

TEXAS WOMAN'S UNIVERSITY
MASTER'S STUDENT HANDBOOK
PROGRAM IN COUNSELING AND DEVELOPMENT

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MASTER'S STUDENT HANDBOOK PROGRAM IN COUNSELING AND DEVELOPMENT

Welcome to the Counseling and Development Program at Texas Woman's University. This handbook is designed to assist you, the master's level student, with everything that you need to know to be successful in your matriculation process here.

This handbook was created to serve as a supplement to the Graduate Catalog and the Counseling and Development Program Clinical Handbook. It is your responsibility as a student to be familiar with the content of the Graduate Catalog under which you will be entering graduate work and with the contents of this Master's Student Handbook. To confirm that you have indeed read this handbook and have understood the responsibilities, policies, and procedures outlined herein, please sign the Agreement Contract at the end of this handbook and submit it to your advisor for inclusion in your permanent student file.

I. GENERAL INFORMATION

INTRODUCTION TO THE COUNSELING AND DEVELOPMENT PROGRAM

The Counseling and Development program at Texas Woman's University prepares counseling professionals for one or more work settings (e.g., school, community, private practice). Professional training is offered at the master's level ONLY.

The program exists within the larger context of the counseling profession. Counseling has been defined many ways, for example:

1. Counseling is the application of mental health, psychological or human development principles to cognitive, affective, behavioral, or systemic intervention strategies that address wellness, personal growth, or career development as well as pathology (American Counseling Association, 1997).
2. Counseling is a relatively short-term, interpersonal, theory – based (and research – based) professional activity guided by ethical and legal standards that focuses on helping persons who are basically psychologically healthy to resolve developmental or situational problems. The counseling activity itself is a process that evolves through distinct stages. Personal, social, vocational, and educational matters are all areas of concern, and therefore, the profession comprises a number of subspecialties. A practitioner must complete a required course of study on either the master's or doctoral level to be licensed or certified as a professional counselor. Counselors should possess personal qualities of maturity, empathy, and warmth (Gladding, pp.8-9).

These definitions suggest that, as in any profession, the counseling profession involves “role statements, code of ethics, accreditation guidelines, competency standards, licensure, certification and other standards” (VanZandt, 1990, p. 243). The TWU Counseling and Development Program strives to uphold and advance the counseling profession.

One way to understand the counseling profession is to consider it in the context of other mental health professions. Psychiatrists, psychologists, social workers, marriage and family therapists, and professional counselors are compared in the following chart.

Professional Name	Degree Required	Education	License Held	Role
Professional Counselor	M.A., M.S., M.Ed., Ph.D., or Ed.D.	At least two to three years of graduate study	Licensed Professional Counselor	Assessment & counseling emphasizing a prevention & development &/or treatment & diagnosis perspective
Psychiatrist	M.D.	Medical School with residency in psychiatry		Psychiatric evaluation & assessment, prescription of medication, psychotherapy
Psychologist	Ph.D.	Four to seven years of Clinical or Counseling Psychology, research-oriented degree	Licensed Psychologist	Psychological assessment & evaluation, psychotherapy, research
Psychologist	Psy.D.	Same as above but with greater emphasis on clinical experience	Licensed Psychologist	Psychological assessment & evaluation, psychotherapy, research
Clinical Social Worker	M.S.W. or Ph.D.	At least two to three years of graduate study	Licensed Master's Social Worker – Advanced Clinical Practitioner	Focus is on linking clients with community resources, psychotherapy
Marriage & Family Therapist	M.A., M.S., M.Ed., Ph.D., Ed.D.	At least two to three years of graduate study	Licensed Marriage and Family Therapist	Focus is on the application of family systems therapies, assessment, psychotherapy

In addition to its place in the profession of counseling, the TWU Counseling and Development Program exists also with the larger framework of the university. The Chancellor/President administers the university. Academic programs at TWU are administered by the Provost/Vice President for Academic Affairs and are housed in eight schools or colleges. The College of Professional Education (COPE) is administered by the Dean of the College of Professional Education and comprised of several departments. Counseling and Development is housed in the Department of Family Sciences with Early Childhood and Early Childhood Education (ECED), Family Therapy, and Family Studies. The Chair of the department administers the Department of Family Sciences. The Component Coordinator administers the Counseling and Development Program.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council of Postsecondary Education (COPA) exists, in part, "to promote high standards of graduate preparation in Counseling and Development." CACREP has conferred accreditation to the following program areas in Counseling and Development at TWU: community counseling (M.S.), and school counseling (M.S.).

SERVICES OF THE COUNSELING AND DEVELOPMENT PROGRAM

COUNSELING AND FAMILY DEVELOPMENT CENTER (CFDC)

The CFDC offers individual counseling for clients of all ages as well as couple, family, group counseling, and play therapy. Counselors in training, under the supervision of Counseling and Development faculty, using technology, provide low cost counseling services.

ALPHA RHO CHAPTER OF CHI SIGMA IOTA INTERNATIONAL

Alpha Rho Chapter of Chi Sigma Iota International (CSI) is the TWU chapter of this international honor society for students, professional counselors and counselor educators. CSI was established at Ohio University in 1985, and Alpha Rho Chapter was established in 1989. Our mission 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.

CSI values high standards in the field of counseling. Along with credentialing, standards, and graduate school accreditation, CSI is striving to define and unify the counseling profession. One way we do this is through active, service oriented activities that provide leadership and networking opportunities.

Alpha Rho membership is open to both students and graduates of counseling and development programs. Students must have completed at least 9 graduate hours in a counseling program and have earned a 3.5 GPA. Faculty, professionals, and alumni with a professional identity of professional counselor, evidence of state or national credentials, and an overall GPA of 3.5 or higher are also eligible for membership in CSI.

II. STUDIES IN THE COUNSELING AND DEVELOPMENT PROGRAM

GENERAL OBJECTIVES OF THE COUNSELING AND DEVELOPMENT PROGRAM

- To provide a variety of program areas that effectively prepares counselors for work in schools, colleges, agencies, business, and industry.
- To provide didactic and experiential activities that enable counselors in training to acquire the basic knowledge and skills believed to be essential for counselors.
- To provide counselors in training with opportunities for self-exploration, self-understanding, and social-emotional development.
- To encourage counselors in training to become professionally involved in the field of counseling through attending conventions and workshops, through membership in professional organizations, and through writing in professional journals.
- To make available to the public expertise of students and Counseling and Development faculty.
- To provide new learning opportunities for counselors in the field for enhancement of knowledge and skills through consultation, conferences, institutes, and workshops.
- To foster development of the field of counseling at the state and national levels through participation in state and national organizations.

OVERVIEW OF AREAS OF STUDY IN THE COUNSELING AND DEVELOPMENT PROGRAM AT TEXAS WOMAN'S UNIVERSITY

All of the following Master's level courses of study require that the counseling and development program applicant go through the Master's admissions process and be accepted into the Graduate School before beginning Counseling and Development (course prefix FS for Family Sciences) coursework. The Counseling and Development faculty will endorse the student only for the program area(s) that the student has completed.

MASTER'S DEGREE PROGRAMS

For individuals who are seeking to become counseling professionals but who do not yet have a Master's degree or who are seeking another Master's, the Master of Science degrees are offered in the two following program areas. Students pursuing these program areas must complete a degree plan by the end of nine (9) hours of graduate study in full enrollment and acceptance in the program.

Professional School Counseling

This program area prepares the student to become a school counselor. Students become familiar with counseling and guidance services, develop better self-understanding, and develop competencies of school counseling and guidance specialists. The school-counseling program meets Texas specifications for public school counselor certification. The program areas also meet academic specifications for Texas licensure as a Professional Counselor.

The following courses are offered:

Course Work—CORE (15 hours)

- FS 5003 Lifespan Human Development
- FS 5303 Professional Orientation & Ethics
- FS 5313 Counseling Theory and Practice
- FS 5323 Psychological Appraisal of the Individual
- FS 5453 Counseling for Career Development

Clinical Competencies (18 hours)

- FS 5363 PrePracticum
- FS 5373 Group Counseling
- FS 5532 Practicum in Counseling
- FS5542 Practicum in Counseling
- FS 5894 Internship in Counseling (2 semesters required)

Course Work—School-Counseling Specialty (9 hours)

- FS 5443 Multicultural Counseling
- FS 5393 School Guidance and Counseling Services
- FS 5353 Diagnosis and Treatment Planning for Counselors

Research (3 hours)

- FS 5693 Research Methods in Family Sciences

Suggested Areas of Emphasis- School (6 hours) – Choose 2 courses in any area:

Children and Families

- FS 5383 Counseling Children & Adolescents
- FS 5163 Play Therapy
- FS 5883 Family of Origin
- FS 5563 Family Therapy
- FS 5293 Play Therapy II

Crisis Intervention

- FS 5143 Substance Abuse Counseling
- FS 5173 Crisis Intervention Counseling
- FS 5183 Grief and Bereavement Counseling

The entry-level area program in School Counseling is designed to prepare persons for positions in public or private elementary and secondary schools. Upon completion of the School Counseling Program area, the candidate will have fulfilled the academic requirements for certification as a school counselor by the Texas State Board for Educator Certification. Candidates interested in employment in specific schools districts of other states should investigate the possible additional or different requirements in effect in those districts of states.

Candidates wishing to meet Texas specification in addition to school counselor certification, such as career counselor, may do so by selecting the corresponding electives. The philosophical orientation is founded upon the belief in democratic values, the worth and dignity of each individual, personal uniqueness and value, and the freedom of the individual to be self-determined within a context of responsibility to others. However, the gap that exists between the verbalization of such values and the practical application of them often heightens the difficulty many students experience in finding satisfactory solutions to problems involving relationships education, and career aspirations, as well as recognizing personal uniqueness and value as part of a social group. In the School Counseling program area, a developmental perspective is emphasized. Attention is also given to an atypical behavior and to the circumstances and conditions that may be barriers to pupil growth and development.

Objectives: School Counseling program area graduates are expected to have the following knowledge and skills:

1. To define the role and function of the school counselor (e.g., counselor, consultant, coordinator);
2. To explore theoretical approaches and their use with students, teachers, administrators, parents, and significant others;
3. To study and apply counseling techniques that will effectively enhance the school counselor's role with students, teachers, administrators, parents, and significant others;
4. To explore the developmental needs of the student;
5. To explore many variables and issues which affect the development and full functioning of the students (e.g., step-families, divorce, abuses, academic difficulties);
6. To study and discuss ethical and legal issues relating directly to schools;
7. To explore effective strategies that lead to the development, organization, and administration of a school guidance and counseling program;
8. To use statistical concepts basic to tests and measurements;
9. To develop skill in the use of formal and informal diagnostic and observation procedures related to defining and interpreting characteristics of children with learning and/or behavioral problems;
10. To develop skill in interpretation of specific learning disabilities (lack of learning, skills due to developmental lag or central processing dysfunction) that interfere with school learning;

11. To develop skill in interpretation of behavioral problems of children that are manifested as school learning problems;
12. To develop intervention strategies for use in remediation of learning and/or behavioral problems;
13. To be able to establish a facilitative/helping relationship with children and adolescents.

Community Counseling

The community counseling program area prepares students for counseling positions in various community agencies such as mental health centers, private counseling agencies, drug abuse centers, centers for counseling the elderly, child counseling clinics, family counseling centers, pastoral counseling centers, business and industry. The program area provides the opportunity to counsel a broad range of clientele. This program meets academic specifications for Texas licensure as a Professional Counselor.

The following courses are offered:

Course Work—CORE (15 hours)

- FS 5003 Lifespan Human Development
- FS 5303 Professional Orientation & Ethics
- FS 5313 Counseling Theory and Practice
- FS 5323 Psychological Appraisal of the Individual
- FS 5453 Counseling for Career Development

Clinical Competencies (18 hours)

- FS 5363 PrePracticum
- FS 5373 Group Counseling
- FS 5532 Practicum in Counseling
- FS 5542 Practicum in Counseling
- FS 5894 Internship in Counseling (2 semesters required)

Course Work-Community Counseling Specialty (9 hours)

- FS 5493 Community Mental Health Counseling
- FS 5353 Diagnosis and Treatment Planning for Counselors
- FS 5443 Multicultural Counseling

Research (3 hours)

- FS 5693 Research Methods in Family Sciences

Suggested Areas of Emphasis Community (6 hours) – Choose 2 courses in any area:**Children and Families**

- FS 5383 Counseling Children and Adolescents
- FS 5163 Play Therapy
- FS 5883 Family of Origin
- FS 5553 Principles of Marital Therapy
- FS 5563 Family Therapy
- FS 5293 Play Therapy II

Crisis Intervention

- FS 5143 Substance Abuse Counseling
- FS 5173 Crisis Intervention Counseling
- FS 5183 Grief & Bereavement Counseling

Women's Issues

- FS 5423 Counseling Women
- FS 5253 Gender Role Development
- PSY 5123 Psychology of Women

The Community Counseling program is designed to prepare persons for work in private and public agencies where primary focus is on the mental health concerns of their clients. The philosophical orientation is founded upon the belief in democratic values, the worth and dignity of each individual, personal uniqueness and value, and the freedom of the individual to be self-determined within a context of responsibility to others. Individuals live in a social world. Within the context of that world, all individuals attempt to find their place, to be involved, to feel worthwhile, to be useful, and to enhance self-esteem. This striving is manifest in the attempt of individuals to solve the basic problems of living, occupation, relationship, community living and spirituality. Stress and crisis are frequently experienced in attempting to solve these problems.

Objectives: The objectives of the Community Counseling program are as follows:

1. To acquaint students with administrative systems in agencies;
2. To acquaint students with agency interrelationships;
3. To acquaint students with staffing patterns of agencies;
4. To acquaint students with client populations of various agencies and methods of appropriate interventions;
5. To acquaint students with the "helping style" of various agencies;
6. To assist individual students to assess the positive and negative aspects of various agencies as these apply to potential places of employment;
7. To acquaint students with sources of funding for various agencies;
8. To assist each student to evaluate his/her counseling philosophy as it relates to various agencies;
9. To assist each student to develop a sense of the type of client with whom s/he feels most comfortable;

10. To acquaint the student with various counseling approaches and how different approaches are more “relevant & valid” for different agencies;
11. To acquaint the student with the team approach to counseling. To gain an appreciation for the various roles “counselors” plays in agencies.

ADMISSION

Applicants seeking admission to the Counseling and Development Program should be aware that Texas State Boards for certification and licensure, as well as credentialing boards of other states and some professional organizations, run criminal history checks on all licensure or certification. In Texas, certification is required to counsel in the public schools; licensure is required to counsel outside the public school or religious setting. The applicant with a criminal background who seeks professional credentials should contact the appropriate board prior to enrollment in the program to determine eligibility for certification and/or licensure.

Admission to the Counseling and Development Program is provisional until the Counseling and Development faculty evaluates the student's progress at the end of the first semester. For this initial evaluation, the student's progress is evaluated on the basis of the demonstration of adequate subject matter knowledge and the personal characteristics and interpersonal skills required by a counselor. After the progress review, the Counseling and Development faculty either recommends that the student continue the program or reserves the right to withdraw the student from the program.

Following this initial evaluation, the student will be routinely evaluated throughout the program on the criteria of knowledge, personal characteristics, interpersonal skills, and counseling skills to determine progress being adequate, if remedial work is needed, or if the student should discontinue the program. Any evaluation that results in a decision for remediation or withdrawal follows the procedure specified for review of student competency described later in this Handbook under the Policies and Procedures section, Student Retention Policy topic. The number of students accepted into non-degree program areas will depend on the resources of the department faculty.

Public School Counselor Certification Program

The individual who seeks to become a public school counselor and who already holds a Master's degree may pursue the Public School Counseling Certification program area. This program requires participants to meet the substantial equivalent of all requirements in our 51-hour CACREP accredited programs. Accreditation does not allow us to provide an alternative academic route into the profession that involves fewer requirements than our accredited program.

By the time the student completes the required coursework; she or he must have two years of teaching experience in an accredited school and have passed the ExCET Test: Counselor to become certified as a public school counselor in Texas. Individuals seeking certification in other states are urged to contact the relevant state(s) because requirements differ. Students pursuing must have a completed Certification Deficiency Plan on file in the Family Sciences Department

and a College of Professional Education Deficiency plan on file with the college prior to enrollment in the first Counseling and Development course.

Individuals wishing to pursue the Public School Counselor Certification program area and who will need more than nine hours of coursework must go through the Counseling and Development admissions process, including fulfillment of Graduate School requirements for students who have completed a master's degree. The admissions process is waived for individuals who completed their master's degree from the TWU Counseling and Development program. Upon provisional admission to the Counseling and Development program, the student must contact the faculty adviser in charge of Public School Counselor Certification program area to complete a Certification Deficiency Plan. The student must then meet with the College of Professional Education Certification Advisor to complete the College of Professional Education Deficiency Plan.

Public School Counseling Certificate Requirements

To be certified as a public school counselor in Texas, one must complete the course listed on the Certification Deficiency Plan for in addition to the following requirements:

1. Master's degree;
2. Valid Texas teaching certificate;
3. Two years of teaching experience in a school accredited by the State Board for Educator Certification or by the Texas Private School Accreditation Commission;
4. Passing score on ExCET Test: Counselor (taken after completion of deficiency coursework).

Local districts may have additional requirements. Other states may have different requirements. To ascertain these requirements, the candidate must contact the district or state in which employment may be sought.

Licensed Professional Counselor Requirements

Requirements for Licensure for Professional Counselor in Texas are determined by the following board:

Texas State Board of Examiners of Professional Counselors
1100 West 49th Street, Austin, TX, 78756-3183
(512) 834 6658

Education

1. A graduate degree in counseling or a closely related field from an institution that meets accreditation requirements of the Board.
2. A planned graduate program of 48 graduate semester hours of course that are counseling in nature including a practicum or internship of at least 300 clock hours that primarily involve the direct delivery of counseling services. Testing practicum cannot be used toward the practicum requirements.

Experience

Upon completion of the education requirement and before beginning the experience requirements, one must apply to the Board to become temporarily licensed as an LPC-Intern *following completion and passing of the National Counselor Exam*. The experience requirement consists of 3000 clock hours of appropriately supervised experience in the provision of counseling services. Experience submitted to meet this requirement must meet Board rules and cannot be in independent practice. Ongoing volunteer work may be acceptable. Acceptable supervisors are only those listed as approved supervisors by the Board (LPC –S).

Graduation from a CACREP-accredited program may include partial credit for clinical hours served during a student's FS 5894 Internship experience because CACREP requirements exceed the state requirements. However, there is not guarantee of these hours by Texas Woman's University; therefore, students should consult with the Texas State Board of Examiners of Professional Counselors (address above) to verify their requirements.

Examination

The applicant must pass the Board's licensing examination– the National Counselor Examination (NCE). One may apply to take the exam during the last Fall or Spring as a student or following graduation. Students should consult with the NCE Campus Administrator to verify their eligibility to take the examination while still a student.

III. GENERAL POLICIES AND PROCEDURES

DISABILITY ACCOMMODATION POLICY

POLICY STATEMENT: Statement of department's compliance with established University policy for provision of equal opportunity for disabled persons and extent to which department is able to provide alternatives to requirements or to standard methods of achieving requirement.

In accordance with University policies and state and federal regulations, the Counseling and Development Component is committed to full academic access for all qualified students, including those with disabilities. To this end, the faculty of Counseling and Development is willing to make reasonable and appropriate adjustments to the classroom environment and the

teaching, testing, or learning methods in order to facilitate equality of educational access for persons with disabilities while upholding the integrity and rigor of academic standards. The emphasis of the Counseling and Development Component is upon attainment of essential competencies and maintenance of academic/professional standards in Counseling.

CACREP defines essential competencies, which must be progressively developed and integrated throughout the degree programs in Counseling and Development. Assessment of these competencies is a regular and normal part of all accredited Counseling and Development degree programs throughout the United States. While alternative competencies, alternative means of attaining those competencies, or alternative means of assessing attainment of competencies may be proposed, the Counseling and Development Component is not prepared to waive the specific competency requirements themselves. To do so would endanger the accreditation for the counseling and development program, the resulting degrees issued to all graduates in this department, and the quality of services to the public served by our graduates.

TWU Disability Services Statement

TWU seeks to provide reasonable appropriate academic adjustments for all qualified individuals with disabilities. This University will comply with all applicable federal, state, and local laws, regulations and guidelines, specifically Section 504, of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Disability Support Services (DSS) at the beginning of each semester and no later than the second week of school unless otherwise determine by the coordinator. The student must also contact the faculty member in a timely manner to arrange for appropriate academic adjustments. For further information regarding Disability Support Services or to register for assistance, please contact the office at 898-3835 (voice), 898-3830 (TDD) or visit CFO 105.

ETHICAL AND LEGAL AWARENESS

Any training relationship in which students take client/counselor roles is considered a client/counselor relationship and, therefore, subject to all the ethical and legal regulations governing such a relationship. During the first semester of enrollment in the Counseling and Development program, the student must become familiar with the ethical standards of the American Counseling Association and Texas State Board of Examiners of Professional Counselors, as well as the relevant aspects of the Texas penal code.

GROUP COUNSELING EXPERIENCE

The counseling and development program requires a group counseling experience. Over the course of one academic semester, students in FS 5373 Group Counseling are “required to participate in a minimum of 10 clock hours in a small-group activity approved by the program. This planned group requirement is intended to provide direct experience as a participant in a small group” (CACREP, 2001 standards, p. 59). FS 5373 Group Counseling divides this small-group activity into approximately eight group counseling sessions with other students from the

class, under the leadership of an experienced group counselor. This counselor is not a faculty member, but is selected by the instructor. Faculty members are not utilized as group leaders in order to avoid dual relationships between Counseling and Development faculty member and students. The counselor is supervised in such a way that protects the confidentiality of group members.

According to the 2005 Ethical Code F.7.b:

Counseling and Development programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they conduct that require student and supervisee self-growth and self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of self disclosure.

PROFESSIONAL COUNSELING ORGANIZATIONS

Counseling and Development students are strongly encouraged to affiliate with professional counseling organizations. Several of these are listed below.

Professional Organizations

National Level	State Level
American Counseling Association 5999 Stevenson Avenue Alexandria, VA 22302 1-800-347-6647 www.counseling.org	Texas Counseling Association 316 W. 12 th Street, Suite 402 Austin, Texas 78701 512-472-3403 www.tca.org
American Association for Marriage & Family Therapy (AAMFT) 1133 15 th Street, N.W. Suite 300 Washington, D.C. 20005-2710 202-452-0109 www.amft.org	Texas Association for Marriage & Family Therapy (TAMFT) 1033 La Posada Drove, Suite 220 Austin, Texas 78752-3880 1-800-270-4320 www.csi.com/~asmi/tamft.html
Association for Play Therapy (APT) C/o California School of Professional Psych- Fresno 5130 E. Clinton Way Fresno, CA 93727-2014 209 253-2278 www.a4pt.org	Texas Association for Play Therapy (TAPT) 11811 Cedar Valley Cove Austin, Texas 78753 512-328-9639
National Association of Alcoholism & Drug Abuse (NAADAC)	Texas Association of Addiction Professionals

1911 N. Fort Meyer Drive, Suite 900 Arlington, VA 22209 800-548-0497	PO Box 140046 Austin, Texas 78714 512-459-3300
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American Counseling Association (ACA) Divisions

National Level	State Level
Association for Assessment in Counseling (AAC)	Texas Association for Assessment in Counseling (TAAC)
Association for Adult Development & Aging (AADA)	Texas Association for Adult Development & Aging (TAADA)
American College Counseling Association (ACCA)	Texas College Counseling Association (TCCA)
Association for Counseling and Development & Government (ACEG)	
Association for Counseling and Development & Supervision (ACES)	Texas Association for Counseling and Development & Supervision (TACES)
Association for Gay, Lesbian, & Bisexual Issues in Counseling (AGLBIC)	Texas Association for Gay, Lesbian, & Bisexual Issues in Counseling (TAGLBIC)
Association for Humanistic Education & Development (AHEAD)	Texas Association for Humanistic Education & Development (TAHEAD)
Association for Multicultural Counseling & Development (AMCD)	Texas Association for Multicultural Counseling & Development (TexAMCD)
American Mental Health Counselor Association (AMCA)	Texas American Mental Health Counselor Association (TMHCA)
American Rehabilitation Counseling Association (ARCA)	
American School Counseling Association (ASCA)	Texas School Counseling Association (TSCA)
Association for Specialists in Group Work (ASGW)	
Association for Spiritual, Ethical, & Religious Values in Counseling (ASERVIC)	
Counselors for Social Justice (CSJ)	
National Career Development Association (NCDA)	Texas Career Development Association (TCDA)
Association of Marriage & Family Counselors (AMFC)	Texas Association of Marriage & Family Counselors (TAMFC)

IV. ACADEMIC POLICIES AND PROCEDURES**ADVISOR ASSIGNMENT**

A faculty advisor is assigned to each degree-seeking student upon admission to the program and before enrollment in the first counseling and development process. The student is expected to consult with the advisor as needed during progress through the program.

Consultation with an advisor is required for;

1. Completing a degree plan;
2. Changing a filed degree plan;
3. Addressing questions and concerns about the program that are not addressed in this Master's Handbook, the Graduate Catalog, or the Schedule of Classes.

Other occasions may arise when advisor consultation is required or desired. When in doubt about any issues or concerns related to your program of study or progress in the program that cannot be answered by program or university print resources, consult your advisor.

It is to the student's advantage to have a good working relationship with the assigned advisor. Should the need arise, a student may request a change of advisor. The procedure to make a change is as follows:

1. Contact the prospective advisor to ascertain his/her availability and agreement to the proposed change.
2. Obtain consent to the change from the current advisor.
3. Submit a completed "Change in Advisor" form. Forms may be obtained online.
4. Allow three weeks for processing; then check with the Graduate School to make sure the change is on file.

DEGREE PLAN COMPLETION

Students submit and complete their degree plan within the first nine (9) hours of enrollment. Students transferring a course or courses in lieu of other courses must contact their advisor prior to the first semester of enrollment to complete a degree plan as well as other requirements. Degree plans must be accurate, must contain a total of 51 hours (Practicum, Internship I & II are each 4 [four] hour courses), and must be signed by the advisor and two other faculty members, as well as the Chair of the department. It is the student's responsibility to see that the degree plan is signed, completed, and on file. If the degree plan is not submitted, the student will not be allowed to enroll in any clinical courses.

1. Degree plans are only for students seeking a M.S. in Counseling & Development.
2. The advisor will be assigned at the time a recommendation for admission is made. At the admission interview, the candidate should make known the area of study he or she wishes to pursue.
3. At the direction of the advisor, the student will complete the degree plan.
4. The student will submit a typed final copy of the degree plan to the advisor.
5. Students are to complete the degree plan according to the final guidelines:
 - a. On all degree plans, the major listed is Counseling and Development
 - b. The student's advisor is the Major Professor. (For example: the Major Professor's name in the form of "Dr. Shelley Jackson.")
 - c. Unless otherwise specified, the degree plan will contain 16 courses (51 hours) for the M.S. requirement. Additional coursework beyond the minimum requirements is encouraged, but is not to be listed on the degree plan.

- d. Leave the date and grade columns blank.
 - e. Students have six (6) years to complete a M.S. The clock starts with the semester of the earliest course listed on the degree plan, whether that course was completed at TWU or transferred from another institution.
 - f. If the student is completing a second Master's degree, that fact is indicated on the degree plan. Be certain to have read and followed the regulations concerning a second master's degree before the degree plan is signed and completed.
 - g. The Graduate School allows for up to 12 semester hours to be transferred in and applied to the TWU master's degree. These graduate level courses may be from another school or from another Master's degree. However, the time limit of 6 years to complete the degree begins with the earliest course listed on the degree plan. Therefore, transferring in a course you took four years ago only leaves you two years to complete a 51 hour program! Your advisor must approve transfer credits.
6. The degree plan is a legal agreement with TWU for fulfilling requirements to receive a degree. The degree plan is to be followed accurately. Take the time to make an accurate and complete degree plan. If you have questions about this process, please see your advisor.
 7. One month after submitting your degree plan, contact the Graduate School to be sure your degree plan is on file if you have not received a letter indicating the plan has been approved by the Graduate School.

DEGREE PLAN CHANGES

Changes in Courses:

If you wish to drop a course(s) and add another course(s), follow these steps:

1. Confer with advisor to approve changes. Write summary of approved changes and submit to advisor to file in your permanent file.
2. After completion of all courses constituting the change, obtain a "Change in Degree Plan" form from the Graduate School website, and submit it to your advisor.
3. Allow three weeks for processing, then contact the Graduate School to be sure the change is on file.
4. For degree-seeking students, application for graduation will be approved only if all courses, as listed on the filed degree plan or filed degree plan changes, have been completed.

COURSE SEQUENCE

The student is responsible for meeting prerequisites for and following the sequencing of courses listed on the degree plan. A student enrolled for a course for which s/he does not meet prerequisites may be administratively dropped prior to or after the class begins.

Students must meet a grade of B or higher in all courses to avoid being placed on Scholastic Probation. A grade of less than B or CR in two or more courses will result in the student's permanent removal from the counseling and development program.

GRADING

Over the last several years, academia has evidenced wide spread grade inflation. The TWU Counseling and Development program faculty is committed to the use of grades to characterize accurately each student's level of mastery of course material. The faculty has affirmed that, in graduate school, "B" is the expected grade. A grade below "B" reflects inadequate performance in coursework. A grade of "A" is reserved to reflect outstanding performance.

At the beginning of each course, the instructor will provide students with a syllabus that includes grading criteria for the course. Students are encouraged to familiarize themselves with the grading criteria for each course and to seek clarification from the course instructor as needed.

INCOMPLETES

A student who receives a grade of "incomplete" in a course has one year to complete the coursework and have the incomplete grade replaced by an appropriate letter grade. The student must follow a specified procedure to have an "incomplete" grade removed. **[An] Incomplete (I) grade is [appropriate] only when a student [has passing grades in at least 2/3 of the assigned work for the course]** but, because of extenuating circumstances, cannot complete all of the course work by the end of the semester/term.

Extenuating circumstances include:

1. Incapacitating illness which prevents a student from attending classes;
2. A death in the immediate family;
3. Change in work schedule as required by an employer; or
4. Other emergencies deemed appropriate by the instructor.

A grade of Incomplete should not be requested nor given for lack of completion of work because of procrastination or dissatisfaction with the grade earned. Under the conditions above, the student may petition the instructor for time beyond the end of the semester/term to finish the course work. The instructor, the student, and the department chair (or equivalent) of the academic department in which the course is offered must fill out and sign the form "Application for Grade of Incomplete" which is available in the Office of the Registrar. **[If laboratory or clinical work remains to be completed, the department or program must certify that the student can successfully complete such work by the assigned completion date.]**

Specific arrangements to remove the grade of Incomplete must be made between the instructor and the student. The instructor will also specify that, if the work is not completed by the assigned time, a grade of B, C, D, or F will replace the Incomplete on the student's transcript. If the student completes the required work by the assigned completion date, the instructor will submit the new grade to the Office of the Registrar.

The maximum time allowed to finish the course work is one calendar year. In most instances, the work to be completed should be finished within the first several weeks following the end of the semester/term in which the Incomplete was given.

NOTE: No student may graduate with a grade of Incomplete even if the “I” is in a course unrelated to the degree plan.

Incomplete work cannot be finished by repeating the class. If such an option is preferred, the student should accept the grade earned and re-enroll in the course in the expectation of earning a better grade. The grade for the later class will be calculated in the GPA. Any exceptions to these regulations which describe the use of the grade of Incomplete require the approval of the instructor, the department chair (or equivalent), and the dean or director of the academic unit in which the course was offered. A student may not take any further courses for which the incomplete is a prerequisite.

AMERICAN PSYCHOLOGICAL ASSOCIATION PUBLICATION STYLE

The Counseling and Development program faculty requires that all papers written for Counseling and Development course conform to American Psychological Association (APA) style. The current edition of the *Publication Manual of the American Psychological Association, 5th Edition* is a required text for the introductory courses in the Counseling and Development program. During these courses, instructors assist students in becoming fluent in the use of APA style. Students are encouraged to retain a copy of the *Publication Manual* as a reference throughout their coursework in the program. Instructors may allot a portion of grades on assigned papers to conformity to APA format.

GRIEVANCES AND GRADE APPEALS

If you have a grievance, whether or not it specifically involves a Grade Appeal, follow the procedure specified in the “Grade Appeal Process for Counseling and Development Program” below.

COUNSELING AND DEVELOPMENT APPEAL PROCESS

The policy of the College and Development faculty is to allow students who wish to appeal an instructor's decision regarding an academic matter to present their appeals in an orderly manner. A student who wishes to appeal a decision regarding an academic matter in the Counseling and Development program, other than academic honesty, academic probation, or suspension, shall follow this procedure:

1. The request must be made in writing within 10 regular business days (that TWU is in session) after the grades are posted. The written appeal should be submitted to the Instructor and should include all paperwork the student has concerning the class (e.g., syllabus, assignments, papers, and tests returned to the student), as well as any written justification for the appeal.
2. If the student is dissatisfied with the Instructor's decision, an appeal may be made to the Counseling and Development Component Coordinator. The student will provide the Coordinator with all of the documentation that was gathered at the first level of the

appeal (e.g., syllabus, assignments, papers, and tests returned to the student along with the written justification). The faculty member may provide the Component Coordinator with documentation, such as a copy of the grade sheet (with all student names blacked out) along with his/her grading scale. If deemed necessary, the Coordinator may meet with the student and the faculty member, before a decision is made in writing within reasonable time.

3. If the student is dissatisfied with the Component Coordinator's decision, an appeal may be made to the Chair of the Family Sciences Department. The student will provide the Chair with all of the documentation that was gathered at the first level of the appeal (e.g., syllabus, assignments, papers, and tests returned to the student along with the written justification). The faculty member may provide the Chair with documentation, such as a copy of the grade sheet (with all student names blacked out) along with his/her grading scale. If deemed necessary, the Chair may meet with the student, the Component Coordinator, and the faculty member, before a decision is made in writing within reasonable time.
4. If the student remains dissatisfied with the Department Chair's decision, the student may submit the appeal to the Dean of the College of Professional Education. The request must be made in writing. The Dean reviews the grade appeal request and the materials provided by both the student and the faculty member. The Dean may also meet with the student, Family Sciences Department Chair, Counseling and Development Component Coordinator, and faculty member as needed. After reviewing all of the materials, the Dean will make a decision in writing within reasonable time.
5. If the student remains dissatisfied with the grade after the Dean's decision, the student may appeal to the Dean of the Graduate School. See the Graduate School handbook for information regarding an appeal to the Dean of the Graduate School.

STUDENT RETENTION POLICY

Standard VI.B. of CACREP (2001) that accredits the Counseling and Development Program at Texas Woman's University states, "The program faculty conducts a developmental, systemic assessment of each student's progress through the program and includes consideration of the student's academic performance, professional development, and personal development" (p. 74).

The current ACA Code of Ethics (2005) is the ethical code that guides the counseling & development program faculty. F.9.a states:

Evaluation. Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing performance appraisal and evaluation feedback throughout their program.

Code F.9.b states, "Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance."

Code F.5.b also addresses the faculty's responsibility as supervisors.

"Limitations. Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services."

Students are routinely evaluated throughout the counseling and development program on the criteria of knowledge, personal characteristics, interpersonal skills, and counseling skills to determine if progress adequate, if remedial work is needed, or if the student should withdraw from the program. At any faculty meeting, a faculty member may bring up a student about whom the faculty member has concerns. In addition, the faculty component specifically addresses concerns at the last faculty meeting of each semester. Any decision involving remediation or withdrawal follows the procedure specified for Reviewing Student Competency that appears below.

PROCEDURES FOR REVIEWING STUDENT COMPETENCY

Potential counseling effectiveness cannot be assessed in the same manner as academic performance in typical college classes. Students training to be effective counselors must recognize various behaviors and value systems and how these value systems affect behavior. They must communicate effectively, be open-minded, tolerate ambiguity, exhibit a high degree of patience, and demonstrate emotional stability and self-acceptance among their personality characteristics. The professional judgment of counselor educators is a necessary and vital part of the total assessment program.

It is the objective of the Counseling and Development faculty to identify concerns about student competency as early as possible and initiate the necessary procedures for addressing these concerns. To implement this procedure in a systemic manner, each instructor will complete an end of the course evaluation on each student in the course. These completed forms will be filed in students' folders. Following this evaluation, the student is routinely evaluated on the criteria of personal characteristics, knowledge, interpersonal skills, and counseling skills to determine if the progress is adequate, if remedial work is needed, or if the student should be removed from the program.

1. Students with competency concerns should be identified by mid-semester evaluations or as soon thereafter as possible. When an instructor believes a student is not making adequate progress in a course, the instructor will complete a Competency Report and Requirements form, will confer with the student, and will provide the student and the program coordinator with a copy of the form. The concern will be presented to the faculty at the next regular faculty meeting as an information item.

2. If the student decides to follow the counsel of the instructor regarding (a) specified remedial procedures or (b) exit from the program, the remainder of these procedures will not be implemented. If the student believes the evaluation is inequitable and is unwilling to follow the specifications on the Competency Report and Requirements form, the instructor will inform the student to contact the program coordinator immediately to follow through with an appeal to the evaluation process. The student must contact the program coordinator within **three (3) class days** following the conference with the instructor or the student forfeits the right to an appeal and the instructor's evaluation and decision will stand.
3. In cases of appeal, the program coordinator will seek a resolution with the instructor and the student. If no resolution is reached, the program coordinator will appoint an ad hoc hearing committee of three (3) faculty members normally within three (3) class days of receipt of the student's appeal. The committee will be composed of one faculty member designated by the instructor, one faculty member designated by the student, and one faculty member designated by the program coordinator who will serve as the chair of the ad hoc committee. Should the counseling coordinator be the instructor in question, the chair of the Family Sciences Department will appoint the third member.
4. The committee will require a written statement from the instructor and the student; then will hold an oral hearing where the views of the instructor and the student will be heard.
5. The committee will determine the student's progress: in the program with restriction, in the program with remedial work, or dismissed from the program. The committee will make specific written recommendations related to their findings within ten (10) days of its appointment. This written decision will be conveyed to the instructor, the student, and the program coordinator.
6. Either party to the dispute will have ten (10) days to appeal said ruling to the department chair. If the student remains dissatisfied with the Department Chair's decision, the student may submit the appeal to the Dean of the College of Professional Education. The request must be made in writing.
7. The Dean reviews the appeal request and the materials provided by both the student and the faculty member. The Dean may also meet with the student, Family Sciences Department Chair, Counseling and Development Component Coordinator, and faculty member as needed. After reviewing all of the materials, the Dean will make a decision in writing within reasonable.
8. If the student remains dissatisfied with the appeal outcome after the Dean's decision, the student may appeal to the Dean of the Graduate School. See the Graduate School handbook for information regarding an appeal to the Dean of the Graduate School.
9. All records in the case will become a part of the student's permanent departmental file.
10. Once a Competency Report and Requirements form has been completed for a student, future instructors will be asked to complete a Student Competency Progress Report form at midterm.
11. Students have opportunities to pass courses with a grade of B or higher. Failing to do so more than one time will result in dismissal from the program.

Student Competency Report & Requirements

Student's Name _____ Instructor's Name _____

Student's I.D. Number _____ Course _____ Date _____

1. The following concerns, regarding the above student's academic/counseling competency, have been noted. If the concerns involve the student's personal characteristics, a completed Personal Characteristics Checklist is attached.

2. The following constitute:

- The requirements for the student to continue in this course and/or the Counseling and Development program. These requirements may change as the student's progress is assessed; or
- The student is notified and agrees to withdraw from the program.

Instructor's signature

Date of conference with student

Student: (Check all that apply):

_____ I understand and have received a copy of this Competency Report and Requirements form.

_____ I agree to the specified requirements or to withdraw from the program, as specified above.

Student's signature

Date of conference with Instructor

V. Clinical Instruction

STATEMENT OF LIABILITY AWARENESS

In light of the prevailing legal climate and increased litigation in the United States today, it is increasingly apparent that students in training for the helping professions must have adequate liability coverage for themselves during the training period. Texas Woman's University does not provide legal protection for students in clinical practice. Texas Woman's University carries group insurance policies available to students in the health care fields which is typically required; however, students may acquire additional insurance coverage, at their expense, if they choose. Sources that will insure students include:

ACA Insurance Trust
5999 Stevenson Avenue
Alexandria, VA 22304
800/347 – 6647

Texas Counseling Association
316 West Twelfth Street, Suite 402
Austin, TX 78701
800/580 – 8144

Each of the following sources requires that the student be a member of the respective professional organization (ACA or TCA) in order to receive coverage. In providing the name of the foregoing companies, the University is not endorsing them. It is the student's responsibility to evaluate the insurance available prior to choosing a particular company. The student may choose to use his/her personal insuring agent if that company can provide satisfactory coverage.

SKILLS REQUIRED FOR SUCCESSFUL COMPLETION OF THE PROGRAM

The Counseling and Development program of study cumulates in three clinical courses: one semester of FS 5532 / 5542 Practicum in Counseling and FS 5894 Internships. In these courses, the student's overall performance is assessed, and the student must earn a grade of "PR" to successfully complete the courses. The evaluation forms that are used in these courses are found in the current Clinical Handbook.

PRACTICUM TAPE REVIEW EVALUATION

During the semester the student takes Practicum in Counseling (FS 5532/5542), the counseling faculty and applicable adjunct faculty members will evaluate a tape that evidences the Practicum counseling student's skills. This tape will be selected by the student and will consist of the student and a client engaging in a counseling relationship. It is mandatory for the student to pass this tape. The evaluative process follows this paragraph. If the student does not pass the tape at mid-term, the student is required to submit another tape at the end of the semester. Should the student not pass the second tape, the student is required to repeat Practicum in Counseling (FS 5532/5542). No hours earned during the first semester will be counted during the student's second semester.

Practicum Tape Review Evaluation – (Current Semester) Mid-term

Student Name:

Tape Score:

Decision:

5	“Developing skills are “Exceptional, highly developed skills; consistently well-performed; clear direction in working with this client. Faculty Recommendations / Mandates Optional.
4	“Developing skills meet expectation; helpful. There is immediacy and intentionality to do good. Faculty Recommendations / Mandates Optional.
3	Marginal / Needs work: Responses not helpful or somewhat helpful, but missed too many opportunities, or appropriate skills were non-existent when should be. Faculty Recommendations / Mandates Optional.
2	Doesn't meet current expectations; however, student clearly demonstrates the ability to “do no harm” and some usage of basic skills. Specific areas of improvement are noted in “Faculty Recommendations” and/or “Faculty Mandates” included with this evaluation.
1	Student clearly does not meet expectations. Specific areas of improvement are noted in “Faculty Recommendations” and/or “Faculty Mandates” included with this evaluation.

	Skill	Behavior Description
1)	Body Language and Appearance	Maintains open, relaxed, confident posture. Uses head nods and body gestures to encourage client talk.
2)	Vocal Tone	Vocal tone communicates caring and connection with the client. Rapport is established. Counselor communicates smoothly and warmly with client.
3)	Minimal Encouragers	Uses prompts (uh huh, okay, right, yes) to let client know s/he is heard; however, does not over use them.
4)	Silence	Uses silence appropriately.
5)	Using Immediacy	Recognizes here-and-now feelings, expressed verbally or nonverbally.
6)	Interrupts storytelling	Appropriately interrupts client's storytelling. Refocuses session to appropriately address client's situation(s) to facilitate a more productive session.
7)	Questioning	Doesn't overuse questions. Asks open-ended questions that encourage the client to continue talking. Uses closed questions sparingly.
8)	Paraphrasing / Reflection of content)	Engages in brief, accurate, and clear rephrasing of what the client has expressed.
9)	Reflecting Feeling	States succinctly the feeling and the content of the problem faced by the client (“You feel _____ when _____.”)
10)	Expressing Meaning	Ability to link content and feeling together to allow client to gain awareness / insight into the problem. (“You feel ___ because ___” or “You feel ___ when _____.”)

Comments:

Practicum Instructor

Date

Student

Date

Counseling & Development Midterm Evaluation

Student name _____ I.D. Number _____

Instructor _____

Course _____ Date _____

LEVEL OF PROGRESS:

Satisfactory Progress _____

Marginal Progress _____

Unsatisfactory Progress _____

COMMENTS:

(Include strengths and/or weaknesses and recommendations regarding the student)

REGISTRATION DEADLINE: MASTER'S CLINICAL COURSES

Clinical courses are restricted enrollment and are capped to meet the requirements of CACREP accreditation. These restricted enrollment classes include FS 5363 Prepracticum, FS 5373 Group Counseling, FS 5532 / 5542 Practicum and FS 5894 Internship. These courses fill quickly, so it is important that you submit your application as soon as possible within the enrollment periods. Applications will not be accepted prior to or following the dates listed below. It is your responsibility to submit the applications between 8a.m. and 5 p.m. to the Family Sciences office to the secretary in charge of restricted enrollment course applications. Each application will be logged on a master record in the Family Sciences office, and stamped (with date and time) by the office staff. You will be required to sign your application in, and you may request a copy of the front sheet (with date and time) for your records. Students are assigned on a first-come, first-assigned basis. This becomes crucial if there are not enough clinical slots for all students in any given semester.

Due Dates for Submission Forms for Application of Limited Enrollment**FS 5363 PrePracticum:**

- September 1 – October 15 for Spring;
- January 15 – February 1 for Summer;
- February 15 – April 1 for Fall courses

FS 5373 Group Counseling:

- September 1 – October 15 for Spring;
- January 15 – February 1 for Summer;
- February 15 – April 1 for Fall courses

FS 5532 / 5542 Practicum:

- September 1 – October 15 for Spring;
- January 15 – February 1 for Summer;
- February 15 – April 1 for Fall courses

FS 5894 Internship I & II:

- September 1 – October 15 for Spring;
- January 15 – February 1 for Summer;
- February 15 – April 1 for Fall courses

If the first application date for restricted enrollment classes falls on a week-end, the first Monday following that date becomes the first day applications are accepted.

VI. DEGREE REQUIREMENTS

SAMPLE MASTER'S DEGREE PLAN: SCHOOL COUNSELING

Name:	ID #:
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Mailing Address:	City:	State:	Zip Code:
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Telephone:	Work/Cell:	Email:
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Bachelor's Degree Held:	Major:	Date Conferred:
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Institution Conferring Degree:

Semester Admitted to the Graduate School:
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Master's Degree to be earned:	Major:	Minor:	Date of Expected Graduation:
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PROGRAM FOR THE MASTER'S DEGREE (List TOTAL degree program, with dates completed or planned and grades for those completed.)

A. Approved courses to be transferred from other Institutions.

Institution	Course Number	Course Title	Semester Hours	Date Completed	Grade

B. Courses at Texas Woman's University

Course Number	Course Title	Hours	Date Completed	Grade
FS 5003	Lifespan Human Development	3		
FS 5303	Professional Orientation and Ethics	3		
FS 5313	Counseling Theory and Practice	3		
FS 5323	Psychological Appraisal	3		
FS 5453	Counseling for Career Development	3		
FS 5393	School Guidance and Counseling Services	3		
FS 5353	Diagnosis and Treatment Planning for Counselors	3		
FS 5443	Multicultural Counseling	3		
FS 5693	Research Methods in Family Sciences	3		
FS 5363	Prepracticum	3		
FS 5373	Group Counseling	3		
FS 5532/5542	Practicum in Counseling	4		
FS 5894	Internship in Counseling	8		
Two 3-credit-hour electives are selected to complete the degree plan.				
TOTAL HOURS:		51		

Names of Advisory Committee:			
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APPROVED:

Major Professor	Date	Chair/Director/Associate Dean	Date	Graduate Dean	Date

In accordance with Leg. HB 1922, an individual is entitled to: request to be informed about the information collected about them; receive and review their information; and correct any incorrect information.

SAMPLE MASTER'S DEGREE PLAN: COMMUNITY COUNSELING

Name:		ID #:	
Mailing Address:		City:	State:
Telephone:		Work/Cell:	Email:
Bachelor's Degree Held:	Major:		Date Conferred:
Institution Conferring Degree:			
Semester Admitted to the Graduate School:			
Master's Degree to be earned:	Major:	Minor:	Date of Expected Graduation:

PROGRAM FOR THE MASTER'S DEGREE (List TOTAL degree program, with dates completed or planned and grades for those completed.)

A. Approved courses to be transferred from other Institutions.					
Institution	Course Number	Course Title	Semester Hours	Date Completed	Grade

B. Courses at Texas Woman's University					
Course Number	Course Title	Hours	Date Completed	Grade	
FS 5003	Lifespan Human Development	3			
FS 5303	Professional Orientation and Ethics	3			
FS 5313	Counseling Theory and Practice	3			
FS 5323	Psychological Appraisal	3			
FS 5453	Counseling for Career Development	3			
FS 5493	Community Mental Health Counseling	3			
FS 5353	Diagnosis and Treatment Planning for Counselors	3			
FS 5443	Multicultural Counseling	3			
FS 5693	Research Methods in Family Sciences	3			
FS 5363	Prepracticum	3			
FS 5373	Group Counseling	3			
FS 5532/5542	Practicum in Counseling	4			
FS 5894	Internship in Counseling	8			
Three 3-credit-hour electives are selected to complete the degree plan.					
TOTAL HOURS:			51		

Names of Advisory Committee:			
-------------------------------------	--	--	--

APPROVED:					
Major Professor	Date	Chair/Director/Associate Dean	Date	Graduate Dean	Date

In accordance with Leg. HB 1922, an individual is entitled to: request to be informed about the information collected about them; receive and review their information; and correct any incorrect information.

IDENTIFICATION OF A GUIDING COUNSELING THEORY

The Counseling and Development faculty requires that each student identify with a guiding theory. One's guiding theory is the established theory that most closely aligns with one's beliefs about the nature of people, the development of personality, how people change, and how counseling facilitates the change. Counseling and Development students are introduced to the established theories of counseling in FS 5313 Counseling Theory and Practice. The established theories from which a student may choose are behavioral counseling, cognitive counseling, family systems counseling, gestalt counseling, individual psychology, person-centered counseling, rational emotive behavioral counseling, reality therapy, transactional analysis, existential, and feminist. At the end of FS 5313, students are asked to make a preliminary decision about the guiding theory with which their beliefs are most closely aligned. In FS 5532/42 Practicum in Counseling, each student further develops their theory paper and the identified theory becomes the basis for supervision in that course and all remaining clinical courses in the program.

Identification of a guiding theory carries potential disadvantages. However, the Counseling and Development faculty believes that the advantages are greater. The beginning counselor conceptualizes people from one internally consistent perspective. The beginning counselor then masters one approach to counseling rather than being overwhelmed by numerous points of view and techniques. Basic counseling skills are used in every theory of counseling; these are the focus of FS 5353 Prepracticum in Counseling. Specific change techniques that arise from other theories, other than one's own guiding theory, may be incorporated; this is known as theoretical consistency and technical eclecticism. Finally, the ability to justify one's treatment on the basis of a guiding theory is the recognized standard of care and is one the counselor's best defenses in case of being charged with malpractice.

Students often feel challenged in the process of uncovering beliefs about people identifying the established theory that most closely aligns with those beliefs. The Counseling and Development faculty is available to assist students in this process, and students are encouraged to read in greater depth about their potential guiding theories to facilitate the guiding theory identification process.

THEORETICAL ORIENTATION PAPER

Introduction

The theoretical orientation paper is designed as a process paper on which to build your personal counseling theory and personal counseling style. The paper will originate in FS 5313 Counseling Theory and Practice and progress through FS 5532/42 Practicum in Counseling, FS 5894 Internship 1 and completed in FS 5894 Internship 2. The paper will require different components as you progress through each of the classes. The format and outline for this theoretical paper have been adopted by the Counseling and Development Component. An explanation of the specific requirements for the content of the paper is included.

Technical Aspects
(These will apply at all levels of the Theory Paper)

Please note that to effectively prepare for this assignment you will need to read ahead in the text, as well as engage in outside readings and dialogues with your classmates.

The theoretical orientation paper is designed to serve as a directed self-study. The goals of this process are to (1) require you to research counseling theory literature, (2) apply theoretical techniques in your work with clients, and (3) aid in the development of an effective, personal counseling style.

Format for Theoretical Orientation Paper

- Each paper will contain a title page, text pages (content), and reference page(s).
- Minimum and maximum numbers of text pages DO NOT include title and reference pages.
- Use appropriate Roman numeral titles for each section as indicated in this document
- All papers and subsequent addendums **MUST** utilize APA style. The Publication Manual of the American Psychological Association (5th ed) is an essential reference for this paper and others you will be writing during your enrollment in the counseling program. *Please review the section in the APA manual on plagiarism and ethics in publication (pp.349-350) and the graduate bulletin on cheating and plagiarism. All university policies will be strictly followed.*
- The title page (see APA manual for specific directions) will include a page header and a running head plus title, name, and institution. In addition, the following three lines will be added to the title page for this assignment: Course, Instructor and Date. (Course, instructor, and date, in this order, should all be centered under the institution.) All components of the title page will be double spaced. (see Attached Sample)
- Additional references and page requirements are expected for each version of the theory paper. Continued reading outside of textbook material is expected; therefore, please note specific requirements.
 - No more than **one** source from the Internet
 - Utilization of course texts is expected; therefore, they do not count as part of the required references.
 - References shall be from appropriate professional books and peer-reviewed journals. Note: Brochures, popular magazine articles, encyclopedias, dictionaries, and other non-professional materials are unacceptable as reference material for this paper. If in doubt about a particular reference, please consult with the professor or library staff.
 - A reference page containing all references is required, and all references listed in the reference section must be referenced in the body of the paper.
 - A minimum of three (3) seminal (original author's work) references must be included. Other references should include current literature within the last ten (10) years.

Evaluation and Grading

Papers will be evaluated on:

- Ability to follow the established format
- Depth of thought about theory
- Incorporation of instructor feedback into subsequent revisions of the paper
- Clarity and continuity of writing style
- Appropriate citation of material, reference list, spelling, and grammar
- APA format

This paper is a work-in-progress and a reflection of your professional development over the course of your program. **Students are strongly encouraged to consult with the appropriate course instructor throughout the entire process of this project.**

Grading for the paper will be Pass/Fail with a 3-point rating system:

In all of the required courses, the 3-point grading scale will be utilized, and the paper will be part of the grading and evaluating process.

3 = Acceptable paper with minor technical problems to be corrected for future submissions.

2 = Major technical problems which must be corrected before the close of the current semester.

1 = Not Acceptable. Make an appointment with the course instructor to delineate what must be done to correct the paper before the end of the current semester and make the paper acceptable.

If paper receives a rating of 1 or 2, it must be corrected as instructed and re-submitted during the current semester to successfully pass this assignment.

Theoretical Orientation Paper – Brief Guide

CLASS REQUIREMENTS	TEXT LENGTH	NUMBER REFERENCES	Sections Required
FS 5313	5	5 minimum + textbook(s)	Phase 1: Sections I, II
FS 5532/42 (Practicum)	7-9 pages	13 minimum + textbook(s)	Phase 2: Sections I, II, III
FS 5894 (Internship 1)	9-11 pages	16 minimum + textbook(s)	Phase 3: Sections I, II, III, IV
FS 5894 (Internship 2)	Final Corrections Made Beginning of Semester Corrected Paper Included in Portfolio		

Phase 1: Content and vocabulary mastery (FS 5313: Counseling Theory and Practice):

Students will be expected to write a paper summarizing their initial study of various counseling theories. The FS 5313 instructor will read through these papers in the context that these theory papers are the beginning of a work in progress. The instructor will return the paper—with feedback—to the student for a re-write or in preparation for Phase 2.

Format for Phase 1 – Sections I & II:

- The paper should be no more than five (5) text pages in length.
- Must have a minimum of 5 references, in addition to the textbook(s), with the exclusions listed above.
- Key concepts associated with the selected theory should be incorporated into the language of the paper.
- The grading process is outlined on the previous page.
- The paper will contain two sections as identified and explained below:

Section 1: My Personal Approach To Counseling (Structure & Function of the Personality)

Name and describe existing theoretical orientation(s) from which your personal theory comes (e.g., Client-centered, Existential, Cognitive-Behavioral, Psychoanalytic, Reality, Gestalt, REBT, etc.). Be specific about what elements of the existing theoretical orientation relate to your personal theory. It is strongly suggested that you select ONE theory (although a second can be incorporated) that best “fits” for you; however, all elements must be supported and adequately referenced.

Section II: How Client Problems Originate (Role of the Environment, Healthy & Unhealthy Functioning)

From your theoretical position, describe how client problems originate. Be specific and use examples to illustrate your views. (e.g., Do problems stem from client beliefs? The way people think? Feelings? Unconscious forces? Chemical imbalances in the brain? Issues related to family of origin? The way people view themselves, others, their lives? etc.) *Be specific in your description and discussion and incorporate the language of your selected theory.*

Please remember this is a working paper and you are not expected to have a polished product at this stage of writing. See grading policy on page two. A paper containing appropriate content reflective of genuine depth of thought and incorporation of key concepts are the objective for this phase of the process.

**Phase 2: Initial application of theory (FS 5532/42 Practicum in Counseling)
Think of this as the remainder of the Theories Outline...**

During the beginning of the course (see applicable syllabus for specific due date), the student will be required to submit to the FS 5532/42 Practicum instructor a second draft that incorporates the feedback received in FS 5313. *Students will attach their previous draft to their new version.*

This will allow the instructor to have an understanding of the theoretical orientation of the student and allow for further refining.

Format for Phase 2 – Section III:

- Minimum of 3 additional references for a total minimum of 8 references.
- Minimum of 7 and maximum of 9 text pages. The length of the paper will reflect the additional materials as well as additional clarifications
- All other procedures are the same as outlined previously. The instructor will read and give feedback on this draft and return to the student in preparation for FS 5894 (Internship 1). The grading process is the same as outlined on page two.

Section III: How Clients Are Best Helped

Describe your view of how clients are best helped in the counseling process. This must be related to your personal perspective (e.g., “This is how I would approach working with clients . . .” “I would . . .” etc.). Be specific with techniques and interventions and justify your rationale. Use brief examples to illustrate your position.

Phase 3: Expanded Application and Integration of Theory (FS 5894 Internship 1):

During the first two weeks of the course the student will be required to incorporate the feedback received in FS 5532/42 Practicum in Counseling into their third version of the paper and turn it in to the FS 5894 Internship 1 instructor/supervisor. *Students will attach their previous draft(s) to their new version.* This will allow the instructor to get a feel for the student's developing theoretical orientation as well as allow for further refining.

Format for Phase 3 – Section IV:

- Minimum of 3 additional references for a total minimum of 14 references.
- Minimum of 9 and maximum of 11 text pages;
- The instructor will read and give feedback on the third draft and return to the student in preparation for the final corrections to be completed in FS 5894 Internship.

Section IV: Field Experience Insights

At the required date, set by the instructor, the student will present a revised version of the theory paper incorporating new knowledge gained from the experiences during the field experience based on the student's selected theoretical perspective. Specific “language” (key concepts) of the theory should be included in the paper. The student will incorporate real life experiences with clients, colleagues, and clinical settings during FS 5532/42 Practicum in Counseling and FS 5894 Internship 1 into their developing theoretical orientation.

Phase 4: Final Draft – FS 5894 Internship 2:

During the first two weeks of the final internship the student will be required to incorporate the feedback received in FS 5894 Internship 1 and turn it into the FS 5894 Internship 2 instructor/supervisor. *Students will attach the previous drafts to their final version.* As before, the instructor will read this version of the paper for clarification of the student's orientation and application. Comments, both technical and content, may be returned to the student, if appropriate. All final corrections must be made at this time and a clean copy included in the student's portfolio for review

PORTFOLIO

What is it?

- A portfolio is a collection of evidence or materials that demonstrate an individual's growth, development, and acquisition of knowledge and skills. (Waterman, 1991). They reflect changes in your knowledge, skills, and professional identity.

What is the purpose?

- To motivate and assist counseling students in summarizing and creating a holistic view of how individual components of the program are preparing you for the counseling profession.

Who must complete a portfolio?

- All C&D students who are completing a master's degree and who have NOT written a professional paper must complete a portfolio.

Who must complete a portfolio?

- All C&D students who are completing 21 or more hours of a deficiency plan to be a school counselor must complete a portfolio. The required portfolio is limited to the courses taken as part of the deficiency plan.

What do I need to have in my portfolio?

- Materials from all areas of the program.
- Students are encouraged, however, to add additional items that they believe reflect their learning and growth and which address the eight core curriculum areas defined by CACREP.

These Eight Are:

- Professional Identity
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation

What else could I include?

- Papers
- Journal Entries
- Case Assessments
- Activities
- Book Reviews
- Conference Presentations, etc.

In what format should the portfolio be presented?

- In a binder, with a title page and table of contents.
- Be creative!

How does the faculty evaluate a portfolio?

- Assignments required.
- Portfolio presented in final semester of work.
- Feedback is given, though NO grade will be assigned.

What do we do when we are in a portfolio presentation?

- Oral discussion of the portfolio.
- Faculty and committee members will be in attendance.
- The committee will ask questions related to the portfolio.

What Can I Do About Appealing My Evaluation?

- Please reference your handouts as well as your Graduate Catalog.

Reflections Responses:

- See your handout
- These questions will provide students with an opportunity to consider their own development.
- You will consider personal goals, identification, application of knowledge and skills, etc.

Student Portfolio Evaluation Form

- Feedback about the portfolio evaluation and the student's perspective on the process and their involvement.

VII. GRADUATION

APPLYING FOR GRADUATION

The application for graduation may be obtained from the Graduate School. A completed application properly signed must be filed in the Graduate School by the date indicated on the academic calendar of the semester of graduation. You may apply for graduation up to one year prior to grading. All fees must be paid by deadline. See the Graduate Catalog for further information.

**TEXAS WOMAN'S UNIVERSITY-GRADUATE SCHOOL
GRADUATION CHECKLIST**

This checklist is for the student's personal use. It is not submitted to the Graduate School.

Individual Graduation Checklist for: _____

(Student's Name)

Anticipated Date of Graduation: _____

Final Deadline for Submitting Materials to Graduate School: _____

(See Current Calendar of Deadlines on Website.)

Requirements	Date Due	Date Submitted
1. Application for Graduation Form with diploma fee filed in Graduate School (TWU portal)		
2. Data for Commencement Program Form filed in the Graduate School		
3. Completion of all requirements listed on approved degree program on file in the Graduate School		
4. Certification of Final Examination Form filed in the Graduate School		
5. Compliance with Human Subjects Review, Animal Research, or Agency Approval (if required) for research		
6. Prospectus approval letter from the Dean of the Graduate School (for dissertation or thesis ONLY)		
7. Copy of Professional Paper Title Page filed in the Graduate School (for professional paper ONLY)		
8. All required copies of dissertation/thesis filed in the Graduate School (for dissertation and thesis ONLY)		
9. Microfilm/Copyright form filed in the Graduate School		
10. Survey of Earned Doctorates filed in the Graduate School (for dissertation ONLY)		
11. All dissertation/thesis fees paid		

VIII. BEYOND GRADUATION: REQUIREMENTS FOR LICENSURE AND CERTIFICATION

To practice counseling in the public school setting in Texas, one must obtain certification as a public school counselor by the state of Texas and meet all other state of Texas requirements:

- Have two years teaching experience in an approved school by the State Board of Educator Certification (SBEC) or by the Texas Private School Accreditation Commission
- Have a passing score on the Counselor ExCET Test.
- To practice counseling outside the public school setting in Texas, one must be licensed as a Professional Counselor (LPC).

The Counseling and Development program prepares counselors to enter the field of counseling in the area for which their program area has prepared them. The Counseling and Development program faculty informs students of the necessity for continuing education beyond the master's degree and assumes that the graduates will pursue continuing education to develop beyond the level of minimum competence. Continuing education includes further coursework, attendance at workshops and conferences, participation in supervision, and reading the current professional literature.

Some supervised clinical experience completed during the Counseling and Development program may apply toward the post-degree clinical experience requirement for licensure. Information in this regard is summarized below.

The Counseling and Development faculty encourages graduates to pursue certification in areas of specialization.

LICENSURE REQUIREMENTS FOR COUNSELORS

1. Graduate degree on at least a Master's level in counseling or counseling related field.
2. At least 48 semester hours of counseling related courses including a counseling practicum of not less than 300 hours.
3. 3,000 post-graduate hours supervised (1,500 must be direct client contact).
4. Pass the National Counselor Examination and the Texas Jurisprudence Examination.
5. Renewal of Licensure requires completion of 12 clock hours of continuing education units annually, including 3 clock hours of counseling ethics.

PUBLIC SCHOOL COUNSELOR CERTIFICATION IN TEXAS

1. Be sure you have a valid Texas teaching certificate and have had at least two years of teaching experience in an accredited school.
2. Take the ExCET Test: Counselor
 - a. The test is administered in the spring and fall. You make take it as early as your last semester of enrollment. If you last semester is the summer, you may take the test in the preceding Spring.

- b. Contact the college's Student Support Center to obtain:
 - i. A Registration Bulletin;
 - ii. An applicant form;
 - iii. A bar code. Complete and submit the application; prepare for and take the test.
 - c. The Prep manual for the ExCET can be printed or ordered at : www.sbec.state.tx.
3. Once your ExCET scores are on file at TWU, contact the College's Student Support Center to obtain:
 - a. A College recommendation and application for certification form; and
 - b. An application information for professional certificates form.
 - c. Complete these forms and submit them to the student advising office. The office strongly advises you list your home address as recipient of the certification materials. School districts that receive your materials can misplace them. Be sure the address you list is the one where you will be living in five to eight weeks; the documents are not able to be forwarded.
 4. Upon receipt of these forms, the State Board for Educator's Certification will conduct a criminal history check. Application by someone who does not pass the check will be rejected.
 5. Within five to eight weeks, your certification material will arrive.
 6. For further information, contact:

Texas State Board for Educator's Certification
1001 Trinity
Austin, TX 78701
512 469 3001