

Master's Student Handbook

Master of Science in Clinical Mental Health Counseling (CMHC)

Department of Educational Leadership and Counseling

Texas A&M University-Kingsville

By Dr. Ya-Wen (Melissa) Liang, October 2016

Contents

Introduction to Clinical Mental Health Counseling Program	1
Program Mission	1
Academic Unit	1
Program Objectives	1
Admission Requirements	2
Counseling Program Faculty	2
Degree Plan	5
Department of Educational Leadership & Counseling, Texas A&M University – Kingsville	5
Course Requirement and Prerequisites	6
Policies and Procedures	6
Students with Disabilities	6
Academic Honesty	6
Academic Misconduct	6
Other Forms of Academic Misconduct	7
Non-academic Misconduct	8
Harassment and Discrimination	8
Six-drop Policy	8
Matriculation Requirements	9
Academic Standing Policy	9
Comprehension Exam	9
Course Longevity	9
Repetition of a Course	10
Grades	10
Expectations of Students	10
Liability Awareness	11
Appropriate Dress and Conduct	11
Academic Appeal Policy	11
Policies Retention, Remediation, and Dismissal from the Program	12
Retention and Remediation	12
Probation and Dismissal	12
Reinstatement	13

Graduation	13
Filing for Graduation	13
Conditions Applicable to Graduate Degrees	13
Final Degree Plan	13
Comprehensive Examination(s)	14
Application for Degree	14
Commencement	14
Credentialing	14
Texas Counselor License Exam	14
National Counselor Exam	15
Employment Opportunities for Graduates	15
Professional Information	16
Professional Counseling Organizations	16
Opportunities for Professional Involvement and Appropriate Activities	17

Introduction to Clinical Mental Health Counseling Program

This new Master of Science Degree in Clinical Mental Health Counseling (CMHC) will offer students the opportunity to earn a degree that meets accreditation standards for CACREP, the nation's foremost Counseling Accreditation agency. The 60-semester-hour degree would serve the needs to provide graduates with the necessary coursework to become Licensed Professional Counselors (LPC) in Texas and to promote academic excellence, scholarly research, and equality in professional counseling and rural mental health.

Program Mission

Our mission is to prepare competent counselors in the areas of clinical mental health counseling to work with culturally diverse populations and to provide these graduates with the educational and experiential tools to acquire positions in a wide variety of mental health settings. Our mission correlates with the University and Department mission of developing "well-rounded leaders and critical thinkers who can solve problems in an increasingly complex, dynamic, and global society."

Academic Unit

This program is housed in Rhode Hall of the Department of Educational Leadership and Counseling within the College of Education and Human Performance on the Texas A&M University-Kingsville campus. The Department of Educational Leadership and Counseling Faculty offices locate on the 1st floor of Rhode Hall in the area of the department office, Rhode Hall room #100.

Program Objectives

- (1) Professional Orientation and Ethical Practice
Counseling graduate students will demonstrate a strong professional counseling orientation and identity.
- (2) Social and Cultural Diversity
Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.
- (3) Human Growth and Development
Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.
- (4) Career Development
Counseling graduate students demonstrate understanding and application of career development theory to help individuals with career planning and decisions.
- (5) Counseling and Helping Relationships
Counseling graduate students demonstrate knowledge and skills of theories and techniques necessary to engage in an effective and therapeutic helping relationship.
- (6) Group Counseling and Group Work
Students demonstrate competency in preparing and facilitation of group counseling.

- (7) **Assessment and Testing**
Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.
- (8) **Research and Program Evaluation**
Students will demonstrate an understanding of quantitative and qualitative research methods as well as program evaluation to inform evidence-based practice.
- (9) **Clinical Mental Health Counseling: Foundations**
Students will demonstrate an understanding of clinical mental health counseling foundations, including history, theory, and assessment in clinical mental health counseling.
- (10) **Clinical Mental Health Counseling: Contextual Dimensions**
Students will demonstrate an understanding of clinical mental health counseling contextual factors, including credentialing, cultural factors, and record keeping in clinical mental health counseling.
- (11) **Clinical Mental Health Counseling: Practice**
Students will demonstrate an understanding of clinical mental health counseling practice, including techniques, interventions, and advocacy in clinical mental health counseling.

Admission Requirements

To be accepted into the program, students must have:

- A Bachelor's Degree
- A minimum of 2.8 GPA in undergraduate work
- A minimum score on the MAT (388) or GRE (288)
- Completion of a successful interview
- Completion of an interview essay

Application may be made through [ApplyTexas.org](https://apply.texas.org)

Office of Student Financial Aid -- financial.aid@tamuk.edu / 361-593-3911.

Counseling Program Faculty

Name & Position	Earn Degrees	Teaching Areas	Research Interests/Specialty Areas
Steve Bain Professor Interim Dean of the College of Education & Human Performance	Doctor of Ministry in Counseling Luther Rice College/Seminary in Lithonia, Georgia M.S., Counseling and Personnel Services	Theories of Counseling, Ethics & Legal Issues, Abnormal Human Behavior, Group Counseling, Human Growth & Development, Career Counseling, Field Practicum, Rural Mental Health	Rural mental health, graduate student success, grief and loss, self-injury among children and adolescents, psychological impact on weight management surgery clients, and student retention factors.

Karen L Furgerson Associate Professor Advisor	Ph.D. in Counselor Education Ph.D., University of Alabama M.S., Counseling and Guidance Jacksonville State University	Prof Dev & Ethics, Theories of Counseling, Group Counseling, Assessments, Educational Research, Culturally Different, Grad Research Project	Non-traditional students, domestic violence, service based learning, and multicultural
Kristopher Garza Associate Professor Advisor Program Coordinator	Ph.D. in Counselor Education Texas A&M University-Corpus Christi (CACREP accredited program) M.S., Counseling, Texas A&M University-Corpus Christi	Prof Dev & Ethics, Theories of Counseling, Counseling Techniques, Abnormal Human Behavior, Culturally Different, Culturally Different	First generation college students, self-efficacy and resilience among adolescents and college students, retention factors in academia, stress management, and multicultural issues
Ya-Wen Melissa Liang Assistant Professor Advisor	Ph.D. in Counselor Education Sam Houston State University (CACREP accredited program) ME.d. in Counseling, University of North Texas (CACREP accredited program)	Theories of Counseling, Prof Orient & Ethical Practice, Career Counseling, Assessments, Intro to Counseling, Diagnosis in Counseling, Field Practicum	Acculturation, supervision, rural mental health, sandtray therapy, qualitative research, anger management, addiction counseling, spirituality, cancer support, at risks youth, and counseling adjudicated populations
James Ikonomopoulos Assistant Professor Advisor	Ph.D. in Counselor Education, Texas A&M University-Corpus Christi (CACREP accredited) M.S., Counseling, Texas A&M University-Corpus Christi	Field Practicum, Career Counseling, Crisis Counseling, Substance Abuse Counseling	Instrument validation, program evaluation, treatment effectiveness for a variety of populations including juvenile and criminal justice populations, domestic and intimate partner violence, and treatment in rural communities.
Lorena Albarran-Rosenbaum Lecture	Ph.D. in Counselor Education, Texas A&M University-Corpus Christi	Field Practicum, Career Counseling, Crisis Counseling, Substance Abuse Counseling	At-risk youth, young adults, and rural communities

	(CACREP accredited program) M.S. Counseling, Texas A&M University-Corpus Christi		
--	--	--	--

Degree Plan

M.S. in Counseling Degree Plan

Department of Educational Leadership & Counseling, Texas A&M University – Kingsville

Specialization: ☐ Clinical Mental Health Counseling (60 Hours) ☐ School Counseling Certification* (48 Hours)

☐ Dual Specialization (60 Hours CMHC & School Counseling Certification)

☐ Initial Plan ☐ Revised Plan ☐ Final Plan

Date: _____

Name: _____ Student ID #: _____

Address: _____ City: _____ State: _____ Zip Code: _____

Phone (Home): _____ Work: _____

Test Scores: GRE V _____ Q _____ MAT _____ Undergrad. GPA: _____ Student Email: _____

MAJOR: Counseling Core and Specialization (60 Hours)

60 hours – Core Requirements

Date Taken	Core Requirements (54 Hours)	Date Taken	Specialization/Resources (6 Hours)
	EDCG 5310 Intro to Counseling and Ethics (3)		EDCG 5358 School Counseling Techniques (3) <i>Summer only</i>
	EDCG 5311 Theories of Counseling (3)		EDCG 5354 Program Development for School Counselors (3) <i>Summer only</i>
	EDCG 5329 Research in Counseling (3)		EDCG 5360 Community/Rural Mental Health Counseling (3) (RMH Emphasis)
	EDCG 5339 Human Growth & Development (3)		EDCG 5362 Leadership & Advocacy in Rural Communities (3) (RMH Emphasis)
	EDCG 5312 Counseling Techniques (3)		EDCG 5341 Sp. Topics: (3) _____
	EDCG 5324 Assessment in Counseling (3)		
	EDCG 5321 Abnormal Human Behavior (3)		
	EDCG 5315 Ethics and Legal Issues (3)		
	EDCG 5341 Diagnosis in Counseling (3)		
	EDCG 5355 Vocational Career Counseling (3)		
	EDCG 5323 Group Counseling (3)		
	EDCG 5347 Multicultural Counseling (3)		
	EDCG 5364 Crisis Counseling (3)		
	EDCG 5357 Field Practicum (3) <i>Fall & Spring Only</i>		
	EDCG 5322 Substance Abuse Counseling (3)		
	EDCG 5366 Internship I (3) <i>Fall & Spring Only</i>		
	EDCG 5341 Marriage and Family Counseling (3)		
	EDCG 5368 Internship II (3) <i>Fall & Spring Only</i>		

Sixty (60) semester hours must be completed for LPC licensure.

All comprehensive exams, once passed are good for one year.

All “I” grades must be removed within 12 months.

Independent Study requests must meet strict guidelines for approval.

The student must submit standardized test scores during the first semester of enrollment (GRE, GRE Advanced Education Test, or MAT).

Please follow the suggested course sequences.

Students must take Abnormal before Diagnosis.

All degree work must be completed within 5 years.

This form must be filed within the first 12 credit hours.

The Research Project Manuscript must be filed with the Dean of Graduate Studies.

All work must be coordinated through the advisor.

Students who wish to take the School Counselor Exam must take EDCG 5358.

A total of 700 cumulative hours (280 direct and 420 indirect) must be completed throughout field experience (EDCG 5357, 5366, 5368)

Advisor's Signature

Student's Signature

Graduate Coordinator's Signature

REVISED 8/16/18

Course Requirement and Prerequisites

Students are required to complete EDCG 5310 (Professional Development and Ethics) and EDCG 5311 (Theories of Counseling) in the first semester of the program.

Course		Prerequisites
EDCG 5323	Group Counseling	EDCG 5310, EDCG 5311, EDCG 5312
EDCG 5357	Practicum	Completion of all core courses
	Internship I	Practicum
	Internship II	Internship I

Policies and Procedures

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive. If you require special services because of a disability, please notify the Office of Student Relations so that the University may provide appropriate support services to facilitate your learning. Refer to the [Texas A&M University- Kingsville Student Handbook](#) (Student Relations section, Students with Disabilities subsection).

Academic Honesty

Students are expected to read, understand, and abide by the University's policy on Academic Dishonesty. The policy is published in the TAMUK [Student Handbook](#) (in hardcopy).

Academic Misconduct

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with the TAMUK [Student Handbook](#), especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. You are expected to practice academic honesty in every aspect of this course and all other courses. Please make certain that you are familiar with the TAMUK [Student Handbook](#), as students who engage in academic misconduct are subject to University disciplinary procedures. Forms of academic dishonesty include:

1. Cheating: Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic

exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
4. Plagiarism: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct

1. Failure to follow published departmental guidelines, the professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Non-academic Misconduct

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include:

1. interfering with the instructor's ability to conduct the class,
2. causing inability of other students to profit from the instructional program, or
3. any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures. Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Harassment and Discrimination

Texas A&M University-Kingsville will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the complainant. Sexual harassment of anyone at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the complainant's immediate supervisor, a department head, a supervisory employee, the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

Six-drop Policy

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at http://www.tamuk.edu/registrar/drop_policy.html. Should you have questions about these

policies, please refer to the Student Code of Conduct section of the TAMUK [Student Handbook](#). Descriptions of the policies are available at [Center for Teaching Effectiveness, TAMU-K](#).

Matriculation Requirements

Academic Standing Policy

A minimum grade point average of 3.0 on a 4.0 scale is required in the approved degree plan for the graduate program or graduate certificate. Grades of *D* or *F* do not apply toward a graduate degree but are used to figure grade point averages. Courses may be repeated for credit, in which case the last grade of record is the official grade. Minimum grades required for stem work (assigned prerequisites) are noted on the initial degree plan and/or certification plan. Courses taken outside official program(s) are not subject to these grade requirements unless so specified by the program adviser on the degree plan.

Comprehension Exam

Students must demonstrate proficiency in counseling knowledge by passing the Counselor Preparation Comprehensive Examination (CPCE). Students must complete and pass the CPCE before applying for graduation. Students are required to register and take the CPCE exam during the semester that they take practicum and will have two more attempts to pass the exam during their internship I and II semesters. Registration instructions are sent out to all students taking practicum and those who need to retake the exam during their internships. There is a \$75.00 fee to register for the CPCE exam paid to the Center for Credentialing and Education (CCE). The examination covers the following eight content areas corresponding to the associated courses in our program: 1) Human growth and development-EDCG 5339, 2) Social and cultural diversity-EDCG 5347, 3) Helping relationships-EDCG 5311 & EDCG 5312, 4) Group work-EDCG 5323, 5) Career development-EDCG 5355, 6) Assessment-EDCG 5324, 7) Research and program evaluation-EDCG 5329, and 8) Professional orientation and ethical practice-EDCG 5310 & EDCG 5315.

The CPCE is a 160-item multiple-choice examination, but only 136 items are used to determine if the student meets the minimum passing (criterion) score. The other 24 items are undergoing field testing, to determine suitability for future use (The student will not know which items are being field-tested when taking the CPCE.). The maximum possible score on the CPCE is 136. The CPCE is not scored on a "curve," so the passing score is not influenced by other examinees' results, but the counseling program determines a passing cut-score from comparing the score to national results. More information about the CPCE including study materials can be found on our program website.

<https://www.tamuk.edu/education/departments/counseling/testing.html>

Course Longevity

A master's degree student must complete all requirements for each specific graduate degree within seven years of initial registration for that degree. Graduate credits older than those

stipulated are not applicable toward a graduate degree without written approval from the Graduate Dean.

Repetition of a Course

If a student repeats a course that may not be taken for additional credit, it is the policy of the university to count as part of a student's cumulative grade point average only the last grade received in the course, whether passing or failing, other than a grade of Q. However, for purposes of grade point average calculation on course work for graduation, grades stand as recorded unless the same course is repeated at this university.

Students who have received their first bachelor's degree from this institution cannot repeat courses that were used to earn the first degree for purposes of grade point average calculation. It is the responsibility of the student, after repeating a course, to file a special request form in the Office of the Registrar, so that the adjustment in the grade point average, when applicable, can be entered on the permanent record.

Grades

A grade point average of 3.00 or better on all graduate work on the approved degree plan, is required for graduation. If a course is retaken, the last grade will be counted toward graduation and computation of the overall grade point average. A course in which an "F" is received is considered a course completed and the course must be retaken at the same institution.

Expectations of Students

A graduate student must exhibit a normal and reasonable rate of scholastic progress. If, in the opinion of the student's committee and the graduate dean, the student has made an unsatisfactory rate of progress, the student may be dismissed from a specific program, even with a grade record that falls within guidelines.

Enrollment in this program is limited to graduate students who are preparing for licensed Professional Counselors or School Counselors; thus, class participation is expected as just one component of professional responsibility. Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. At all times, students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors and engage in ethical behavior as defined in the American Counseling Association Code of Ethics and Texas State Board Rules.

As future counselors, students will always demonstrate their professionalism. If a student misses more than four classes of any face-to-face class meetings, the student will automatically lose one letter final grade for the course. If students would like to appeal the loss of a letter grade, students must provide an explanation and proof associated with all absences and the case will be presented to the general faculty for consideration.

Students are expected to earn a grade of C or above to pass all 60 credit hours courses and achieve academic requirements to earn a Master's degree of Science in CMHC. Students are expected to demonstrate an attitude of reflection and thoughtfulness about professional growth and instructions, include following:

1. Students completing the program will demonstrate understanding of students' development including diversity and student achievement.
 - a. Students will review and be able to classify, distinguish, explain, and demonstrate knowledge of diversity and multiculturalism.
 - b. Students will demonstrate understanding of student development based on theoretical knowledge of development and counseling techniques.
2. Students will demonstrate knowledge of planning, implementing, and evaluating a developmental CMHC program as well as providing effective counseling services and student assessments.
3. Students will demonstrate competency in collaboration with parents, school, and communities and applications of appropriate ethical standards and decision-making strategies
4. Students completing the program will demonstrate understanding of and ability to evaluate research, conduct research, and write research manuscripts.

Liability Awareness

Students taking clinical courses, such as but not limited to Group Counseling, Practicum, and Internship courses, as helping professions must have their own adequate liability coverage for themselves during the training period. Texas A&M University Kingsville does not provide legal protection for students in the event of legal problems arising in the Group Counseling, Counseling Practicum or Internship settings. Students must have a liability insurance coverage in the minimum amount of \$1,000,000 incident/\$1,000,000 aggregate. Students in training will choose their own insuring company. Sources that will insure students include:

- ACA Insurance Trust, Inc. www.hpsso.com
- Texas Counseling Association www.txca.org
- Healthcare Providers Service Organization (HPSO) www.hpsso.com

Appropriate Dress and Conduct

Students in Practicum class and Internship class should dress appropriately at the counseling clinic, counseling center, and their practicum/internship sites. Students should use discretion in maintaining appropriate dress.

Academic Appeal Policy

After being reported to the Registrar, grades other than "I" may not be changed unless an error has been made by the instructor. Students should review their end of semester final grades closely to ensure the accuracy. If an error or discrepancy should occur, the student should contact the appropriate professor and/or the Office of the Registrar immediately for resolution

of the discrepancy. It is recommended that those changes occur no later than the beginning of the next semester. Under no circumstances will grades be changed after one calendar year.

Policies Retention, Remediation, and Dismissal from the Program

Retention and Remediation

The retention policy is consistent with institutional due process policies and the counseling profession's ethical codes and standards of practice. A student may be advised to consider another major at any point after achieving admission into the program based on the program faculty's assessment of student's performance and/or professional performance and suitability for the counseling profession. Students must maintain at least a 3.0 grade point average overall. All students who struggle with the above policy would meet with course instructor and/or their faculty advisor to discuss the procedure and policy. When students struggle to meet academic or skill development expectations, engage in an unethical behavior, or are involved in an unethical situation, the program has a number of options for responding to the situation. These include, but are not limited to: (a) the requirement of additional supervision before assigning a passing grade, (b) requiring additional study of ethics, and/or other assignments deemed appropriate by the faculty, (c) placing the student on program probation, or, (d) in extreme instances, dismissal from a course and/or the program. However, our goal is to make sure we provide adequate training and remediation (if necessary) in counseling skills and ethical understanding, not to punish students for making a mistake. Through the formal process of student evaluation, faculty might determine that additional support or disciplinary action is needed for a student to progress. If this occurs, a written remediation plan is implemented. The remediation plan is coordinated by the student's advisor and is developed in consultation with other faculty and, as appropriate, other clinical supervisors.

Probation and Dismissal

A graduate student who fails to achieve and maintain an overall 3.00 grade point average during any semester of enrollment will be placed on academic probation. A student who fails to achieve a 3.00 overall grade point average by the end of the next semester of enrollment will be placed on academic suspension for a minimum of two semesters (two summer terms count as one semester). After the academic suspension is served, the student may be allowed to re-enroll only upon the recommendation of the major department and with the approval of the Dean of the College of Graduate Studies. Failure to achieve an overall 3.00 grade point average during any subsequent semester of enrollment will result in dismissal, and the student will not be allowed to pursue further study at the program. Courses taken from other institutions will not be transferable if taken during a period of suspension from Texas A&M University-Kingsville. Students on academic suspension from another institution will not be admitted to Texas A&M University-Kingsville until their specific period of suspension expires. Students who

fail to meet the professional expectations of the field for which they are preparing may be suspended from further study in that program by the department administering that program.

Reinstatement

The graduate student who is dismissed for any reason may request reinstatement through the graduate dean. The student will be screened by the graduate dean in consultation with the graduate coordinator and program adviser from the academic area in which the student desired to study.

Graduation

Filing for Graduation

The candidate must file for graduation in the Office of the College of Graduate Studies. It is the student's responsibility to submit to the Graduate Office the proper documentation showing the completion. Graduate degree candidates must obtain clearance and complete a Degree Candidacy form at the Graduate Office. Clearance to graduate follows recommendation by the official graduate coordinator/adviser(s) and Department Chairperson to the Graduate Dean. Students may apply for candidacy with the graduate dean six months in advance of the day of graduation by presenting a signed, final degree plan.

Application and all required forms are posted on the College of Graduate Studies website:

<http://www.tamuk.edu/grad>

A student must be in good standing with the College of Graduate Studies in order to complete graduation requirements within seven years of initial registration.

- Students applying for graduation must have prior approval of the adviser and properly signed final degree plan for submission to College of Graduate Studies.
- Students who do not meet their final requirements by the deadline must re-submit the application for candidacy for the next semester.
- Research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects. Training in the use of human subjects in research is available through the Collaborative Institutional Training Initiative (CITI) and the National Institute of Health (NIH). Training is mandatory, either through CITI or NIH. Visit the Office of Research and Sponsored Programs' website for further information: <http://www.tamuk.edu/osr>

Conditions Applicable to Graduate Degrees

Final Degree Plan

Once a final degree plan has been submitted to the graduate office for candidacy check-out, the final degree plan cannot be changed during the semester of candidacy without the graduate dean's review and written permission.

Comprehensive Examination(s)

Each graduate student must demonstrate proficiency in the major subject (and supporting field area if it includes nine semester hours or more) by passing comprehensive examinations approved by the appropriate graduate coordinator(s) and administered by the student's program committee. Students are encouraged to take their first comprehensive examination during their first semester of practicum class.

Application for Degree

Graduate degrees are conferred at the close of each regular semester and second summer session. Candidates for advanced degrees who expect to complete their work must first seek approval from their graduate adviser/coordinator to apply for graduation with the Graduate Dean, submit a final degree plan/transcript, complete an application for candidacy in the Graduate Office. It is the student's responsibility to be informed and meet graduation deadlines which are published in the Academic Calendar in an earlier section of this Catalog and in the Class Schedule each semester. A student cannot graduate with an *I*, *S*, *U* or *F* notation on their academic record in the last semester prior to graduation.

Commencement

The degree is conferred at the commencement following the fulfillment of all requirements. The candidate is expected to be present.

Credentialing

Introduction of procedures regarding credentialing is introduced in the practicum class and again in the internship I and II classes. A student who graduates from this program will be eligible to apply for a LPC or School Counselor. In Texas, certification is required to counsel in the public school; licensure is required to counsel outside the public school or religious setting. The applicant with a criminal history who seeks professional credentials should contact the appropriate Board prior to enrollment in the program to determine eligibility for certification and/or licensure.

Boards in Texas: School Counselor Certification:

http://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification

Texas Department of State Health Services: Professional Counselor Certification:

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

National Board for Certified Counselors

<http://www.nbcc.org/directory/Default.aspx>

Texas Counselor License Exam

During the practicum and internship classes, students are introduced that a license is needed to work as a counselor in Texas. Licenses are granted by the State Board of Examiners of Professional Counselors. To qualify to become a licensed professional counselor in Texas, the following must be met:

- An applicant must obtain a graduate degree in counseling from an accredited school meeting the credit limit.

- An applicant must meet supervised clinical experience requirements of 3,000 hours of postgraduate professional counseling, 50% of which must involve direct client contacts. This must also include a minimum of four hours of supervision per month and be completed in not less than 18 months.
- An applicant must earn a passing score on the National Counselor Exam (NCE).
- An applicant must complete the Texas Jurisprudence Exam:
https://www.dshs.texas.gov/counselor/lpc_Jurisprudence.shtm

National Counselor Exam

<http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification>

Taking the NCE is not required for graduation from our CMHC program. See a full list of study guide materials at www.nbcc.org/Exam

The NCE covers the following content areas:

- Human growth and development
- Social and cultural diversity
- Helping relationships
- Group work
- Career development
- Assessment
- Research and program evaluation
- Professional orientation and ethical practice

Employment Opportunities for Graduates

During the practicum and internship classes, students are introduced of employment opportunities. Opportunities for counseling graduates include, but not limited to:

- Private Practice
- Clinical Mental Health Professional
- State and federal prisons
- Correctional facilities
- Texas MHMR
- Psychiatric Hospitals
- Community Agency
- Non-profit Organization
- School Counseling; School advising
- Addiction Counseling
- Career Counseling
- Marriage, Couple, and Family Counseling
- Student Affairs
- Rehabilitation Counseling
- Crisis Counseling
- Residential Advising
- Case Management

- Child Protective Services
- VA Medical Hospitals
- Outpatient Clinics.

Professional Information

Professional Counseling Organizations

Counseling students are encouraged to affiliate with professional counseling organizations including, but not limited to the American Counseling Association (ACA) and Texas Counseling Association to enhance professional growth. Some organizations are listed as follows:

National Level

American Counseling Association (ACA)
www.counseling.org

Association for Assessment and Research in Counseling (AARC)

<http://aarc-counseling.org>

Association for Child and Adolescent Counseling (ACAC)

www.acachild.com

Association for Adult Development & Aging (AADA)

www.aadaweb.org

American College Counseling Association (ACCA)

www.collegecounseling.org

Military and Government Counseling Association (MGCA)

<http://acegonline.org>

Association for Counselor Education & Supervision (ACES)

www.acesonline.net

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)

www.agblic.org

State Level

Texas Counseling Association (TCA)
www.txca.org

Texas Association for Assessment in Counseling (TAAC)

www.txca.org/tca/TAAC_Home.asp

Texas Association for Adult Development & Aging (TAADA)

www.txca.org/tca/TAADA_Home.asp?SnID=1962583625

Texas College Counseling Association (TCCA)

www.txca.org/tca/TCCA_HOME.asp?SnID=1962583625

Texas Association for Counselor Education & Supervision

www.txca.org/tca/TACES_Home.asp?SnID=1962583625

Texas Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (TALGBTIC)

www.txca.org/tca/TALGBTIC_Home.asp?SnID=1962583625

Texas Association for Multicultural Counseling and Development (TexAMCD)

www.txca.org/tca/TEXAMCD_Home.asp

Texas Mental Health Counselors Association (TMHCA)

www.txca.org/tca/TMHCA_Home.asp?SnID=1962583625

Association for Multicultural Counseling and Development (AMCD)

www.amcdaca.org

American Mental Health Counselors Association (AMHCA)

www.amhca.org

American Rehabilitation Counseling Association (ARCA) www.arcaweb.org

American School Counselor Association (ASCA)

www.schoolcounselor.org

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)

www.aservic.org

Association for Specialists in Group Work (ASGW) www.asgw.org

Association for Humanistic Counseling (AHC)

<http://afhc.camp9.org>

Counselors for Social Justice (CSJ)

<http://counselorsforsocialjustice.com>

International Association of Addictions and Offender Counselors www.iaaoc.org

International Association of Marriage and Family Counselors www.iamfc.com

National Career Development Association (NCDA) <http://ncda.org>

National Employment Counseling Association (NECA) www.employmentcounseling.org

Texas School Counselor Association (TSCA)

www.txca.org/tca/TSCA_Home.asp?SnID=1962583625

Texas Counseling Association for Humanistic Education and Development (T-AHEAD)

www.txca.org/tca/TAHEAD.asp?SnID=1962583625

Texas Counselors for Social Justice (TCSJ)

www.txca.org/tca/TXCSJ_Home.asp

Texas Association of Marriage and Family Counselors (TAMFC)

www.txca.org/tca/TAMFC_Home.asp?SnID=1962583625

Opportunities for Professional Involvement and Appropriate Activities

Chi Sigma Iota International (CSI): www.csi-net.org

National Board for Certified Counselors (NBCC): www.nbcc.org

American Association for Marriage & Family Therapy (AAMFT): www.amft.org

Texas Association for Marriage & Family Therapy (TAMFT): www.tamft.org

Association for Play Therapy (APT): www.a4pt.org

Texas Association for Play Therapy (TAPT): <http://txapt.org>

American Association of Christian Counselors: www.aacc.net

American Association of Sexuality Educators, Counselors, and Therapists: www.aasect.org

American College Personnel Association (ACPA): www.myacpa.org

Association for Addiction Professionals (NAADAC): <http://www.naadac.org>

Texas Association of Addiction Professionals (TAAP): <http://www.taap.org>

Sandtray Therapy Institute: <http://www.sandtraytherapyinstitute.com>

Center for Play Therapy Summer Institute: <http://cpt.unt.edu/training/cpt-annual-conferences/cpt-summer-institute>