

Student Handbook

Master of Science in Clinical Mental Health Counseling (EDCM) Master's Program

**Department of Educational Leadership
and Counseling**

Texas A&M University-Kingsville

Effective in Fall 2024

By Dr. Ya-Wen Melissa Liang, October 2016

Contents

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

Policies Retention, Remediation, and Dismissal from the Program	13
Retention and Remediation	13
Probation and Dismissal	14
Reinstatement	15
Graduation	15
Filing for Graduation	15
Conditions Applicable to Graduate Degrees	15
Final Degree Plan	15
Comprehensive Examination	15
Application for Degree	16
Commencement	16
Credentialing	16
LPC Associate and LPC	16
National Counselor Exam/National Clinical Mental Health Counseling Exam	17
Credentialing Endorsement Policy	17
Employment	18
Employment Endorsement Policy	18
Employment Opportunities for Graduates	18
Professional Information	19
Professional Counseling Organizations	19
Opportunities for Professional Involvement and Appropriate Activities	20

Introduction to Clinical Mental Health Counseling

The Master of Science Degree in Clinical Mental Health Counseling (EDCM) program offers students the opportunity to earn a degree that meets accreditation standards for the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the nation's foremost Counseling Accreditation agency. The 60-semester-hour degree with three choices of emphases in School Counseling, Rural Mental Health, and Sandtray Therapy serves 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.

Program Mission

Our mission is to prepare competent counselors in the areas of professional 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's 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 office locates on the first floor of Rhode Hall in the area of the department office, Rhode Hall room #100.

Program Objectives

- (1) **Professional Counseling: Foundations and Ethical Practice**
Students demonstrate a strong identity and an understanding of ethical practice in clinical mental health, foundations, and history in professional counseling.
- (2) **Professional Counseling: Contextual Dimensions**
Students demonstrate an understanding of professional counseling contextual factors, including credentialing, cultural factors, and record keeping.
- (3) **Professional Counseling: Practice**
Students demonstrate an understanding of professional counseling practice, including theories, techniques, assessments, interventions, and advocacy in professional counseling.
- (4) **Social and Cultural Diversity**
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.
- (5) **Human Growth and Development**
Students are able to demonstrate an understanding of development across the lifespan and the impacts on normal and abnormal functioning.

- (6) **Career Development**
Students demonstrate understanding and application of career development theory to help individuals with career planning and decisions.
- (7) **Counseling and Helping Relationships**
Students demonstrate the knowledge and skills of theories and techniques necessary to engage in an effective and therapeutic helping relationship.
- (8) **Group Counseling and Group Work**
Students demonstrate competency in preparing and facilitating group counseling.
- (9) **Assessment and Testing**
Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.
- (10) **Research and Program Evaluation**
Students demonstrate an understanding of quantitative and qualitative research methods as well as program evaluation to inform evidence-based practice.

Admission Requirements

To be accepted into the program, students must have:

- A Bachelor's Degree
- A minimum of 3.0 GPA in undergraduate work
- Submit a purpose statement (with the program format) and a resume
- A minimum of 3.0 GPA in graduate work for transfer students and a grade above B for the transfer credits

The application may be made through [ApplyTexas.org](https://www.applytexas.org)

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

Transfer Credits

Our program accepts up to 15 hours of counseling credits from the graduate-level transfer students if the final grade of the course is B and above. Students need to email the academic advisor and program coordinator all the syllabi for the transfer credits for an evaluation. The academic advisor will examine if the syllabi meet the CACREP standards.

Counseling Program Faculty

Name & Position	Earn Degrees	Courses Taught in the Program	Research Interests/Specialty Areas
Steve Bain, LPC-S, NCC Professor CMHC Academic Advisor Director of Rural Mental Health Institution	Doctor of Ministry in Counseling, Luther Rice College/Seminary in Lithonia, Georgia, 1992 M.S. in Counseling and Personnel Services, Memphis State University, 1988	Community Rural Mental Health Counseling, Leadership & Advocacy in Rural Communities, Group Counseling Techniques, Intro to Counseling & Ethical Practice, Ethics & Legal	Rural mental health, graduate student success, grief and loss, self-injury among children and adolescents, psychological impact on weight management

	B.S. in History, University of North Alabama, Florence, 1985	Issues, Field Practicum, Research in Counseling, Human Growth & Development, Career Counseling, Crisis Counseling	surgery clients, and student retention factors.
Kristopher Garza, LPC-S, NCC Associate Professor Practicum/Internship Coordinator CACREP Liaison CMHC Academic Advisor	Ph.D. in Counselor Education, Texas A&M University-Corpus Christi (CACREP accredited program), 2015 M.S., Counseling, Texas A&M University-Corpus Christi, 2012 B.S. in Exercise Science, Texas A&M University-Kingsville, 2011	Field Practicum, Internship I and II, Human Growth & Development, Ethics and Legal Issues, Career Counseling, Counseling Techniques, Group Counseling Techniques, Community Rural Mental Health Counseling, Leadership & Advocacy in Rural Communities, Research in Counseling, Multicultural Counseling, Marriage and Family Counseling	Rural mental health, counseling supervision, first-generation college students, self-efficacy and resilience among adolescents and college students, retention factors in academia, stress management, career counseling, and multicultural issues
Ya-Wen (Melissa) Liang, LPC-S, NCC, Certified Humanistic Sandtray Therapist Associate Professor CMHC Program Coordinator Tau Alpha Kappa CFA of Chi Siga Iota CMHC Academic Advisor	Ph.D. in Counselor Education, Sam Houston State University (CACREP accredited program), 2015 ME.d. in Counseling, University of North Texas (CACREP accredited program), 2010 B.A. in English Literature, Providence University, Taiwan, 1995 Business Administration, ChihLee 5-Year-College, Taiwan, 1992	Theories of Counseling, Sandtray Therapy, Diagnosis & Psychopharmacology, Introduction to Counseling & Ethical Practice, Ethics & Legal Issues, Research in Counseling, Counseling Techniques, Assessments in Counseling, Field Practicum, Leadership & Advocacy in Rural communities, Career Counseling, Marriage, Couple, & Family Counseling, Multicultural Counseling, Group Counseling Techniques	Acculturation, supervision, rural mental health, sandtray therapy, Asian populations, minorities, cancer support, social justice, correctional counseling, college student success
Karen L Furgerson, LPC-S, CSC Lecture	Ph.D. in Counselor Education, University of Alabama, 1995 M.S. in Counseling and Guidance, Jacksonville State University, 1988 B.S. in Education, Jacksonville State University, 1978	School Counseling Techniques, Program Development for School Counselors, Multicultural Counseling, Research in Counseling, Intro to Counseling & Ethical Practice, Theories of Counseling, Counseling Techniques, Ethics & Legal Issues, Abnormal	Non-traditional students, domestic violence, service-based learning, and multicultural

		Behavior, Group Counseling, Assessment in Counseling, Human Growth & Development, Career Counseling, Field Practicum, Crisis Counseling	
Lorena Albarran-Rosenbaum, LPC-S Lecture	Ph.D. in Counselor Education, Texas A&M University-Corpus Christi (CACREP accredited program), 2015 M.S. Counseling, Texas A&M University-Kingsville, 2012 B.S. in Exercise Science, Texas A&M University - Kingsville, 2011	Field Practicum, Internship, Research in Counseling, Intro to Counseling & Ethical Practice, Counseling Techniques, Ethics & Legal Issues, Abnormal Behavior, Group Counseling, Assessment in Counseling, Human Growth & Development, Community Rural Mental Health Counseling, Leadership & Advocacy in Rural communities, Career Counseling, Crisis Counseling, Addictions Counseling, Marriage, Couple, & Family Counseling	At-risk youth, young adults, and rural communities, Motivational Interviewing, Wellness, Retention and Advocacy
Baylea Wagener Cramer, LPC-S Lecture	Ph.D. in Counselor Education, Texas A&M University-Corpus Christi (CACREP accredited program), 2018 M.S. Counseling and Guidance, Texas A&M University- Kingsville, 2014 B.A. in Psychology, University of Houston – Victoria, 2011	Field Practicum, Internship, Intro to Counseling & Ethical Practice	Posttraumatic growth, trauma, complex trauma, client outcome-based research, practice-based evidence
Mary Nichter, LPC-S, LMFT-S, CSC Lecture	Ph.D. in Marriage & Family Therapy, Texas Woman's University, 1992 M.S., Counseling and Guidance, University of Houston Clear Lake City, 1982 B.S. in Special Education and Early, University of	Intro to Counseling & Ethical Practice, Marriage, Couple, & Family Counseling	Strengths-based counseling, positive psychology, and strengths-based supervision

	Houston - University Park, 1975 General Studies, San Jacinto Jr. College 1972		
Linda Hart, LPC-S, RPT-S, CSC Lecture	Ph.D. in Counselor Education, Sam Houston State University (CACREP accredited program), 2017 M.S. in Counseling, University of Houston Clear Lake, 2009 B.S. in Behavioral Science/Psychology, University of Houston Clear Lake, 2004	Abnormal Human Behavior, Addictions Counseling, Diagnosis & Psychopharmacology	Crisis response counseling, resilience of students affected by school shootings
Jacquelyn E. Schuster, LPC, CSC, NCC Lecture	Ph.D. in Counselor Education, Texas A&M University-Corpus Christi (CACREP accredited program), 2018 M.S. Counseling, Texas A&M University-Corpus Christi (CACREP accredited program), 2014 B.A. in Psychology, University of Houston- Victoria, 2011	Internship, Research in Counseling	Advocacy for professional school counselors, wellness, mindfulness, children and adolescents, military-connected students

Degree Plan

M.S. in Clinical Mental Health Counseling Degree Plan

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

Specialization: Clinical Mental Health Counseling (60 Hours, CACREP-accredited)
 CMHC 60 Hours with school counseling emphasis / CMHC 60 Hours with rural mental health emphasis
 CMHC 60 Hours with Sandtray therapy emphasis

Initial Plan Revised Plan Final Plan Date: _____
 Name: _____ Student ID #: _____
 Address: _____ City: _____ State: _____ Zip Code: _____
 Phone (Home): _____ Work: _____
 Student Email: _____ Personal Email: _____

MAJOR: Counseling Core (54 credit hours) and Elective Courses (6 credit hours)

Semester Year	Core Requirements (54 Hours)	Semester Year	Emphasis/Elective Courses (6 Hours)
	EDCG 5310 Intro to Counseling and Ethical Practice (3)		EDCG 5358 School Counseling Techniques - Summer only
	EDCG 5311 Theories of Counseling (3)		EDCG 5354 Program Development for School Counselors - Summer only
	EDCG 5339 Human Growth & Development (3)		EDCG 5360 Community/Rural Mental Health Counseling (RMH emphasis)
	EDCG 5312 Counseling Techniques (3)		EDCG 5362 Leadership & Advocacy in Rural Communities (RMH emphasis)
	EDCG 5324 Assessment in Counseling (3)		EDCG 5343 Basic Sandtray therapy (Sandtray Therapy emphasis) - Summer only
	EDCG 5315 Ethics and Legal Issues (3)		EDCG 5344 Advanced Sandtray Therapy (Sanstray Therapy emphasis) - Summer only
	EDCG 5329 Research in Counseling (3)		EDCG 5341 Sp. Topics: _____
	EDCG 5321 Abnormal Human Behavior (3)		EDCG 5341 Sp. Topics: _____
	EDCG 5347 Multicultural Counseling (3)		
	EDCG 5345 Diagnosis & Psychopharmacology (3)		
	EDCG 5323 Group Counseling Techniques (3)		
	EDCG 5355 Career Counseling (3)		
	EDCG 5350 Marriage, Couple, & Family Counseling (3)		
	EDCG 5364 Crisis Counseling (3)		
	EDCG 5322 Addictions Counseling (3)		
	EDCG 5357 Field Practicum for Counselors (3)		
	EDCG 5366 Internship I (3) Fall & Spring Only		
	EDCG 5368 Internship II (3) Fall & Spring Only		

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

The student needs to submit page 5 of the Practicum Application form to the Practicum/Internship Coordinator to seek approval before enrolling in the Practicum class.

The student needs to pass the comprehensive exam (offered during the semester of taking Practicum course) before graduation. If not passing, the student has the 2nd opportunity to pass it while taking Internship I and the 3rd opportunity to pass it while taking Internship II.

A master's degree student must complete all requirements within seven years of initial registration for that degree.

All work must be coordinated through the advisor.

All "I" grades must be removed within 12 months.

Independent Study requests must meet strict guidelines for approval.

Advisor's Signature

Student's Signature

REVISED 1/24/2024

Course Requirements 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 Techniques	EDCG 5310, EDCG 5311, EDCG 5312
EDCG 5344	Advanced Sandtray Therapy	EDCG 5343 Basic Sandtray therapy
EDCG 5357	Practicum	Completion of at least 24 credit hours
EDCG 5366	Internship I	EDCG 5357 Practicum
EDCG 5368	Internship II	EDCG 5366 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 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. The 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 a 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 syllabus, 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 a 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 the 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 nonacademic 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 seriously 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 the 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 nonacademic 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 Officer 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 [the Center for Teaching Effectiveness, TAMU-K](#).

Artificial Intelligence (AI) Protocols

Please refer to the syllabus for “AI” writing tools.

Prohibit All Use of AI Tools

AI writing tools (such as ChatGPT) are not permitted for any stage or phase of work in this class. If you use these tools, your actions will be considered a violation of the University’s academic misconduct policy and may lead to disciplinary procedures.

Limited Use of AI Tools

During this class, there may be opportunities to make use of AI writing tools (such as ChatGPT). You will be informed as to when, where, and how these tools are permitted, along with guidance for attribution. Any use outside of this permission will be considered a violation of the University’s academic misconduct policy and may lead to disciplinary procedures.

Broad Use of AI Tools

AI writing tools (such as ChatGPT) are welcome in this class, provided that you properly cite when and how you use the tool. Using an AI tool to generate content without proper attribution qualifies as a violation of the University’s academic misconduct policy and may lead to disciplinary procedures.

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 *C*, *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 the record is the official grade.

Grades

Only grades of “A” or “B” will be accepted toward this degree. Candidates for the Master of Science degree in Clinical Mental Health Counseling must earn a minimum of 60 semester credit hours and maintain a minimum overall GPA of 3.0. 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.

Comprehension Exam

Students must demonstrate proficiency in counseling knowledge by passing the comprehensive exam. Students must complete and pass the comprehensive exam before applying for

graduation. Students are required to register and take the comprehensive 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. 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.

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 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.

Withdrawing from a Class

After mid-semester, dropping courses are not recommended unless there are extenuating circumstances. Your professor has the option of assigning you a "Q" or even an "F", so be sure that dropping the class is the best decision. In some cases, you may be able to obtain an "Incomplete" if some unexpected emergency or illness prevents you from completing the final requirements of the course, but you will have to complete those requirements soon thereafter.

Once you have made the decision to drop and have made arrangements with your professor, you will need to visit with your advisor and complete a drop form. Both the professor and your advisor will need to sign the form. The Office of the Registrar will then process your drop request.

Important Note: if you have obtained funding through the Financial Aid Department, and register for a class but then fail to attend, you will be "flagged" by the university and required to pay back your funding.

Withdrawing from the University

Sometimes life brings the unexpected. If it becomes necessary for you to drop all of your classes during the semester, you must notify the Office of the Registrar and process a Withdrawal Form. If the withdrawal is before the mid semester point, then you will automatically receive a grade of "Q" in each course. If you do not process the withdrawal, you will receive a grade of F in each course, so take the time to do it right. Those grades will follow you around forever.

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 virtual 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 B or above to pass all 60 credit hours courses and achieve the 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, including the following:

1. Students completing the program will demonstrate an 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 an 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, schools, and communities and applications of appropriate ethical standards and decision-making strategies
4. Students completing the program will demonstrate an understanding of and ability to evaluate research, critique research articles, and present research proposals.

Liability Awareness

Students taking clinical courses, such as but not limited to Group Counseling, Sandtray Therapy, Practicum, and Internship courses, as helping professionals 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, Sandtray Therapy, Practicum, or Internship settings. Students must have a liability insurance coverage in the minimum amount of \$1,000,000 incident/\$1,000,000 aggregate when taking practicum and internship courses. Students in training will choose their own insuring company. Sources that will ensure 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 clinical classes, such as Group Counseling, Sandtray Therapy, Practicum, and Internship should dress appropriately at the counseling clinic, counseling center, and their sites while seeing clients. Students should use discretion in maintaining an 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 accuracy. If an error or discrepancy should occur, the student should contact the appropriate professor and/or the Office of the Registrar immediately for the 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 the 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 the course instructor and/or their faculty academic advisor to discuss the procedure and policy. When

students struggle to meet academic or skill development expectations, engage in 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 an 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 both the student's academic advisor and course instructor 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. After the academic suspension is served, the student may not return to the program or may re-enroll only upon 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 in 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.

In addition to the appraisal of graduate student GAP, students' academic performance, ethical behaviors, counselor development, and clinical performance are assessed throughout courses in the Counseling program by the program faculty and site supervisor(s). The Counseling program faculty and site supervisor(s) serve as gatekeepers to ensure students' counseling competency for delivering professional counseling services and protecting client welfare. If any behaviors or dispositions hamper the student's academic performance, clinical skill development, or professional counselor identity, the assigned faculty academic advisor, course instructor, site supervisor, practicum/internship coordinator, or program coordinator can request to meet with the student to discuss dispositions. Faculty and/or the site supervisor are responsible to work with the student to facilitate a development plan to help the student overcome academic, clinical, or ethical challenges. The student and the faculty academic advisor, course instructor, site supervisor, practicum/internship coordinator, or program coordinator should both sign on the agreed development plan. Students are responsible for enhancing the area(s) of growth or conquering professional impairment within the agreed time frame.

Reinstatement

The graduate student who is dismissed for any reason may request reinstatement through the Dean of the College of Graduate Studies. The student will be screened by the Dean of the College of Graduate Studies in consultation with the program coordinator from the academic area in which the student desires 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 the recommendation by the official graduate coordinator/adviser(s) and Department Chairperson to the Dean of the College of Graduate Studies. 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 from the adviser and properly sign a final degree plan for submission to the 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 in Degree Works 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 Dean of the College of Graduate Studies' review and written permission.

Comprehensive Examination

Each graduate student must demonstrate proficiency in the major subject (and supporting field area if it includes nine semester hours or more) by passing the comprehensive exam 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 faculty academic adviser and then program coordinator to apply for graduation with the Dean of the College of Graduate Studies, submit a final degree plan/transcript, and 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

The 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 an LPC and/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](http://tea.texas.gov/About%20TEA/Leadership/State%20Board%20for%20Educator%20Certification)

Texas State Board of Examiners of Professional Counselors:

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

National Board for Certified Counselors

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

LPC Associate and LPC

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 pass the National Counseling Exam (NCE) or National Clinical Mental Health Counseling Exam (NCMHCE)
 - <https://www.nbcc.org/exams/nce>
 - <https://www.nbcc.org/exams/ncmhce>
- An applicant must complete the Texas Jurisprudence Exam: https://www.dshs.texas.gov/counselor/lpc_Jurisprudence.shtm
- An LPC Associate applicant must obtain a graduate degree in counseling from an accredited school meeting the credit limit.
- An LPC Associate 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.

National Counselor Exam/National Clinical Mental Health Counseling Exam

Taking the NCE or NCMHCE is not required for graduation from our CMHC program. See a full list of study guide materials at <https://www.nbcc.org/exams/examprep>

Both the NCE and NCMHCE cover 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

Credentialing Endorsement Policy

Students in the Counseling program are responsible for presenting and preserving proof of clinical documentation including direct client hours, indirect hours, supervision hours, accumulated experiences, client contacts, professional services, liability insurance, site supervisor credentialing, site supervisor contact information, site supervisor training, and other required training. Students who offer telehealth counseling under the supervision of the site supervisor(s) are required to present and preserve proof of completion of telehealth services. Clinical documentation is required for all clinical courses such as group counseling, practicum, and internship courses. All direct client hours with the specified dates are required to be endorsed by the site supervisor(s) and the student. Faculty cannot verify clinical experience without clinical records. The TAMUK Counseling program is not responsible for keeping records of student clinical documentation beyond graduation except for verifying the official transcript. Students are responsible for maintaining proof of all clinical documentation beyond graduation to meet the state licensure application requirements or other jurisdictions.

Upon the request from the licensing board and the written authorization from the student or graduate, the practicum/internship coordinator will verify the completion of training and

required clinical hours. The clinical verification/endorsement letter/form will be signed by the practicum/internship coordinator and sent to the licensing board upon the request from the licensing board and the written authorization from the student. Students can order the official transcript via the Office of the Registrar

[https://www.tamuk.edu/registrar/RGAD_RESOURCES/Transcripts.html].

Employment

Employment Endorsement Policy

Upon the request from the potential employer and the written authorization from the student or graduate, the Counseling program faculty can provide recommendations or evaluations for student employment. Faculty can request students to provide related endorsement documentation such as resumes, clinical documentation, completion of training, etc. Faculty are not responsible for the validity of the student's resume. Faculty cannot verify clinical experience without clinical records. Faculty can verify the degree completion, academic performance, counselor identity, ethical behavior, professionalism, multicultural competency, interpersonal communications, peer interactions, clinical skill development, etc.

Employment Opportunities for Graduates

During the practicum and internship classes, students are introduced to employment opportunities.

Opportunities for counseling graduates include, but are 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
- Sandtray Therapy
- 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	State Level
American Counseling Association (ACA) www.counseling.org	Texas Counseling Association (TCA) www.txca.org
Association for Assessment and Research in Counseling (AARC) http://aarc-counseling.org	Texas Association for Assessment in Counseling (TAAC) www.txca.org/tca/TAAC_Home.asp
Association for Child and Adolescent Counseling (ACAC) www.achild.com	Texas Association for Adult Development & Aging (TAADA) www.txca.org/tca/TAADA_Home.asp?SnID=1962583625
Association for Adult Development & Aging (AADA) www.aadaweb.org	Texas College Counseling Association (TCCA) www.txca.org/tca/TCCA_HOME.asp?SnID=1962583625
American College Counseling Association (ACCA) www.collegecounseling.org	Texas Association for Counselor Education & Supervision www.txca.org/tca/TACES_Home.asp?SnID=1962583625
Military and Government Counseling Association (MGCA) http://acegonline.org	Texas Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (TALGTBIC) www.txca.org/tca/TALGBTIC_Home.asp?SnID=1962583625
Association for Counselor Education & Supervision (ACES) www.acesonline.net	Texas Association for Multicultural Counseling and Development (TexAMCD) www.txca.org/tca/TEXAMCD_Home.asp
Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGTBIC) www.agblic.org	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	Texas School Counselor Association (TSCA) www.txca.org/tca/TSCA_Home.asp?SnID=1962583625
American Mental Health Counselors Association (AMHCA) www.amhca.org	Texas Counseling Association for Humanistic Education and Development (T-AHEAD) www.txca.org/tca/TAHEAD.asp?SnID=1962583625
American Rehabilitation Counseling Association (ARCA) www.arcaweb.org	Texas Counselors for Social Justice (TCSJ) www.txca.org/tca/TXCSJ_Home.asp
American School Counselor Association (ASCA) www.schoolcounselor.org	Texas Association of Marriage and Family Counselors (TAMFC)

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

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>