of enrollment. Students should schedule an appointment with Dr. Cooper to discuss the examination no later than the sixth week of the semester. Subsequent to that meeting, the student will schedule the examination with two student affairs faculty members including Dr. Cooper. The examination must be completed no later than two weeks before the end of the semester that the student is graduating.



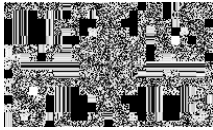
Thesis

Degree audits are set up according to “thesis” and “non-thesis” options. For more information about theses, including procedures for finding a topic and choosing a thesis chair and committee, please refer to [A Guide to the Preparation of Theses and Dissertations](#).

If you did not choose a thesis option when applying to the program, you can add the thesis to your degree plan by contacting your assigned advisor or the [Graduate Advisor](#). Two courses are assigned for the thesis:

- 5399A Thesis. (3-0) This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in COUN 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.
- 5399B Thesis. (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

Please note: Thesis courses are additional hours to the degree plan; they may not be used in lieu of electives. These two courses will be taken at the end of the student's program.



Counseling Advocacy & Professional Associations



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



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 ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY

The American Association for Marriage and Family Therapy (AAMFT) is the professional association representing those in the field of marriage and family therapy. The purpose of AAMFT includes research, theory development, and education with regards to marriage and family therapy. Every year, the AAMFT hosts an annual conference and provides avenues to

COUNSELING PROGRAM

obtain continuing education hours required for continued certification. As a member of AAMFT, members receive journals and other publications, such as the *Journal of Marital and Family Therapy* and the *Family Therapy Magazine*. The AAMFT also publishes brochures and pamphlets that provide information about marriage and family therapy to the public. Also, AAMFT offers products to promote professional development. These items include videotapes, books, and brochures.

American Association for Marriage and Family Therapy (AAMFT)
112 South Alfred Street
Alexandria, VA 22314-3061
Phone: (703) 838-9808
Fax : (703) 838-9805 Website: www.aamft.org



INTERNATIONAL ASSOCIATION OF MARRIAGE AND FAMILY COUNSELORS

The International Association of Marriage and Family Counselors (IAMFC) is a division of the ACA that embraces a multicultural approach in support of the worth, dignity, potential, and uniqueness of the families we serve. IAMFC members help develop healthy family systems through prevention, education, and therapy. This organization promotes excellence in the practice of couples and family counseling by creating and disseminating first-class publications and media products, providing a forum for exploration of family-related issues, involving a diverse group of dedicated professionals in our activities, and emphasizing collaborative efforts.

Website: www.iamfc.com/



AMERICAN SCHOOL COUNSELOR ASSOCIATION

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

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



TEXAS COUNSELING ASSOCIATION

The Texas Counseling Association (TCA) is one of the 56 branches of ACA, and represents counseling professionals in the State of Texas interested in advocacy, lobbying, and the general

promotion of the counseling profession. By joining TCA, you will receive the TCA journal and become eligible for professional liability insurance at affordable cost. Your dues provide TCA with the opportunity to lobby on behalf of both counselors and the counseling profession. For example, TCA was largely responsible for school counselors being included in the \$3,000 raise for teachers in the spring of 1999. TCA also provides invaluable legal advice on professional and personal matters to all TCA members.

There are also local chapters of TCA throughout the state. The Capital of Texas Counseling Association is located in Austin, and the South Texas Counseling Association serves the region surrounding San Antonio. You may call the TCA office for information on your local chapter membership brochures.

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

 ASSOCIATION FOR PLAY THERAPY

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

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

 NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS

The National Association of Student Personnel Administrators (NASPA) promotes the professional development and advocacy of student affairs personnel and faculty in their mission to enhance and provide a quality college experience for students attending colleges throughout the United States. Members enjoy benefits through publications, such as the online *NASPA Journal* and *The Leadership Exchange Magazine*. NASPA provides professional development opportunities, including the annual national conference and institutes, which provide continuing education in higher education. NASPA also provides leadership and volunteer opportunities through Knowledge Communities, which are communities focusing on different topics such as

small colleges and universities, women in student affairs, international education, administrators in graduate, professional student services, etc.

National Association of Student Personnel Administrators
1875 Connecticut Ave., NW, Ste. 418
Washington, DC 20009
Phone: (202) 265-7500
Fax: (202) 797-1157 Website: www.naspa.org/

 AMERICAN COLLEGE PERSONNEL ASSOCIATION

The American College Personnel Association (ACPA) promotes professional development, research, advocacy, and continuing education for students enrolled in educational programs focused on higher education, faculty whose research and teaching is geared toward higher education, and student affairs administrators. Membership benefits of ACPA include professional development opportunities, such as the annual national convention and institutes to promote continuing education. ACPA also provides publications to its members, such as the *Journal of College Student Development*.

American College Personnel Association
One Dupont Circle, NW Suite 300
Washington, DC 20036-1188
Phone: (202) 835-2272
Fax: (202) 296-3286 Website: www.myacpa.org

 CHI SIGMA IOTA INTERNATIONAL HONOR SOCIETY

Chi Sigma Iota is an international honor society comprised of graduate students and professionals in counseling. The mission of Chi Sigma Iota, “is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling” (see: www.csi-net.org). Sigma Tau Sigma is the CSI chapter at Texas State University–San Marcos. Member benefits of CSI include:

- **Events** designed to promote the professional development of members and opportunities to network with colleagues and professionals in the community.
- **Information** relevant to the counseling field through the *Exemplar*, the informative and scholarly international newsletter distributed to all members from CSI headquarters.
- **Local chapter info** through web site, membership meetings, emails, and newsletters.
- **Recognition** as an academically outstanding professional counseling student.
- **Connection** to alumni of Texas State through their membership and participation.

Chi Sigma Iota
P.O. Box 35448
Greensboro, NC 27425-5448

Chi Sigma Iota – Sigma Tau Sigma Chapter
EAPS Dept., Education Bldg., 4th Floor
601 University Dr.

COUNSELING PROGRAM

Phone: (336) 841-8180
Fax: (336) 841-8180
Website: www.csi-net.org

San Marcos, Texas 78666
Website: www.eaps.us/csi-sts
Email: csi@txstate.edu



OTHER RELEVANT PROFESSIONAL ORGANIZATIONS

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

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

Texas State Board of Examiners of Marriage and Family Therapists
www.dshs.state.tx.us/mft/













Texas School Counselor Association
www.texaschoolcounselor.org

Texas Association for Play Therapy
www.TxAPT.org

For a complete listing, see: [Access! Counseling Referrals and Resources](http://www.texastherapists.com/ProfessionalOrganizations.html)
www.texastherapists.com/ProfessionalOrganizations.html



Frequently Used Phone Numbers and/or Websites

	Alkek Library	245-2133
	www.library.txstate.edu	
	Library Hours	245-2187
	Allies of Texas State	245-1710
	www.msa.txstate.edu/allies/allies_program.htm	
	Assessment and Counseling Clinic	245-8349
	www.eaps.us/counseling/tsuclinic/	245-2575
	Aqua Sports Center	245-3941
	www.campusrecreation.txstate.edu/Informal/inf_asc.html	
	Career Services	245-2645
	www.careerservices.txstate.edu	
	Cashier's Office	245-2544
	www.txstate.edu/gao/	
	CATSWEB (registration)	245-2287
	catsweb.txstate.edu/catsweb/catsstud.htm	
	Helpline	245-7888
	Counseling Center	245-2208
	www.counseling.txstate.edu	
	Disability Services	245-3451
	www.ods.txstate.edu	
	Interpreter Services	245-8374
	Division of Student Affairs	245-2152
	www.vpsa.txstate.edu/	
	Financial Aid	245-2315
	www.finaid.txstate.edu	
	Graduate College	245-2581
	www.gradcollege.txstate.edu	

COUNSELING PROGRAM

 LBJ Student Center www.lbjsc.txstate.edu	245-1641
 Loan Collections www.txstate.edu/sbs/	245-2721
 Non-Traditional Students Org. www.studentorgs.txstate.edu/ntso	245-3613
 Parking Services www.parking.txstate.edu	245-2887
 Recreational Sports www.campusrecreation.txstate.edu	245-2392
 Registrar's Office www.txstate.edu/registrar	245-2367
 RRHEC (Round Rock Higher Ed. Center) www.rrhec.txstate.edu Round Rock Counseling Clinic	(512) 716-4000 (512) 716-4250
 Student Health Center www.healthcenter.txstate.edu	245-2161
 Student Organizations www.studentorgs.txstate.edu	245-3656
 Transcripts catsweb.txstate.edu/catsweb/catsstud.htm	245-2728
 TxTRAM www.aux-srvcs.txstate.edu/tram.htm	754-8993
 Writing Center writingcenter.english.txstate.edu/	245-3018



Appendix A: Faculty and Staff Information

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Dr. Mary Morrison mm90@txstate.edu
-  Student Affairs
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C O U N S E L I N G P R O G R A M

Coordinator; Student Affairs
Internship Coordinator

If you are searching for on-campus phone numbers of faculty member, see: <http://www.eaps.us/facstaff>



Appendix B: Counselor Preparation Comprehensive Examination (CPCE)

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 programs. The CPCE will also provide collective feedback that can be used by programs in developing/adapting curriculum.

Benefits for Programs

- ◆ Allows master's program comprehensive exams to better meet psychometric standards.
- ◆ Gives programs an objective view of the knowledge level of their students.
- ◆ Allows programs to examine student functioning in various curricular areas.
- ◆ Promotes longitudinal self-study.
- ◆ Compares a program's results to national data.
- ◆ Stimulates student integration of knowledge learned in separate courses.
- ◆ Gives students comparative strength/weakness feedback.

Development

The CPCE is researched, developed and distributed by both the Research and Assessment Corporation (RACC) and the Council for Credentialing and Education (CCE), two new affiliate corporations of the National Board of Certified Counselors (NBCC).

The item writing committee was selected from masters and doctoral level professionals. The committee compiled a comprehensive listing of text by surveying all counselor education programs. Over 100 programs submitted the references they use for counselor training. Each question was developed based on information found in the most commonly used textbooks. A list of these texts will be provided to each program as a study aid for their students.

Content

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

1. Human growth and development – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. Social and cultural foundations – studies that provide an understanding of issues and trends in a multicultural and diverse society.

3. Helping relationships – studies that provide an understanding of counseling and consultation processes.
4. Group work – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. Career and lifestyle development – studies that provide an understanding of career development and related life factors.
6. Appraisal – studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. Research and program evaluation – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. Professional orientation and ethics – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

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

A sample item from each CACREP content area follows:

Human Growth and Development

1. Erikson described independence as an important issue in the second year of life and identified this stage of development as
 - A. autonomy versus shame and doubt.
 - B. concrete operations versus object permanence.
 - C. motor versus mind development.
 - D. self versus other differentiation.

Social and Cultural Foundations

2. Cultural identity development models typically start with the _____ stage.
 - A. dissonance
 - B. immersion
 - C. conformity
 - D. introspective

Helping Relations

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

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

Group Work

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

Career and Lifestyle Development

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

Appraisal

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

Research and Program Evaluation

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

Professional Orientation and Ethics

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

C O U N S E L I N G P R O G R A M

- C. American Mental Health Counselors Association
- D. Association of Counseling and Related Educational Professions

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

Format

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

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

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

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