

**2023-2024**

Counselor Education

***Admitted Student Handbook***

***for the***

***Master’s of Education Program***

***in***

***Clinical Mental Health Counseling***

**Texas Tech University**

**College of Education**

**Counselor Education Program**

[**www.educ.ttu.edu/epce**](http://www.educ.ttu.edu/epce)

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05-2023

Preface

The faculty and staff in Counselor Education would like to welcome you to the program.

This *Handbook* is designed to provide master’s-level students (admitted to the Counselor Education Program) with information about the Counselor Education Program at Texas Tech University.

The Counselor Education Program faculty endorses and implements the American Counseling Association *Code of Ethics* (2014). Students preparing to become counselors are required to adhere to and endorse the most current versions of the *ACA Code of Ethics*, the Texas LPC Code of Ethics, and the ethical codes of all ACA divisions. Additionally, students must adhere to and endorse the most current versions of the ACA Multicultural and Social Justice Counseling Competencies and the ACA Advocacy Competencies.

This *Handbook* is intended to serve as a supplement to, not a substitute for, the *Texas Tech University Undergraduate and Graduate Catalog*. Because graduate procedures, graduate course requirements and prerequisites may change, students are strongly encouraged to be familiar with the latest copy of the *Texas Tech University Undergraduate and Graduate Catalog* and meet with their faculty advisor each semester.

Although this *Handbook* provides an overview of the policies, procedures, and requirements of the Counselor Education Program, the *Handbook* cannot be viewed as having all of the answers. Instead, students must seek answers to questions from other sources including, although not limited to, the program faculty, the College of Education Office of Graduate Admissions and Enrollment (ED, Room 106), and the Texas Tech University Graduate School (3rd Floor, Administration Building). While Counselor Education faculty advisors are knowledgeable about the policies, procedures, and requirements, the primary responsibility for reading and following correct policies and procedures remains with the student, not the faculty.

The provisions of this *Handbook* have been adopted by the Counselor Education faculty as the official procedures for graduate students majoring in counseling. This *Handbook* supersedes any previous Counselor Education Program guidelines, handouts, and/or brochures. **Students are responsible for adherence to the policies in the latest edition of the *Handbook;* however, the edition that was current for the semester in which the student was admitted is the one which lists the student’s required coursework.**

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For more information about

the Counseling Programs at

Texas Tech University,

email counselinginquiries@ttu.edu

Introduction

The Counselor Education Program is one of six degree programs in the Department of Educational Psychology, Leadership and Counseling (EPLC) in the College of Education (COE) at Texas Tech University. The program was established to prepare professional counselors at the master’s (MEd) and doctoral (PhD) levels. The master’s-level program in counselor education offers two counseling tracks, School Counseling and Clinical Mental Health Counseling. The doctoral level (PhD) has one track, a basic counselor education program. The degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

# Mission

The Counselor Education Program was founded to prepare professional counselors who are knowledgeable in counseling theories and techniques and can implement counseling theories into successful counseling practice, are committed to respecting diversity among all people, and ascribe to the highest levels of professionalism and ethical standards and practice.

**Program Objectives**

Program objectives represent a map or plan for meeting learning outcomes of a program. Specifically, the Counselor Education Program‘s Objectives were developed to communicate the desired learning activities of the program. Further, the objectives were developed based on feedback about the program from students, graduates, site supervisors, advisory board members, and employers. Using themes from the data, the faculty developed the program objectives and agreed upon them. The objectives are required by the program's national accreditation agency CACREP (Council for the Accreditation for Counseling and Related Educational Programs).

1. To support students in establishing a firm professional counseling/counselor education identity
2. To foster professional and personal growth in counseling students
3. To create ethically responsible counselors
4. To encourage counselors-in-training to contribute to the profession in a unique and specialized manner
5. To embody advocacy and social justice approaches and develop counselors-in-training who advocate for their clients and communities

The following table titled Program Objectives Systematic Evaluation provides an overview of the program objectives and specific measures that evaluate the objectives. Specifically, the five program objectives are listed in the left column and the measures to evaluate the objectives are listed in the columns adjacent to the objectives.

* [Program Objectives Systematic Evaluation Table](https://www.depts.ttu.edu/education/graduate/psychology-and-leadership/counselor_education/documents/program-objectives-systematic-evaluation-table.xlsx)

# The Model

At the master’s level, the outcome for the graduates is to help them successfully develop and implement a Treatment Plan (Clinical Mental Health Counseling) and understand and implement the TEA and ASCA National Model (School Counseling). At the PhD level, the outcome for the graduates is that they can develop and implement an Advocacy and Social Justice Leadership Plan. This model complements the College of Education theme, Leading a Revolution in American Education, for inherent in this theme is the concept of change in the preparation of educators. Similarly, inherent in the Counselor Education mission is the intent to target higher order outcomes to involve change that will enhance the employability and success of the graduates when they enter their careers as professional counselors.

Trademark Outcomes

The Counselor Education faculty identified the following trademark skills for the MEd programs:

 For Clinical Mental Health Counseling, the trademark skill is:

* + *Create, implement, and evaluate the impact of treatment plans and programs to serve the needs of clients, communities, and agencies where our graduates are employed.*

 For School Counseling, the trademark skill is:

* + *Implement current field based and legislative issues impacting school counselors including HB5 and the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.*

The Counselor Education faculty identified the following trademark skill for the PhD program:

For the PhD, the trademark skill is:

* *Implementation of Advocacy and Justice Leadership activities that impact the needs of institutions of higher education, communities, schools (P-12), and the counseling profession.*

Graduate Faculty

|  |  |  |
| --- | --- | --- |
|  |  | **Research Interests** |
| Loretta J. Bradley, PhDPaul Whitfield Horn Professorloretta.bradley@ttu.edu 806-834-1031 |  | Counselor supervision; career counseling; ethics; grief and loss; pluralism/multicultural counseling; counseling women across the life span; adolescent development; adult development |
| Charles Crews, PhD Associate Professorcharles.crews@ttu.edu 806-834-4149C. Bret Hendricks, EdDProfessorbret.hendricks@ttu.edu 806-834-1744Ian Lertora, PhDAssistant Professorian.lertora@ttu.edu 806-834-8049 |  | Professional School Counseling; legal and ethical issues; child and adolescent issues; gun violence; addictions; psychopathology, juvenile criminal justice; death and dying; crisis counselingCouple and family counseling; wellness; and counseling ethicsInternational student transition experiences; transition support for first generation, low income, and/or disabled students; play therapy; marriage and family |
| aretha marbley, PhDProfessoraretha.marbley@ttu.edu 806-834-5541 |  | Critical Global Multicultural-Social Justice Advocacy Activism in Mental Health: Human/Social, Cultural Rights, Marginality, Intersectionality of Identities, Counter stories of Silenced Voices, Womanist and Feminist Voice, Cultural Competency |
| Nicole Noble, PhDAssistant Professornicole.noble@ttu.edu 806-834-2629Annette Tommerdahl, PhDInstructoratommerd@ttu.edu  |  | Counseling unique populations, ethical concerns in counseling, counseling twins, twins’ developmentStudent Affairs Administration, health and wellness counseling, ethical issues in counseling |

The Counselor Education Program faculty adhere to and endorse the most current versions of the American Counseling Association *Code of Ethics*, the Texas LPC Code of Ethics, and the ethical codes of all ACA divisions. Additionally, the Counselor Education faculty adhere to and endorse the most current versions of the ACA Multicultural and Social Justice Counseling Competencies and the ACA Advocacy Competencies.

Master’s Program Learning Objectives

It is expected that all counseling students (master’s, doctoral, and certificate) will exhibit competence in the counseling core areas. Competence will be achieved through didactic courses, experiential courses, field experiences, examinations, research, papers, presentations, supervised practice with clients/students, and successful completion of appropriate examinations (e.g., Comprehensive Examination, Preliminary Examination, Qualifying Examination.) Graduates of the Counselor Education Program are expected to have completed the following program objectives:

# Program Objectives for Counseling

The Counselor Education faculty have identified the following program objectives for students:

* to learn a variety of skills and counseling techniques
* to facilitate development throughout the lifespan for self and for clients
* to learn to critically evaluate counseling approaches to determine the appropriate one(s) to use with clients
* to learn to develop and implement a leadership advocacy plan
* to evolve a personal theory of counseling and develop the associated skills for implementation
* to understand and demonstrated adherence to the ACA Code of Ethics
* to engage in self-evaluation regarding the quality of their counseling skills
* to commit to increasing knowledge about human behavior and the conditions that influence it by acquiring research skills and knowledge
* to implement the Multicultural Counseling Competencies and the Advocacy Competencies in counseling practice
* to be committed to respecting diversity among various groups of people
* to be committed to serve as advocates for clients and their communities
* to become an effective practitioner who will engage in caring, nurturing, and facilitating relationships with colleagues and clients
* to be prepared in a common core of knowledge and basic skills as prescribed by accreditation and licensing bodies. The core areas are:
* *Human growth and development* - studies that provide an understanding of the nature and needs of individuals at all developmental levels.
* *Social and cultural foundations* - studies that provide an understanding of issues and trends in a multicultural and diverse society.
* *Helping relationships* - studies that provide an understanding of counseling and consultation processes and theories.
* *Groups* - studies that provide an understanding of group development, dynamics, counseling theories, and group counseling methods and skills.
* *Career and lifestyle development* - studies that provide an understanding of career development and the interrelationships among work, family, and other life factors.
* *Appraisal* - studies that provide an understanding of individual and group approaches to assessment and evaluation.
* *Research and program evaluation* - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
* *Professional orientation* - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Additionally, the school counseling program has adopted the following competencies based on Texas Education Agency requirements for certified school counselors:

# Competencies for School Counselors

(Adapted from the Texas Education Agency’s Standards for School Counselors)

**Domain I: Understanding Learners**

 Human development. Students will be able to use an understanding of human development to provide a comprehensive developmental guidance and counseling program that encourages all learners to achieve their potential.

 Environmental influences. Students will understand the impact of environmental influences on learners’ development and achievement and facilitate learners’ development of strategies that help them cope with situation that may hinder their learning.

 Diversity. Students will demonstrate an appreciation of human diversity by providing equitable guidance and counseling services for all learners and by promoting a climate of mutual respect in which students learn to value themselves and others.

**Domain II: Promoting Learners’ Growth and Achievement**

 Program management. Students will be able to use effective leadership skills to plan, implement, and evaluate a comprehensive developmental guidance and counseling program that meet the needs of all learners.

 Developmental guidance program. Students will implement a comprehensive developmental guidance program that systematically empowers each learner to develop personal, social, academic, and career competence.

 Responsive services. Students will provide responsive services that address the immediate concerns of learners and that help learners develop skills to use in other situations.

 Individual planning. Students will assist individual learners with their academic, personal, social, and career planning.

 Assessment. Students will use formal and informal assessment to provide information about and to learners, to monitor student progress, and to recommend modifications to the educational environment to help all learners achieve success in school.

**Domain III: Counseling in the Learner-Centered Environment**

 Consultation and collaboration with school personnel. Students will consult with school personnel, provide professional expertise, and will establish collaborative relationships that foster the growth of a support system for the school community.

 School-home relationships Students will develop collaborative school-home relationships that promote and facilitate learners’ academic, personal, social, and career growth.

 School-community relationships. Students will establish strong and positive ties between the school and the community to extend learners’ support systems and to increase learners’ opportunities for growth beyond the school setting.

 Ethical, legal, and professional standards. Students will comply with legal, ethical, and professional standards for Texas public school educators; engage in self-reflection and professional growth activities; and work with colleagues to advance the counseling profession.

Organization of Graduate Study at Texas Tech University

**Texas Tech University Graduate School** **(**[**www.depts.ttu.edu/gradschool/**](http://www.depts.ttu.edu/gradschool/)**)**

All graduate programs are under the auspices of the Texas Tech University Graduate School. The Graduate Dean is responsible for coordinating and administering graduate programs at Texas Tech University. It is the responsibility of students to become familiar with the policies and regulations of the Graduate School. For this reason, students are required to contact the Graduate School, (806-742-2787) and obtain a copy of the *Texas Tech University Undergraduate and Graduate Catalog*.

**College of Education Office of Graduate Admissions and Enrollment**

The College of Education Office of Graduate Admissions and Enrollment, located in ED, Room 109 (806-834-2751) is directed by the Associate Dean for Graduate Education and Research. The Associate Dean reports to the Dean of the College of Education and is responsible for administering policies, rules, and regulations pertaining to graduate degree programs in the College of Education.

**Department of Educational Psychology, Leadership & Counseling (EPLC)**

EPLC is one of three Departments (the other three programs are the Departments of Curriculum and Instruction, Special Education, and Teacher Education) in the College of Education. EPLC consists of four programs granting degrees; Counselor Education is one of these programs. The Department Chair is Dr. Kamau Siwatu, and each program is coordinated by a Program Coordinator.

**Counselor Education Program (**[**www.educ.ttu.edu/epce**](http://www.educ.ttu.edu/epce)**)**

The Counselor Education program is a graduate program located in the Department of Educational Psychology, Leadership and Counseling. The Counselor Education Program is coordinated by the Program Coordinator who is responsible to the Department Chairperson. The Counselor Education Program policies and procedures are established and implemented by the faculty members (Drs. Bradley, Crews, Hendricks, Lertora, marbley, Noble and Tommerdahl). Additionally, adjunct faculty teach counseling classes and assist in the implementation of established procedures.

Admissions Procedures

Admission to the Counselor Education program is highly competitive and some excellent students are not accepted for admission. The admission process requires submission of a completed application through the Graduate School. When the application is completed (i.e., all required material is submitted), the application will be reviewed by the Counselor Education faculty. The review incorporates a holistic approach.

Students interested in applying for admission may contact the COE Office of Graduate Studies and Research (806-834-2751) and request information about application process for the Counselor Education program, or the applicant may go directly to the College of Education website ([www.educ.ttu.edu](http://www.educ.ttu.edu)) and check the information on the application process.

Although academic qualifications are important, they are not the only criteria for admission and retention in the Counselor Education program. Throughout the student’s training, the faculty will assess the student’s interpersonal skills, professional and ethical behavior, and overall compatibility with both the Counselor Education program and the counseling profession (see Retention Procedures and Retention Policy below).

**Admission to the Graduate School**

The prospective student must apply for Admission to the Graduate School (see Appendix A). With the application, all undergraduate and graduate transcripts are required. Formal application materials may be obtained from the Office of Graduate Admissions, Texas Tech University, Box 41030, Lubbock, TX 79409-1030, phone 806-742-2787 or online at [www.depts.ttu.edu/gradschool](http://www.depts.ttu.edu/gradschool) (all information on the application process can be found under “prospective” in the navigation bar). Prior to admission to the Graduate School, the prospective student must register for and take the Graduate Record Exam (GRE). Information about the GRE may be obtained from the Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000, phone 609-771-7670.

**NOTE**: The standards for admission to the Counselor Education Program are more extensive than those for admission to the Graduate School. Admission to the Graduate School does not automatically mean that a student will be admitted to the Counselor Education program. Full admission to the program requires admission by both the Graduate School and the Counselor Education program. Please note that some credit hours from a CACREP approved program will be reviewed for transfer credit. Transfer credit from a non-CACREP approved program will be reviewed on an individual basis.

**Admission to the Counselor Education Program**

The Counselor Education program faculty reviews applications using a holistic approach. Thus, more than one factor is considered in the review process. The three letters of recommendation required for the application must be completed by professionals (cannot be friends) and should indicate the applicant’s potential for a career in counseling. The applicant’s statement should be specific in terms of desire/interest/experience for becoming a counselor. Likewise, the resume should be specific and include such information as education, experience, etc. Typically, successful applicants have an undergraduate GPA of at least 3.0 (4.0 point scale) and a master’s GPA of at least 3.5 (4.0 point scale). GRE scores for successful applicants are typically 154 or above on the verbal scale, 145 or above on the quantitative scale, and 3.5 or above in writing. Additionally, GRE scores may not be more than five (5) years old at the time of submission.

Additionally, master’s students are admitted in a cohort. The course rotation is designed for students entering the master’s programs in the Fall semester and taking nine (9) hours per semester. Students who enter the program at times other than the Fall semester may take longer to complete the program because these students may have to wait for needed courses to become available in the rotation again.

As stated previously, the Counselor Education Program has admission standards and procedures beyond the minimum required by the TTU Graduate School. These standards and procedures are outlined in the application information online at [www.educ.ttu.edu](http://www.educ.ttu.edu). All applications for the Counselor Education programs are now online.

**Application Deadlines.** Master’s students should apply at least six (6) months prior to the semester in which they plan to enroll. While there are no specific deadlines, applicants should submit their materials as early as possible.

**Notification of Acceptance.** The TTU Graduate School no longer sends notification by mail regarding your acceptance to the program. Application status can be checked by visiting the Graduate School website ([www.depts.ttu.edu/gradschool](http://www.depts.ttu.edu/gradschool)). **(Please DO NOT call, as we cannot give this information by telephone.)**

**Admissions Decisions**

Because a large number of well qualified students apply to the master’s-level Counselor Education Program, admission to the Counselor Education Program is competitive; therefore all applicants who meet minimum requirements may not be admitted. In addition to academic requirements (GPA and coursework), the Counselor Education faculty considers several non-academic factors in their admissions recommendations. Admission is dependent upon, although not limited to, strong recommendations from other counseling professionals, especially faculty, evidence of very good interpersonal skills and ethical behaviors, attitude toward, motivation for, and interest in the Counselor Education Program at Texas Tech University. Thus the Counselor Education faculty's paramount goal is to accept those applicants having the academic and personal attributes necessary for success in the Counselor Education Program at Texas Tech University, and following graduation, success in the Counselor Education profession (see Prospective Counselor Education Handbook found on the Counselor Education Web Site [www.educ.ttu.edu](http://www.educ.ttu.edu) for additional information).

**Admissions Appeals**

The Counselor Education Program faculty endorses and implements the admissions requirements and procedures established by the Graduate School and the Counselor Education Program. Students disagreeing with an admissions decision may file an admissions appeal. Procedures for filing an appeal may be obtained from the Office of Graduate Studies and Research (EDUC, Room 105).

Probation, Suspension, and Dismissal

The Graduate School Catalog specifies the circumstances under which students may be placed on probation, suspension, or dismissal. Additionally, the Counselor Education Program Faculty may recommend to probate, suspend, or dismiss from the program students who do not meet the program's academic requirements, do not make satisfactory progress over time toward completion of the counselor education degree, who exhibit behavior unbefitting a scholar, researcher, or counselor, or who display such inappropriate behaviors that cause the counselor education faculty to be concerned about whether the student possesses the interpersonal, emotional, and ethical behaviors necessary for entry into the counseling profession. Accordingly, the Counselor Education faculty in formal faculty meetings will discuss student progress with regard to academic performance as exhibited in classes, on examinations, and during dissertation meetings and non-academic performance as exhibited in counseling relationships, personal and professional attitudes, professional behaviors, adherence to good ethical behavior, and overall compatibility with the Counselor Education Program at Texas Tech University and the counseling profession.

**Immediate Dismissal**

Success in the counselor education program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for immediate dismissal from the Counselor Education Program:

1. Academic Integrity (e.g., Collunsion)
2. Dishonesty (e.g., lying, cheating, plagiarism, etc.).
3. Disclosure of client confidential information with unauthorized individuals.
4. Negligence or misconduct (inside/outside of class).
5. Mistreatment of or disrespect toward clients, fellow students, research participants, or faculty (inside/outside Texas Tech).
6. Abusing a client, fellow student, faculty member, or staff member, (including abusive language or slander).
7. Violations of the rules, regulations, and principles in the *ACA Code* *of Ethics* and *Texas* *Tech Code of Student Affairs*.
8. Receipt of a Fail grade in Techniques, Practicum or Internship.
9. Willful submission of false information or alteration of any official records, counseling reports, papers, examinations or dissertations.
10. Willful conduct that may cause injury to self or others.
11. Unethical behavior as defined by ethical guidelines and practice (e.g., *ACA Code of Ethics*).
12. Inappropriate class behavior/outside class behavior including plagiarism, missing class, inaccurate statements, disregarding course requirements, or using disrespectful language to faculty.
13. Any student behavior that is dangerous to himself/herself or others (e.g., alcohol consumption which endangers self or others, reckless driving, driving under the influence of substances, willful behavior resulting in interactions with law enforcement) and/or illegal behavior.

**Academic Performance Evaluation**

All students enrolled in the Counselor Education Program are expected to achieve and maintain a high level of academic performance. A Grade Point Average (GPA) of 3.0 (4.0 = A) is required for graduation. If a student earns a grade of C in any course required in one of the Counselor Education Degree Plans, they must repeat the course and earn a grade of B or higher. Further, the student must have other grades to balance the grade of C so that the overall GPA of 3.0 is always maintained. Students earning a grade below C in a course are required to meet with their faculty advisor to discuss the circumstances resulting in the grade and to discuss their present and future status in the program. Following the meeting between the student and advisor (counselor education faculty), the counselor education faculty member discusses the meeting with the counselor education faculty who will review and make recommendations (e.g., remedial coursework, suspension, probation, dismissal) about the student's status in the Counselor Education Program. In instances where the student's GPA falls below 3.0 at any time during the student’s enrollment, the student can expect the faculty to recommend dismissal. If a student fails a course, the student must report the failed course to Dr. L.J. Gould.

Students earning a grade of F (Fail) in a practicum or internship class graded pass/fail or a grade of C or below in a practicum/internship graded by letter grades A - F will be terminated from the Counselor Education Program. Students terminated may file an appeal by following the Texas Tech University Grade Appeals Procedures as describe in TTU [OP 34.03](https://www.depts.ttu.edu/opmanual/OP34.03.php).

**Non-Academic Performance Evaluation**

At faculty meetings during the year, the Counselor Education Program faculty will discuss the non-academic performance of students. Although not limited to the following, the faculty may discuss the student's academic integrity, professional attitude and behavior, ethical behaviors, and compatibility with the Counselor Education Program at Texas Tech University and the counseling profession. In instances where aspects of the non-academic performance are unsatisfactory, the faculty may decide on remediation, reprimand, probation, or dismissal from the Counselor Education Program. Students disagreeing with the decision may appeal the decision by following [OP 34.03](https://www.depts.ttu.edu/opmanual/OP34.03.php).

**Dispositions**

Dispositions have been defined by Spurgeon, et al. (2012) as the core values, attitudes, behaviors, and beliefs needed to become a competent counselor. Essentially, these authors are positing that it takes more than knowledge and skills to become an effective counselor. The Counselor Education faculty agree with the importance of dispositions. Accordingly, the faculty endorse and promote the dispositions listed below. Please note the list is exemplary not comprehensive. Further, in instances where students do not practice and subscribe to the dispositions, the faculty may recommend to the Texas Tech University Graduate School that the student be dismissed from the Counselor Education program.

Examples of Dispositions include:

* Respect for human dignity, human rights, and social justice;
* Adherence to Multicultural Acceptance and Advocacy practice;
* Display of emotional stability inside/outside of Texas Tech University;
* Display of good professional behaviors inside/outside of Texas Tech University (e.g., in the classroom, at conferences);
* Display of strong personal characteristics including but not limited to commitment, dependability, flexibility, honesty, integrity, openness to self and others, respect, tolerance for ambiguity, trustworthiness, and the ability to shift from sympathy to empathy;
* Practices good boundaries with others (e.g., at TTU, at meetings, at professional conferences);
* Exhibits a strong understanding about and implementation of ethical codes, ethical practices, and ethical decision-making;
* Understands legal issues and laws;
* Exhibits self-awareness;
* Exhibits critical thinking skills;
* Exhibits academic honesty.

**NOTE:** Any documented use of illegal drugs, excessive drinking to the point of danger to self and others, or any violation of the Texas Tech Student Code of Conduct will result in disciplinary action which may include recommendation to the Texas Tech Graduate School for dismissal from the program.

Students must understand that dispositions are an integral part of the student’s training in both the MED and PhD programs. The Counselor Education faculty will endorse, enforce, and sanction the dispositions.

Source: Spurgeon, S. L., Gibbons, M. M., & Cochran, J. (2012). Creating personal dispositions for the counseling program. *Counseling and Values, 57*, 96-107.

Retention Policy and Procedures

The 2014 *American Counseling Association Code of Ethics* states:

Counselor Educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: (1) assist students in securing remedial assistance when needed; (2) seek professional consultation and document their decision to dismiss or refer students for assistance; and (3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (Section F.9.b)

If retention issues arise, the Counselor Education Faculty will be directed by the following retention procedures. These procedures (formal, informal) are described in the following paragraphs.

**Retention Procedures**

**Informal Procedures**

1. The faculty member(s) will meet with the student(s) and outline the specific concern(s). During this meeting a plan will be developed to correct and/or remediate the concern(s). Follow-up meetings will be scheduled and conducted with the student to be sure the plan is being followed and has been successfully completed.

2. The faculty member(s) will discuss the plan of action (completed in step 1 above) at the counselor education program faculty meeting(s). The purpose of this discussion will be to seek additional direction and/or advice from the total Counselor Education faculty.

1. If the remediation plan is not successfully completed, the student will be dismissed from the program.

**Formal Procedures**

If the informal approach outlined in Steps 1 and 2 above fails to achieve the desired outcome or if the concern is too serious for informal procedures, then formal retention procedures will be initiated as follows:

 1. The faculty member(s) will present their concerns to the Counselor Education faculty.

 2. The coordinator will schedule a Counselor Education faculty meeting to discuss the concern(s).

 3. The Counselor Education faculty will review the concern(s) and decide whether to proceed with the formal retention review. If the majority of the Counselor Education faculty decide the concern(s) is not of such a nature to require a hearing, then the procedure stops here. If on the other hand, the majority of the Counselor Education faculty decides the concern(s) is serious enough to warrant a hearing, a formal hearing will be scheduled. The concerned faculty member(s) will present a description of the concern(s).

 4. At least ten (10) working days prior to the formal hearing, the student(s) will be informed by the Counselor Education Coordinator of the formal Retention Review and the specific concerns.

 5. The faculty member(s) initiating the hearing and the concerned student(s) will be invited to meet with the Counselor Education faculty to present pertinent information. When appropriate, other individuals may be asked to attend and provide information.

 6. Following the Retention Review, the Counselor Education faculty will decide on a resolution that may include any of the following:

 a. The concern(s) do not warrant further action; the student should remain in the counselor education program.

 b. The student will be placed on probation. A written plan for removing the student from probation will be recommended by the counselor education faculty. The plan will be given to the student and will be monitored by the student's advisor. Progress reports will be submitted to the Counselor Education faculty according to the time schedule specified in the plan. The Counselor Education faculty will meet and decide if the student should be removed from probation.

 c. The student will be recommended for dismissal from the Counselor Education Program and will not be permitted to enroll in further counselor education classes.

Within ten (10) working days following the Retention Review, the Counselor Education Coordinator will communicate the counselor education faculty's decision to the student and Department Chairperson. The student(s) may appeal the decision by following the Student Appeals/Grievance Procedures outlined in this handbook.

Student Appeals/Grievance Procedures

Student appeals/grievances follow the policy and procedures as defined by Texas Tech University. A student needing information about the procedure should obtain and review [OP 34.04](https://www.depts.ttu.edu/opmanual/OP34.03.php). It is the intent of the Counselor Education Program to provide graduate students the right to a fair hearing on academic and non-academic matters.

**Non-Academic Related Appeals/Grievances**

The non-academic related appeals/grievances refer to, although they are not limited to, such non-academic matters as inappropriate behavior and/or unethical behavior. The following are the procedures for non-academic related appeals.

1. The procedures for filing a non-academic related appeal/grievance should begin by an attempt to resolve the issue at an informal level.

2. Please note that all Counselor Education faculty will consult and follow University procedures in all appeals processes.

Overview of Counselor Education Program

The Counselor Education Program offers two degrees, master’s (MEd) and doctoral (PhD), and a school counselor education certification program for post-master's level students. The Counselor Education Program has three tracks. Two counseling tracks, School Counseling and Clinical Mental Health Counseling are offered at the master’s-level; the third track, Counselor Education, is available at the doctoral level. The Clinical Mental Health Counseling program includes academic coursework that satisfies the academic course requirements for Licensed Professional Counselor (LPC) in Texas, and the School Counseling track provides the academic course requirements for certification as a School Counselor in Texas. Please note for the LPC, there are additional requirements.

Please note that the Counselor Education master’s program admits students in a cohort. The coursework is designed for students entering in the Fall semester and taking nine (9) hours each semester including summer.

**Master of Education (MEd).** The master's degree emphasis is on the development of counseling competencies in such areas as human growth and development, professional orientation and ethics, career theory, appraisal, counseling theories, individual and group counseling, diversity, research, and practical skills related to counseling practice. Graduates of the master's program are equipped with entry-level skills to work as counselors in a variety of educational and agency settings.

The Counselor Education faculty identified the following trademark skills for the MEd programs:

 For Clinical Mental Health Counseling, the trademark skill is:

* *Create, implement and evaluate the impact of treatment plans and programs to serve the needs of clients, communities, and agencies where our graduates are employed.*

 For School Counseling, the trademark skill is:

* *Implement current field based and legislative issues impacting school counselors including HB5 and the American School Counselor Association (ASCA) National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.*

**Clinical Mental Health Counseling**. At the master’s level, the 60 hour Clinical Mental Health Counseling program provides the academic training for counselors to work in a variety of positions in mental health agencies, such as counseling centers, drug and substance abuse centers, career counseling centers, mental health programs, employee assistance programs in business and industry, adult probation offices, MHMR agencies, corrections, and private counseling practice. Completion of the master's degree in Clinical Mental Health Counseling provides the graduate with the academic coursework requirements for Licensed Professional Counselor (LPC) in Texas. Please note, additional requirements (e.g., NCE, jurisprudence exam) are required by the LPC Board.

**School Counseling.** At the master’s level, this 48 hour school counseling program prepares school counselors to work at the elementary, intermediate, and secondary levels in private and public schools. Completion of a master's degree qualifies graduates to apply for certification as school counselors in Texas provided they have a valid Texas teaching certificate, two years of teaching experience, and passing scores on the TExES examination. Final approval of the school counseling certificate is made by TEA, not Texas Tech University. Students already having a master's degree in an educational area and wanting to be certified in school counseling may apply for the Certificate Program.

**Mental Health Certificate.** This certificate is composed of a set of courses that provide in-depth knowledge in mental health counseling. It meets the supplemental education needs of licensed and/or post-master’s-level professionals in the mental health field by offering training needed as jobs and job-related responsibilities change. This certificate is available to licensed professionals in the mental health field (e.g., counseling, social work, marriage and family, and psychology). It is also available to graduates with an earned master’s degree in mental health fields and current students in the Counselor Education program who complete the required coursework. Please note that the Mental Health Certificate is not a replacement for a license in the practice of counseling or any other mental health field. For more information, contact Dr. L.J. Gould (lj.gould@ttu.edu or 806-834-4224) or Dr. aretha marbley (aretha.marbley@ttu.edu or 806-834-5541).

**College Student Counseling Certificate.** This certificate is composed of a set of courses that provide in-depth knowledge in college student counseling. The certificate meets the supplemental education needs of academics, advisors, and licensed and/or post master’s-level professionals in the college student counseling field by offering training needed as jobs and job-related responsibilities change. This certificate is available to professionals in the field and to students currently enrolled in the Counselor Education program who complete the required coursework. Please note that the College Student Counseling Certificate is not a replacement for a license in the practice of counseling or any counseling-related field. For more information, contact Dr. L.J. Gould (lj.gould@ttu.edu or 806-834-4224).

Counselor Education Program Requirements

The Counselor Education Program requirements are described in this section of the *Handbook*. For organizational purposes, the discussion will begin with the program requirements for a master's degree in counselor education. Requirements will be listed for the two master's level tracks, Clinical Mental Health Counseling (60 hours) and School Counseling (48 hours). Although not a degree program, the 48-hour counselor education certificate in School Counseling will be discussed.

# Master's Degree (MEd) Programs

The master's degree programs in Counselor Education, designed around a core curriculum of classes, are selected to be consistent with national standards for master’s programs in counselor education, state training requirements for counselors, and Texas Tech University requirements for graduate programs. Two master’s level programs, School Counseling and Clinical Mental Health Counseling, are available. The master’s program in School Counseling meets academic coursework requirements for certification as school counselor in the state of Texas. The Clinical Mental Health Counseling program meets academic coursework requirements for licensure as a Licensed Professional Counselor (LPC) in Texas. In addition, both programs require successful completion of the Master's Comprehensive Examination. Counseling students have a maximum of six (6) years to complete the MEd degree. Figure 1 lists the course requirements for a degree in School Counseling; Figure 2 lists the requirements for Clinical Mental Health Counseling. Students who seek both school counseling certification and LPC licensure must take a minimum of 72 semester credit hours including EPCE 5352, two (2) courses of practica (EPCE 5360), four (4) courses of Internship (EPCE 5094).

Please note that only students admitted to the Counselor Education Program may enroll in EPCE 5357, 5374, 5360 or 5094. Appendix C lists the planned 3-year sequence of Counselor Education courses. Please NOTE **this sequence is planned but cannot be guaranteed.** This sequence is dependent on resources available to offer the classes.

**Practicum and internship sites for direct and indirect hours must be in Lubbock or the Lubbock area (located in an area no more than 60 miles from Lubbock). Sites in Lubbock or the Lubbock area must be reviewed individually and must be approved by the Clinical Director at least one semester prior to enrollment in the practicum or internship.**

**Digital Delivery of Program**

Although the Counselor Education program is a face-to-face program, many of the courses use Blackboard as a learning management system to collect assignments, give tests, and provide other student-required learning. Students who have questions about navigating Blackboard can contact Blackboard Support at <https://www.depts.ttu.edu/elearning/blackboard/>.

Any online course(s) offered by the Counseling programs will use Zoom as the digital delivery platform for synchronous and asynchronous digital learning. More information about Zoom can be found at <https://zoom.us/>. Students are not required to have a Zoom account as they sign in through invitations from the instructor.

Course Phases

**P1, P2, P3 Scope and Sequence**

**School Counseling**

The Counselor Education program has three majors: PhD in Counselor Education, Clinical Mental Health Counseling, and School Counseling. The School Counseling major is a 48 hour program with coursework spanning three years. Coursework for the School Counseling major is arranged in the P1, P2, and P3 Scope and Sequence.

A Phase 1 (P1) course is a course in which the focus is on the acquisition of knowledge and skills. The knowledge at this phase is content knowledge in which the counseling student acquires proficiency about the subject matter being taught. At this phase, the counseling student acquires the underlying skills necessary to integrate knowledge into an appropriate counseling context. Specifically, Phase 1 classes provide counseling students with the knowledge and skills that provide the foundations for Phase 2 and

Phase 3 courses. Phase 1 courses should be completed before students enroll in Phase 2 coursework.

Phase 2 courses are designed to incorporate the knowledge and skills from Phase 1 and implement them into a beginning counseling practice inside the classroom. At this phase, the professor (EPCE faculty) provides information about how effective counseling “works.” That is the professor presents counseling principles in a structured, organized manner and then under the guidance of the professor, the student implements counseling concepts into practice within the classroom setting. Phase 2 courses should be completed before students enroll in Phase 3 coursework.

Phase 3 courses incorporate the knowledge and skills from Phase 1 courses and the simulated classroom practice in Phase 2 courses and implements them into “actual” counseling practice. In Phase 3 courses, students counsel at an internship and/or practicum site to provide counseling services to clients/students.

This description of the P1, P2, P3 Scope and Sequence is organized by program major (PhD in Counselor Education, Clinical Mental Health Counseling, and School Counseling). Within each program major, the courses are identified as a Phase 1, 2, or 3 course. A general description of each course with its corresponding major assignments/assessments are identified. Also, a comprehensive description of the P1, P2, and P3 Scope and Sequence is provided for each major (Counselor Education (PhD), Clinical Mental Health Counseling (MEd), and School Counseling (MEd)). The course offerings are listed by year and semester as well as by the course in which the assessment occurs. One (\*) asterisk notes a P1 rubric, two (\*\*) asterisks note a P2 rubric, and three (\*\*\*) asterisks note a P3 rubric.

**Phase 1**

The courses listed below are Phase 1 courses. These courses are mainly provided in a classroom setting (some courses are face-to-face, some courses are online and others are hybrid). A major purpose of these courses is to provide basic information about counseling. Specifically, these courses provide the basic knowledge and skills for these (P1) as well as future counseling courses (P2 and P3).

|  |  |  |
| --- | --- | --- |
| **Course Name** | **Course Description**  | **Major Assignments** |
| EPCE 5355: Career Counseling | An introduction to career counseling. Topics include career theories, assessment procedures, techniques, technology, and counseling processes. | Paper focusing on career assessment autobiography  |
| EPCE 5357: Techniques of Counseling I | An overview of theory, simulation, and practice of counseling techniques used in community agency settings. | Counseling competencies Role-play using techniques in counseling |
| EPCE 5358: Introduction to School Counseling  | An introduction to the counseling profession, primarily School Counseling . | Project creating School Counselor core curriculum lessons |
| EPCE 5364: Theories of Counseling | An overview of counseling theories and counseling paradigms. | Multiple choice exams on Counseling theory |
| EPCE 5367: Marriage & Family Counseling | An introduction to family counseling applied to agency settings. Topics include theory, simulation, and practice of techniques used in family counseling applied to community agencies. | Family case study paper |
| EPCE 5370: Ethical and Legal Issues in Counseling | An investigation of legal and ethical issues in the counseling profession. The focus is on community agencies. | Ethical decision making case study |
| EPCE 5371: Counseling Diverse Populations  | An overview of counseling multicultural theory as it applies to diverse groups including but not limited to diversity by gender, geriatric, racial, ethnic, physically challenged, sexual orientation, and exceptionality issues. | Autobiographic diversity experiences paper |
| EPCE 5376: Fundamentals of Assessment  | An overview of assessments used by professional counselors. Assessments include but are not limited to IQ, achievement, aptitude, interest, and personality. | Comprehensive assessment case study  |

**Phase 2**

The courses listed below are Phase 2 courses. These courses are designed to allow the student to implement counseling knowledge and skills into counseling practice. The counseling practice occurs in a classroom setting under the direct supervision of a faculty member. Essentially, these courses provide assimilated practice in a structured setting with direct supervision.

|  |  |  |
| --- | --- | --- |
| **Course Name** | **Course Description**  | **Major Assignments** |
| EPCE 5352: Child & Adolescent Counseling | An overview of philosophy, principles, and practices of counseling children and adolescents in school settings. | Project on School Counseling website |
| EPCE 5354: Group Counseling | An overview of the principles, practices, and approaches to group counseling in community settings. | Conduct a counseling group |

**Phase 3**

The courses listed below are Phase 3 (P3) courses. These P3 courses allow the student to integrate information (e.g., content, theory, role-plays) from the P1 and P2 courses and implement this into actual counseling practice. These courses focus on actual counseling practice at practicum and internship sites. Each Phase 3 course requires that a specific number of clock hours be spent at a practicum or internship site conducting counseling.

|  |  |  |
| --- | --- | --- |
| **Course Name** | **Course Description**  | **Major Assignments** |
| EPCE 5094: Internship in Counseling (2 classes) | A course designed to help students implement counseling skills into counseling practice at an actual counseling site.  | Successful completion of counseling work at an internship site  |
| EPCE 5360: Practicum in Counseling  | A course designed to help students with the initial implementation of counseling skills. This course is a prerequisite to Internship in Counseling. | Successful completion of counseling work at a practicum site |

**Summary**

As the above P1, P2, and P3 Scope and Sequence indicates, the above classes are distinctively separated into three phases. Collectively the phases are interrelated to focus on specific trademark outcomes. For School Counseling, the trademark outcome (TO) is:

*Implement current field based and legislative issues impacting school counselors including HB5 and the American School Counselor Association (ASCA) National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.*

|  |
| --- |
| **Scope and Sequence****School Counseling** |
| **Trademark Skills** |
| *Implement current field based and legislative issues impacting school counselors including HB5 and the American School Counselor Association (ASCA) National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.* |
| **Counselor Competencies** | **Phase 1** | **Phase 2** | **Phase 3** |
| Applies effective use of counseling techniques per the “Responsive Services” component of the ASCA National Model. | EPCE 5355, Summer, year 1EPCE 5357 Fall, year 2\*EPCE 5364 Fall, year 1EPCE 5367 Summer, year 1EPCE 5358 Fall, year 1EPCE 5370 Fall, year 1EPCE 5371 Spring, year 1EPCE 5376 Summer, year 1 | EPCE 5352 Spring, year 2EPCE 5354 Spring, year 2\*\* | EPCE 5360 Summer, year 2\*\*\*EPCE 5094 I Fall, year 3 |
| Demonstrates effective interaction skills to stakeholders in schools and disseminates information to stakeholders in schools while implementing components the ASCA National Model. | EPCE 5355 Summer, year 1EPCE 5367 Summer, year 1EPCE 5358, Fall, year 1EPCE 5376 Summer, year 1 | EPCE 5352 Spring, year 2EPCE 5354 Summer, year 2\*\* | EPCE 5094 I Fall, year 3EPCE 5094 II Spring, year 3\*\*\* |

 \* Phase I Rubric: Individual Counseling Competencies Rubric

 \*\* Phase II Rubrics: Group Counseling Competencies,

\*\*\*Phase III Rubrics: Evaluation of Maintains Focus on Student Success, Essential Therapeutic Skills

**ACE Assignments**

**School Counseling Program**

The trademark skill for this program is that students will be able to *implementation of the American School Counselor Association (ASCA) National Model*. The ACE assignments are intended to assist program faculty in monitoring students’ “inter-phase” progress toward the TS.

|  |
| --- |
| *ACE Assignments by Course for School Counseling* |
| **Phase** | **Course** | **ACE Assignment** |
| 1 | EPCE 5355 | Career assessment autobiography paper |
|  | EPCE 5357 | Counseling competencies role play |
|  | EPCE 5358 | Create School Counselor Core Curriculum lesson |
|  | EPCE 5364 | Multiple-choice exams on Counseling Theories |
|  | EPCE 5367 | Family Case Study |
|  | EPCE 5370 | Ethical decision-making case study |
|  | EPCE 5371 | Autobiographic diversity experience paper |
|  | EPCE 5376 | Comprehensive assessment case study |
|  |  |  |
|  | **EPCE 5357** | **End of Phase: *Counseling Competencies Role Play*** |
|  |  |  |
| 2 | EPCE 5352 | Develop content for school counseling website |
|  | EPCE 5354 | Participate in interpersonal growth group |
|  |  |  |
|  | **EPCE 5354** | **End of Phase: *Group Counseling Competencies Rubric*** |
|  |  |  |
| 3 | EPCE 5360 | Successfully complete counseling work at a practicum site |
|  | EPCE 5094 | Successfully complete counseling work at an internship site and rubrics |
|  |  |  |
|  | **EPCE 5094** | **End of Phase: *Maintains Focus Rubric*** |

**Figure 1**

 **School Counseling Course Requirements**

 Hours

Area I Professional Orientation (6 hours)

 EPCE 5358 Introduction to School Counseling 3

 EPCE 5370 Ethical & Legal Issues in Counseling 3

Area II Counseling Foundations (6 hours)

 EPCE 5371 Counseling Diverse Populations 3

 EPSY 5331 Human Development 3

Area III Counseling Skills (21 hours)

 EPCE 5352 Child and Adolescent Counseling 3

 EPCE 5354 Group Techniques in Counseling 3

 EPCE 5355 Introduction to Career Counseling 3

 EPCE 5357 Techniques of Counseling I 3

 EPCE 5364 Theories of Counseling 3

 EPCE 5367 Couples and Family Counseling 3

 EPCE 5376 Fundamentals of Assessment for Professional Counselors 3

Area IV Practicum and Field Experiences (9 hours)\*

 EPCE 5360 Practicum in Counseling 3

 EPCE 5094 Internship in Counseling 3

 EPCE 5094 Internship in Counseling 3

Area V Research (3 hours)

 EPSY 5379 Introduction to Educational Research 3

Area VI Counseling Support Courses 3

 Choose from several classes including but not limited to:

 EPCE 5366 Dysfunctional Behavior Adult

 EPSY 5369 Seminar in Counseling

 EPCE 5372 Addictions

 EPCE 5374 Techniques of Counseling II

 EPCE 5377 Crisis Counseling

 EPSY 5380 Introduction to Educational Statistics

 Minimum Semester Hours 48 hours

 (non-thesis)

Note: **Students must select practicum/internship field site placements in a school setting, and they must be supervised by a certified school counselor. If counseling skills are marginal, students will be required to complete additional practica, internship and/or techniques classes. Students should select electives that enhance their major emphasis in school counseling. Students may not enroll in more than 3 semester hours of internship credit each semester, including summer.**

Students may transfer (with approval by faculty) 6-9 credits from another CACREP approved Counselor Education Program; however, students **cannot** transfer credit for EPCE 5354, 5357, 5360, 5366, 5370, and 5094. Students enrolling in EPCE 5357, 5360 and 5094 must be admitted into the TTU Counselor Education Program.

**School Counseling**

**Course Rotation**

**48 Hour Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Spring (Year 1)** | **Summer I (Year 1)** | **Summer II (Year 1)** | **Fall (Year 1)** |
| EPCE 5358, Introduction to School Counseling EPCE 5370, Ethical and Legal Issues in Counseling | EPCE 5371, Counseling Diverse Populations for LPCEPCE 5364, Theories of Counseling |  | EPCE 5357, Techniques of Counseling IEPCE 5358, Child & Adolescent Counseling |
| **Spring (Year 2)** | **Summer I (Year 2)** | **Summer II (Year 2)** | **Fall (Year 2)** |
| EPCE 5354, Group CounselingEPSY 5331, Human Development | EPCE 5367, Couples and Family CounselingEPCE 5355, Introduction to Career Counseling |  | EPCE 5376, Assessment for Professional CounselorsEPCE 5377, Crisis Counseling |
| **Spring (Year 3)** | **Summer I (Year 3)** | **Summer II (Year 3)** | **Fall (Year 3)** |
| EPCE 5360, Practicum in CounselingEPSY 5379, Introduction to Educational Research | EPCE 5094, Internship in Counseling I |  | EPCE 5094, Internship in Counseling II |

**Please note**: We make every attempt to offer classes as listed. However, it is the student’s responsibility to be aware of the degree requirements and enroll in the appropriate courses.

**Clinical Mental Health Counseling**

The Counselor Education program has three majors: PhD in Counselor Education, Clinical Mental Health Counseling, and School Counseling. The Clinical Mental Health Counseling major is a 60 hour program with coursework spanning three years. Coursework for the Clinical Mental Health Counseling major is arranged in the P1, P2, and P3 Scope and Sequence

A Phase 1 (P1) course is a course in which the focus is on the acquisition of knowledge and skills. The knowledge at this phase is content knowledge in which the counseling student acquires proficiency about the subject matter being taught. At this phase, the counseling student acquires the underlying skills necessary to integrate knowledge into an appropriate counseling context. Specifically, Phase 1 classes provide counseling students with the knowledge and skills that provide the foundations for Phase 2 and

Phase 3 courses. Phase 1 courses should be completed before students enroll in Phase 2 coursework.

Phase 2 courses are designed to incorporate the knowledge and skills from Phase 1 and implement them into a beginning counseling practice inside the classroom. At this phase, the professor (EPCE faculty) provides information about how effective counseling “works.” That is the professor presents counseling principles in a structured, organized manner and then under the guidance of the professor, the student implements counseling concepts into practice within the classroom setting. Phase 2 courses should be completed before students enroll in Phase 3 coursework.

Phase 3 courses incorporate the knowledge and skills from Phase 1 courses and the simulated classroom practice in Phase 2 courses and implements them into “actual” counseling practice. In Phase 3 courses, students counsel at an internship and/or practicum site to provide counseling services to clients/students.

This description of the P1, P2, P3 Scope and Sequence is organized by program major (PhD in Counselor Education, Clinical Mental Health Counseling, and School Counseling). Within each program major, the courses are identified as a Phase 1, 2, or 3 course. A general description of each course with its corresponding major assignments/assessments are identified. Also, a comprehensive description of the P1, P2, and P3 Scope and Sequence is provided for each major (Counselor Education (PhD), Clinical Mental Health Counseling (MEd), and School Counseling (MEd)). The course offerings are listed by year and semester as well as by the course in which the assessment occurs. One (\*) asterisk notes a P1 rubric, two (\*\*) asterisks note a P2 rubric, and three (\*\*\*) asterisks note a P3 rubric.

**Phase 1**

The courses listed below are Phase 1 courses. These courses are mainly provided in a classroom setting (some courses are in person face-to-face, some courses are online and others are hybrid). A major purpose of these courses is to provide basic information about counseling. Specifically, these courses provide the basic knowledge and skills for these (P1) as well as future counseling courses (P2 and P3).

|  |  |  |
| --- | --- | --- |
| **Course Name** | **Course Description**  | **Major Assignments** |
| EPCE 5353: Introduction to Clinical Mental Health Counseling | An introduction to the counseling profession, primarily Clinical Mental Health Counseling. | Create a dream mental health agency |
| EPCE 5355: Career Counseling | An introduction to career counseling. Topics include career theories, assessment procedures, techniques, technology, and counseling processes. | Paper focusing on career assessment autobiography  |
| EPCE 5357: Techniques of Counseling I | An overview of theory, simulation, and practice of counseling techniques used in community agency settings. | Counseling Competencies Role-play using techniques in counseling |
| EPCE 5364: Theories of Counseling | An overview of counseling theories and counseling paradigms. | Multiple choice exams on counseling theories |
| EPCE 5366: Dysfunctional Behavior  | An overview of dysfunctional behavior with a focus on the analysis of dysfunctional behavior in adults in community settings. | Case study diagnosis |
| EPCE 5367: Couples & Family Counseling | An introduction to family counseling applied to agency settings. Topics include theory, simulation, and practice of techniques used in family counseling applied to community agencies. | Family case study paper |
| EPCE 5362: Pharmacologics for LPCs (Currently offered as EPCE 5369) | An overview of the basic classifications, indications and contraindications of commonly prescribed psychopharmacological medications and their uses. | Multiple choice exams |
| EPCE 5370: Ethical and Legal Issues in Counseling | An investigation of legal and ethical issues in the counseling profession. The focus is on community agencies. | Ethical decision making case study |
| EPCE 5371: Counseling Diverse Populations  | An overview of counseling multicultural theory as it applies to diverse groups including but not limited to diversity by gender, geriatric, racial, ethnic, physically challenged, sexual orientation, and exceptionality issues. | Autobiographic diversity experience paper |
| EPCE 5372: Addiction I: An Overview | An overview of additions theory, issues, and practice for counselors. | Project that focuses on wellness  |
| EPCE 5376: Fundamentals of Assessment  | An overview of assessments used by professional counselors. Assessments include but are not limited to IQ, achievement, aptitude, interest, and personality. | Comprehensive assessment case study  |
| EPCE 5377: Trauma/Crisis Counseling | An overview of trauma counseling in relationship to the effects of crisis, disasters, and other trauma causing events on clients’ cultures and societies. | Referral project case study |

**Phase 2**

The courses listed below are Phase 2 courses. These courses are designed to allow the student to implement counseling knowledge and skills into counseling practice. The counseling practice occurs in a classroom setting under the direct supervision of a faculty member. Essentially, these courses provide assimilated practice in a structured setting with direct supervision.

|  |  |  |
| --- | --- | --- |
| **Course Name** | **Course Description**  | **Major Assignments** |
| EPCE 5354: Group Counseling | An overview of the principles, practices, and approaches to group counseling in community settings. | Participate in an interpersonal growth group |
| EPCE 5374: Techniques of Counseling II | An overview of the interpersonal processes involved in counseling, including an examination of therapeutic qualities, decision making capabilities, and the elements necessary for effective counseling. | Simulated counseling session tape |
| EPCE 5382: Ethical and Legal Issues in Counseling II (Currently offered as EPCE 5369) | A course designed to explore advanced issues in ethics and the law as they effect the practice of counseling. | Case Study |

**Phase 3**

The courses listed below are Phase 3 (P3) courses. These P3 courses allow the student to integrate information (e.g., content, theory, role-plays) from the P1 and P2 courses and implement this into actual counseling practice. These courses focus on actual counseling practice at practicum and internship sites. Each Phase 3 course requires that a specific number of clock hours be spent at a practicum or internship site conducting counseling.

|  |  |  |
| --- | --- | --- |
| **Course Name** | **Course Description**  | **Major Assignments** |
| EPCE 5094: Internship in Counseling I and II | A course designed to help students implement counseling skills into counseling practice at an actual counseling site.  | Successful completion of counseling work at an internship site  |
| EPCE 5360: Practicum in Counseling  | A course designed to help students with the initial implementation of counseling skills. This course is a prerequisite to Internship in Counseling. | Successful completion of counseling work at a practicum site. |

**Summary**

As the above P1, P2, and P3 Scope and Sequence indicates, the above classes are distinctively separated into three phases. Collectively the phases are interrelated to focus on specific trademark outcomes. For Clinical Mental Health Counseling, the trademark outcome (TO) is to create and implement treatment plans and programs to serve the needs of clients, communities, and agencies where EPCE students are and will be employed.

|  |
| --- |
| **Scope and Sequence****MEd Clinical Mental Health Counseling** |
| **Trademark Skills** |
| *Create, implement and evaluate the impact of treatment plans and programs to serve the needs of clients, communities, and agencies where our graduates are employed.* |
| **Counselor Competencies** | **Phase 1** | **Phase 2** | **Phase 3** |
| Develops and conducts a needs assessment (pre and post measures of mental health gains) to identify programs needed for their work settings. | EPCE 5353 Fall, year 1EPCE 5355, Summer, year 1EPCE 5357, Fall, year 2\*EPCE 5367 Summer, year 1EPCE 5370 Fall, year 1EPCE 5376, Summer,year 1 | EPCE 5382 Spring, year 2EPCE 5374 Spring, year 2\*\* | EPCE 5360, Summer, year 2EPCE 5094 I Fall, year 3 |
| Develops and delivers treatment plans that address clients’ individual needs. | EPCE 5366 Fall, year 2EPCE 5367 Summer, year 1EPCE 5370 Fall, year 1EPCE 5371 Spring, year 1EPCE 5376, Summer, year 1EPCE 5377 Summer, year 1 | EPCE 5354 Spring, year 2\*\* | EPCE 5360 Summer,year 2EPCE 5094 I Fall, year 3EPCE 5094 II Spring,year 3\*\*\* |
| Applies effective use of appropriate counseling techniques in congruence with client needs. | EPCE 5364 Fall, year 1EPCE 5367 Summer, year 1EPCE 5362 Spring, year 1EPCE 5372 Fall, year 2EPCE 5377, Summer,year 1 | EPCE 5354 Spring, year 2\*\*EPCE 5357 Fall, year 1\*EPCE 5374 Spring, year 2 | EPCE 5360 Summer,year 2EPCE 5094 I Fall, year 3 EPCE 5094 II Spring, year 3\*\*\* |

 \* Phase I Rubric: Individual Counseling Competencies

 \*\* Phase II Rubrics: Individual Counseling Competencies, Group Counseling Competencies

\*\*\* Phase III Rubrics: Evaluation of Treatment Planning, Counselor-in-Training Counseling Competencies, Evaluation of Needs Assessment and Service Implementation

**ACE Assignments**

**Clinical Mental Health Counseling Program**

The trademark skill for this program is that students will be able to *create and implement treatment plans and programs to serve the needs of clients, communities, and agencies where our students are and will be employed*. The ACE assignments are intended to assist program faculty in monitoring students’ “inter-phase” progress toward the TS. The following Table contains a summary of the assignments by phase.

|  |
| --- |
| *ACE Assignments by Course for Clinical Mental Health Counseling* |
| **Phase** | **Course** | **ACE Assignment** |
| 1 | EPCE 5353 | Create a dream mental health agency |
|  | EPCE 5355 | Career assessment autobiography paper |
|  | EPCE 5362 (Currently EPCE 5369) | Multiple Choice exams |
|  | EPCE 5364 | Multiple-choice exams on Counseling Theories |
|  | EPCE 5366 | Case study diagnosis |
|  | EPCE 5367 | Family Counseling Case Study |
|  | EPCE 5370 | Ethical decision-making case study |
|  | EPCE 5371 | Autobiographic diversity experience paper |
|  | EPCE 5372 | Wellness project |
|  | EPCE 5376 | Comprehensive assessment case study |
|  | EPCE 5377 | Referral project case study |
|  |  |  |
|  | **EPCE 5357** | **End of Phase: *Individual Counseling Competencies Rubric*** |
|  |  |  |
| 2 | EPCE 5354 | Interview professional counselors in field |
|  | EPCE 5374 | Counseling Competencies Role Play |
|  | EPCE 5382 (Currently EPCE 5369) | Case Study |
|  |  |  |
|  | **EPCE 5354** | **End of Phase: *Group Counseling Competencies Rubric*** |
|  | **EPCE 5374** | **End of Phase: *Individual Counseling Competencies Rubric*** |
|  |  |  |
| 3 | EPCE 5360 | Successfully complete counseling work at a practicum site |
|  | EPCE 5094 I and II | Successfully complete counseling work at an internship site |
|  |  |  |
|  | **EPCE 5094** | **End of Phase: *Counselor-in Training Rubric and Treatment Planning Rubric*** |

**Figure 2**

 **Clinical Mental Health Counseling Course Requirements**

 Hours

Area I Professional Orientation (6 hours)

 EPCE 5353 Introduction to Clinical Mental Health Counseling 3

 EPCE 5370 Ethical & Legal Issues in Counseling 3

Area II Counseling Foundations (12 hours)

 EPSY 5331 Human Development 3

 EPCE 5362 Pharmacologics for LPCs (Currently EPCE 5369) 3

 EPCE 5366 Dysfunctional Behavior (Adult) 3

 EPCE 5371 Counseling Diverse Populations 3

Area III Counseling Skills (30 hours)

 EPCE 5354 Group Techniques in Counseling 3

 EPCE 5355 Introduction to Career Counseling 3

 EPCE 5357 Techniques of Counseling I 3

 EPCE 5364 Theories of Counseling 3

 EPCE 5367 Couples & Family Counseling for Professional Counseling 3

 EPCE 5372 Addictions I: An Overview 3

 EPCE 5374 Techniques of Counseling II 3

 EPCE 5376 Fundamentals of Assessment for Professional Counselors 3

 EPCE 5377 Crisis Counseling 3

Area IV Practicum and Field Experiences (9 hours)\*

 EPCE 5360 Practicum in Counseling 3

 EPCE 5094 Internship in Counseling 3

 EPCE 5094 Internship in Counseling 3

Area V Research (3 hours)

 EPSY 5379 Introduction to Educational Research 3

Area VI Counseling Support Courses (if needed)

 Choose from several classes including but not limited to:

 EPCE 5352 Child and Adolescent Counseling

 EPCE 5382 Ethical & Legal Issues in Counseling II (Currently EPCE 5369) 3

 EPSY 5380 Introduction to Educational Statistics

 Minimum Semester Hours 60 Hours

 (non-thesis)

Note: **Students must select practicum and internship field site placements emphasizing clinical mental health counseling. If counseling skills are marginal, students will be required to complete additional practica, internship and/or techniques classes. Students may not enroll in more than 3 semester hours of Internship credit each semester, including summer.**

 Students may transfer (with approval by the faculty) 6 credits from another CACREP approved Counselor Education Program; however, students **cannot** transfer credit for EPCE 5354, 5357, 5360, 5366, 5370, and 5094. Students enrolling in EPCE 5357, 5360 and 5094 must be admitted into the TTU Counselor Education Program.

**Clinical Mental Health Counseling**

**Course Rotation**

**60 Hour Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall (Year 1)** | **Spring (Year 1)** | **Summer I (Year 1)** | **Summer II (Year 1)** |
| EPCE 5353, Introduction to Clinical Mental Health Counseling EPCE 5364, Theories of CounselingEPCE 5370, Ethical and Legal Issues in Counseling | EPCE 5362, Pharmacologics for LPCs (Currently offered as EPCE 5369)EPCE 5371, Counseling Diverse Populations for LPCEPCE 5377, Crisis Counseling | EPCE 5376, Assessment for Professional CounselorsEPSY 5331, Human Development | EPCE 5355, Introduction to Career CounselingEPCE 5367, Couples and Family Counseling |
| **Fall (Year 2)** | **Spring (Year 2)** | **Summer I (Year 2)** | **Summer II (Year 2)** |
| EPCE 5357, Techniques of Counseling IEPCE 5366, Dysfunctional BehaviorEPCE 5372, Addictions: An Overview | EPCE 5354, Group CounselingEPCE 5374, Techniques of Counseling IIEPCE 5369, Ethics II | EPCE 5360, Practicum in CounselingEPSY 5379, Introduction to Educational Research |  |
| **Fall (Year 3)** | **Spring (Year 3)** |  |  |
| EPCE 5094, Internship in Counseling I | EPCE 5094, Internship in Counseling II |  |  |

**Please note**: We make every attempt to offer classes as listed. However, it is the student’s responsibility to be aware of the degree requirements and enroll in the appropriate courses. Additionally, course requirements may be changed by the LPC Board without notification which may cause immediate revision in course offerings to meet new requirements.

**Dual Focus**

It is possible to major in both Clinical Mental Health Counseling and School Counseling if the student has a valid teaching certificate. Students majoring in both areas will be required to complete all coursework required for the Clinical Mental Health Counseling major (60 hours) plus an additional 12 semester hours (4 classes). **Students must complete EPCE 5352, two (2) separate practica courses (EPCE 5360) and four (4) separate internship courses (EPCE 5094).** One practicum must be in a clinical mental health setting, and the other practicum must be in a school setting in which the student is supervised by a certified school counselor. Likewise two (2) internship classes (5094) must be completed in a clinical mental health setting and two (2) internship classes must be completed in a school setting in which the student is supervised by a certified school counselor. Students **may not** enroll in more than three (3) hours of internship during any semester.

Advisors

Following admission to the Counselor Education Program, the student will be assigned an advisor. The student may send a request in writing to the Coordinator to be assigned to a specific advisor. The student may also request a different faculty advisor at any point in his/her master’s program.. However, a student should not assume that a faculty member will be able to serve as advisor. Decisions will be made based on several factors, including faculty members’ current advising loads, committee assignments, and special responsibilities.

Please note: The Strive program used with undergraduate students is not used with graduate students as it does not fit Graduate School requirements. If you have a question for your advisor, please contact them by email or phone. If you do not know who your advisor is, contact Dr. Gould (lj.gould@ttu.edu) for that information.

Degree Plan

Degree Plans are no longer filed with the Graduate School. A degree scribe has been added to the DegreeWorks program for Counselor Education, Clinical Mental Health Counseling and Counselor Education, School Counseling. All of the courses required for the degree programs are listed, and as students complete courses, the courses are added to DegreeWorks. If you have any questions about DegreeWorks, please contact Dr. Gould at lj.gould@ttu.edu.

It is the student’s responsibility to know the courses on his/her degree plan and be sure that all course work required is completed. We suggest that each student request a degree audit the semester before her/his expected graduation to be certain that all requirements for the degree are met.

Master's Comprehensive Examination

All students enrolled in the Counselor Education Master’s Degree programs must pass a comprehensive examination prior to receiving their degree. Students are permitted to take the examination during their last semester of coursework. As students enter as a cohort, the examination is offered in the Spring semester. Please note: if you have an illness or emergency, the program will work with you to allow you to take the exam at another time. However, you must understand that you cannot graduate until the Comprehensive Examination is passed. Students may take the exam a maximum of two times.

Students take the Counselor Preparation Comprehensive Examination (CPCE) which is a national exam. To be eligible to take the comprehensive examination, students must be enrolled in at least one semester hour of coursework. **On the application, students must indicate their degree area as Counselor Education**. Information and applications are available at the office of the Office of Graduate Admissions and Enrollment, (ED, Room 105). Because deadlines apply, students are encouraged to inquire about the procedures early in their last year of course enrollment.

As of Fall 2017, the CPCE will be given on computer at the TTU Testing Center. Information about registering for the exam will be emailed to eligible students early in the semester.

The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by the CACREP: (a) Human Growth and Development, (b) Social and Cultural Foundations, (c) Helping Relations, (d) Group Work, (e) Career and Lifestyle Development, (f) Appraisal, (g) Research and Program Evaluation, and (h) Professional Orientation and Ethics. The CPCE is designed as a summative evaluation of relevant knowledge obtained by students during their counselor preparation programs. Study materials for the CPCE are available from the publisher, the National Board for Certified Counselors (NBCC), and/or the College of Education Learning Resource Center (LRC) on 2nd floor of the Education Building.

The CPCE consists of 160 multiple-choice questions of which 136 questions are scored. The remaining 24 questions are not scored but are used as pilot questions that may be used as future test items. The examination administration time is four hours. Students are asked to select the best response to each question from four alternative responses. To pass the Master’s Comprehensive Examination, students must score within one standard deviation below the mean.

Students may take the examination a maximum of two times. In certain instances, a student may take the examination three times. Students who must re-take for the third time must contact their advisor and request a third attempt. The advisor will then contact the Department Chair who will submit a request to the Dean of the Graduate School for a third attempt. The student who is re-taking the exam must meet with their advisor to develop a plan of study for the exam re-take. The student then presents this plan to the entire counseling faculty who will provide additional input and assistance. The entire exam is retaken with a passing score remaining at the 30th percentile. Any student failing the third administration of the exam will not be awarded a master’s degree.

After the examination has been administered and scored, students will receive a letter from the Counselor Education program providing more specific feedback on their performance on the eight areas of the examination. Please do not call for information about scores on the comprehensive exam, as we cannot give you information over the phone.

Students are responsible for completing the necessary paper work required for the Master's Comprehensive Examination; deadlines apply. During the semester of graduation, students must be enrolled in at least one semester hour of graduate credit. All questions regarding applications for first and second administrations of the examination and graduation procedures should be directed to Dr. Gould (lj.gould@ttu.edu).

Credentialing/Endorsement

Credentialing is necessary for graduates to practice the profession of counseling. One means for becoming aware of the credentialing process is to talk with the Counselor Education faculty. A second means is to contact the American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304 (1-800-347-6647 ext. 397 or 703-823-0252 ext. 397).

The Counselor Education Program faculty will only endorse students for those professional certifications, licenses, and placements for which they have been adequately trained and have demonstrated both the academic and non-academic attributes required for competence. Only students who have been admitted to the Counselor Education Program and have completed the 60 semester hour Master’s degree in the Clinical Mental Health Counseling program will be eligible for endorsement for licensure as a LPC by the Counselor Education faculty. Similarly, only students who have completed the 48 semester hour Master’s degree in School Counseling will be eligible for endorsement for certification as School Counselors. The faculty will consider requests for two endorsements: (a) licensure as a Licensed Professional Counselor (LPC) or (b) Certification as School Counselor. To ask the faculty to endorse licensure or certification for which the student has not been trained is to ask the faculty to engage in unethical behavior.

# Licensed Professional Counselor

By state law, with few exceptions (e.g., school counselors), all individuals who call themselves professional counselors or who practice counseling independently must be licensed. Recipients of a Master’s Degree in Clinical Mental Health Counseling from TTU have met the academic requirements for licensure in the state of Texas. In addition to academic training, post-master’s supervision is also required. Students planning to be licensed should contact the Texas State Board of Examiners of Professional Counselors, 1100 West 49th Street, Austin, Texas 78756-3183 (512-834-6658) for additional information about licensure in Texas. Students (not faculty) are responsible for obtaining copies of the counselor licensing law and license board regulations and for understanding and following their contents. The LPC Board in Austin grants licensure (not TTU)**.**

**Please note the Counselor Education Program is not designed for individuals having a Master's degree and desiring to only complete eligibility requirements for the LPC. Instead the program is designed for students seeking a Master's degree in Clinical Mental Health Counseling.** **Thus, all students seeking licensure as an LPC must be admitted to the Counselor Education program and must complete the 60 hour program (see Figure 2).**

Specific requirements for licensure can be found on the Texas State Board of Examiners of Professional Counselors website at <https://dshs.texas.gov/counselor/lpc_apply.shtm>.

**School Counselor Certification - Degree Program**

Upon completion of a 48 semester hours Master's Degree in School Counseling, students have the academic training for certification as a school counselor. Under the requirements of the State Board of Education, all prospective school counselors must have a valid Texas Professional Certificate, two (2) years of full-time teaching experience, and a passing score on the TExES examination for school counselors. These requirements are in addition to the requirements of the Counselor Education Program (see Figure 1). Further information on school counselor certification may be obtained from the Texas Tech Certification Officer (ED, Room 106).

Graduate Counseling Certificates

**Mental Health Certificate**

The Mental Health Certificate, offered by the Graduate School in conjunction with the Counselor Education Program, is composed of a set of courses, totaling 15 hours, that provide in-depth knowledge in mental health counseling. This certificate is designed to meet the supplemental education needs of licensed and/or post-master’s-level professionals in the mental health field by offering training needed as jobs and job-related responsibilities change. This certificate is available to licensed professionals in the mental health field (e.g., counseling, social work, marriage and family, and psychology). It is also available to graduates with an earned master’s degree in mental health fields and to current students in the Counselor Education program who complete the required coursework. The following courses are required for the Mental Health Certificate: EPCE 5364 (Theories of Counseling), EPCE 5366 (Dysfunctional Behavior), EPCE 5372 (Addictions), and EPCE 5373 (Advanced Addictions). One elective must be selected from the following courses: EPCE 5354 (Group Counseling), EPCE 5355 (Career Counseling), EPCE 5357 (Techniques of Counseling), EPCE 5377 (Crisis Counseling), EPCE 5370 (Ethics), EPCE 5371 (Counseling Diverse Populations), EPCE 5360 (Practicum), or EPCE 5094 (Internship).

Please note that the Mental Health Certificate is not a replacement for a license in the practice of counseling or any other mental health field. For more information, contact Dr. L.J. Gould (lj.gould@ttu.edu or 806-834-4224).

**College Student Counseling Certificate**

The College Student Counseling Certificate, offered by the Graduate School in conjunction with the Counselor Education Program, is composed of a set of courses, totaling 15 hours, that provide in-depth knowledge in college student counseling. It meets the supplemental education needs of licensed and/or post-master’s-level professionals in the mental health field by offering training needed as jobs and job-related responsibilities change. This certificate is available to graduates with an earned master’s degree in mental health fields and current students in the Counselor Education program who complete the required coursework. It is also available to advisors and licensed professionals in the college student counseling field. The following courses are required for the College Student Counseling Certificate: EPCE 5354 (Group Counseling), EPCE 5355 (Career Counseling), EPCE 5357 (Techniques of Counseling), and EPCE 5364 (Theories of Counseling). One elective must be selected from the following courses: EPCE 5377 (Crisis Counseling), EPCE 5371 (Counseling Diverse Populations), EPCE 5372 (Addictions), EPCE 5360 (Practicum), EPCE 5094 (Internship), EPCE 6366 or 5369 (Counseling Supervision), or a course in the student’s degree area related to college student counseling.

Please note that the College Student Counseling Certificate is not a replacement for a license in the practice of counseling or any other mental health field. For more information, contact Dr. L.J. Gould (lj.gould@ttu.edu or 806-834-4224).

Registration

Pre-registration is scheduled during a specific time each semester, and students are encouraged to register early. Please note that all Counselor Education courses (EPCE) require a permit to enroll. The permits will be submitted before pre-registration opens, and students will be emailed information about the required classes for that semester.

Process & Procedures

During the time set aside for registration and advisement, students may register using the **Raiderlink** portal ([www.raiderlink.ttu.edu](http://www.raiderlink.ttu.edu)). You may register from your personal computer or from one of the computer labs on campus. A PIN and a list of computer labs available for students may be obtained in the reception area of West Hall.

The Schedule of Classes for the semester can be located online through the **Raiderlink** portal. Following a review of the classes listed in the Schedule, students should schedule an appointment with their faculty advisor if help is needed in determining courses to take for the next semester. The registration process is as follows: First, go to the “Schedule Search Tool” on Raiderlink and determine which classes to enroll. Note the CRN number for each class. Then go to “Add/Drop Classes”. Be sure to select the correct semester from the drop-down menu. When you get to the “Add/Drop” page, add the courses you wish to take. You can change a class if you need to do so, however, once you start the registration process, you cannot drop all of your classes for the semester. If you have any problems with registration, please contact Dr. L.J. Gould (lj.gould@ttu.edu or 806-834-4224).

Although advisors are knowledgeable about various policies and procedures, including registration, it is the student's responsibility to be cognizant of registration as well as other graduate policies and procedures. It is important that the student carefully follow registration procedures including the payment of fees. The student's registration will be cancelled if he/she does not meet the deadline for fee payment. **Please note only students admitted to the Counselor Education program are permitted to enroll in practicum (EPCE 5360) and internship (EPCE 5094).**

**Change of Registration**

Information concerning drop/add procedures, including deadlines, may be obtained from the Schedule of Classes, College of Education Office for Graduate Studies and Research (ED, Room 109) and the Department Office, EPLC (ED, Room 103) or from the TTU website.

# Course Load

Twelve semester hours constitute full time graduate enrollment in a regular semester with six hours constituting regular enrollment in a summer term. Under certain circumstances (e.g., graduate assistantships) nine hours constitute full time enrollment. Most loans, scholarships, and assistantships require enrollment of nine or twelve graduate hours each semester. It is the student's responsibility to be aware of the semester hours required for his/her scholarship or financial aid package.

# Transfer Credit

Although a faculty member can review and recommend courses for transfer, a formal decision on transfer credit cannot be made until the student is formally enrolled in the program and DegreeWorks is active. Transfer coursework must meet the following requirements:

* The coursework is no older than six (6) years
* The grade must be a B or higher
* There must be and equivalent course offered at TTU
* Transfer courses must be from a CACREP approved Counselor Education Program
* A maximum of 6 semester hours may be transferred at the master's degree level.

Transfer credit from another institution for EPCE 5354, 5357, 5360, 5366, 5370, and 5094 **will not** be accepted; these courses must be taken in the COE Counselor Education program. It is the student's responsibility to supply information that establishes any course for transfer as equivalent to a course at Texas Tech University. Usually the equivalency can be established by meeting with the faculty advisor at Texas Tech University and providing a course description and a course syllabus from the course under consideration for transfer. **Group Techniques (EPCE 5354), Counseling Techniques (EPCE 5357), Practicum (EPCE 5360), Dysfunctional Behavior (EPCE 5366), Ethical and Legal Issues in Counseling (EPCE 5370), and Internship (EPCE 5094) must be taken at TTU. Thus students may not transfer credit for EPCE 5354, 5357, 5360, 5366, 5370, and 5094.**

Practicum and Internship

Eligibility for enrollment in practicum and internship classes requires admission to the Counselor Education Program and completion of all requirements. Being eligible for clinical coursework requires that the student has completed all coursework with the exception of EPCE 5360 (Practicum) and EPCE 5094 (Internship). The requirements are strictly enforced by the Counselor Education faculty.

Prior to enrollment in practicum and internship classes, students **are required to purchase professional liability insurance**. Some counseling associations offer insurance with student memberships. Also students may also contact the Health Providers Service Organization (HPSO) at 800-982-9491.

**Approved practicum/internship sites for direct and indirect hours must be in Lubbock or the Lubbock area (located in an area no more than 60 miles from Lubbock); sites in other areas may be considered on a case by case basis. Sites in Lubbock or the Lubbock area must be reviewed individually and must be approved by the Clinical Director (Dr. Tommerdahl) at least one semester prior to enrollment in the practicum or internship.**

**Please note**: Students are required to turn in contracts and proof of insurance to Dr. Gould prior to beginning to collect hours in clinical courses. Failure to do so may result in being dropped from the course. Additionally, as enrollment in these courses may occur prior to the grades for the previous semester being posted, should a student receive a C or lower in the semester prior to beginning clinical coursework, the student will be required to drop the clinical course and inform Dr. Gould. Additionally, if the student has not re-taken coursework in which a C or lower grade was received earlier in the program, the student will not be allowed to enroll in clinical coursework.

The *Field Handbooks* have additional information about practicum and internship. For example, it contains information about finding a site and a supervisor. It is important to download a copy of the *Field Handbook* for your major (School or Clinical Mental Health) and read it thoroughly when you are ready to begin practicum.

Students earning a grade of Fail in a practicum or internship class graded pass/fail or a grade of C or below in a practicum/internship graded by letter grades A - F will be terminated from the Counselor Education Program.

# Liability Insurance

Prior to permitting a student is permitted to enroll in techniques, practicum, or internship, that student must have **counseling professional liability insurance**. Student insurance is available from professional associations and private companies. Liability insurance may be obtained from:

* Health Providers Service Organization (HPSO) at 1-800-982-9491
* Texas Counseling Association at 1-800-580-8144
* Information about other providers and coverage is available from the Texas Department of Insurance at 1-800-252-3439

Withdrawals

Following registration, the student may decide to withdraw from the university. Students should contact the Registrar's Office, Student Business Services and the Graduate School to formally process withdrawal procedures. Failure to formally withdraw from classes will result in a failing grade for each class in which the student is enrolled. Also, failure to withdraw in a timely manner can result in additional tuition charges from the University.

**Please note:** Students cannot drop coursework to 0 hours. If the student is only registered for one course and if the student attempts to drop that course, the Registrar’s Office (806-742-3661) and Student Business Services (806-742-3272) must be contacted. Also, be aware that if a student does not register for coursework for two long semesters, the student may be required to reapply to both the Graduate School and the Counselor Education program.

Leaves of Absence

Because of extenuating circumstances (usually medical, financial or personal), a student may request a leave of absence from the Graduate School. In requesting a leave of absence, a written request should be submitted to the Counselor Education program by contacting the Coordinator of Counselor Education (Dr. Hendricks, Room 215). Any supporting documentation that would support your request (medical statements, legal paperwork, etc.) should be enclosed with the request.

Courses taken more than six years ago cannot be counted toward a degree. Thus any leave of absence should be considered carefully. Further an absence or non-continuous enrollment can prevent the student from making continuing progress toward his/her degree. When continuing progress is not made, the student may be dropped from the Counselor Education Program.

Graduation

Graduation from the Counselor Education program entitles students to participate in the campus-wide graduation ceremony held December, May, and August each year. Students are encouraged to participate in the graduation ceremonies. It is the student's responsibility to be cognizant of and to complete the various graduation forms and fees within the specified deadlines. Information regarding graduation is available from the Office of the Associate Dean for Graduate Studies and Research (ED, Room 106). Failure to complete the appropriate forms within the specified deadlines will result in the student being unable to graduate during that semester. Students who are not participating in the official graduation ceremony should contact the Office of the Associate Dean for Graduate Studies and Research and make arrangements for obtaining their diploma.

Important Student Information

**Impairment**

According to the *American Counseling Association Code of Eth*ics (2014), counselors and counselors-in-training do not offer counseling services to clients when their physical, mental, or emotional problems may harm a client or others (see Sections C.2.g, F.5.b, and F.8.d). It is the responsibility of the counselor or counselor-in-training to be aware of signs of impairment, seek assistance for their problems, and notify program supervisors that they are unable to provide acceptable services to clients. Counselors and counselors-in-training should seek appropriate professional services to remediate the problem(s) interfering with their ability to provide services.

It is the policy of the Counselor Education program that if a student has a physical, mental or emotional problem that could potentially harm clients or others, that student will be prohibited from seeing clients until the student has completed a remediation plan. For example, it is the policy of the Counselor Education program that if a student has a documented relapse or a self-reported relapse, she/he will not see clients until a remediation plan is completed and the student can provide verified documentation of at least one year of “clean” time. While the student is in treatment, the student’s therapist must report on the student’s progress at specified times.

**Scholastic Dishonesty**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

**Handicapping Conditions/ADA Compliance**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

**Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

**Title IX**

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to Risk Intervention and Safety Education (RISE): (806) 742-SAFE (7233). The TTU Counseling Center (<http://www.depts.ttu.edu/scc/>) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>.

# Ethics and Professional Development

The Counselor Education Program faculty endorses and implements the American Counseling Association *Code of Ethics* (2014). The Counselor Education Program faculty endorses and implements the American Counseling Association *Code of Ethics* (2014). Students and supervisees preparing to become counselors are required to adhere to and endorse the most current versions of the ACA Code of Ethics, the Texas LPC Code of Ethics, and the ethical codes of all ACA divisions. Additionally, students and supervisees must adhere to and endorse the most current versions of the ACA Multicultural and Social Justice Counseling Competencies and the ACA Advocacy Competencies.

To encourage professional development and the development of a professional identity, all students are expected to join professional organizations. At the master’s level, students are required to be members of either the American Counseling Association (ACA) or the Texas Counseling Association (TCA).

**Classroom Civility**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

The Counselor Education program supports the LGBTQIA community. Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions. Contact information for the Office of LGBTQIA is Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu), 806-742-5433.

As students in the Counseling programs and future counselors, the Counselor Education faculty would hope that any conflicts or miscommunications between students or between students and faculty will be handled by open and honest communication between the individuals involved. However, if this is not possible, the University has recourse through the Office of Student Conduct as listed below:

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student-student and student-faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

Further, to report harassment, threatened aggression (non-emergency) or other behaviors related to deprivation of your rights, please report your concerns to the TTU Office of Student Conduct at the following email address: <http://www.depts.ttu.edu/studentconduct/conductcode.php>. You can file reports to this office anonymously. You can also file reports of this nature with TTU Office of Student Responsibilities by calling 806-742- 2405.

**Affirmative Action**

The Counselor Education Program faculty support and endorse the policies/procedures from the Affirmative Action Office at Texas Tech University. A copy of the policy is available from the Affirmative Action Office in West Hall, Room 242.

**Religious Observations**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

Professional Associations

Students are required to be members of the American Counseling Association (ACA) or Texas Counseling Association (TCA). The benefits of student membership are many, and the student membership fee is low. For more information, call 1-800-347-6647 ext. 222 or visit [www.counseling.org](http://www.counseling.org) We also encourage students to be members of the West Texas Counseling Association. Students are also encouraged to become members of ACA’s divisions.

Chi Sigma Iota is the national counseling honor society. Students may apply for membership in Chi Sigma Iota if the following criteria are met: the student must be admitted to the Counselor Education program; the student must be in good standing and cannot have remediation or probationary status; the student must maintain a minimum GPA of 3.5; and the student must have completed a minimum of 12 hours of graduate counseling credits. For more information, see [www.csi-net.org](http://www.csi-net.org) or Dr. Charles Crews (806-834-4149), faculty advisor.

Financial Assistance

Financial assistance is available to graduate students usually via student loans, work study, scholarships, and research assistantships. Students interested in financial aid should contact the Associate Dean for Graduate Studies and Research (ED, Room 106) or the Student Business Services’ Student Financial Center (Financial Aid) in Room 301 West Hall.

**University Scholarships**

Students having a strong academic record may qualify for a university scholarship. Because University funds are limited, these scholarships are very competitive. Interested students should contact the Texas Tech University Graduate School (Holden Hall) or the College of Education Office of Graduate Admissions and Enrollment (ED, Room 106) to obtain information on scholarships.

**Student Loans**

Students having a financial need may qualify for a student loan. Information about student loans may be obtained from the Student Business Services’ Student Financial Center (Financial Aid) in Room 301 West Hall.

**Graduate Research Assistantship**

Full-time advanced doctoral students and occasionally advanced master’s-level students may qualify for a graduate research assistantship in the College of Education. As the name implies, the focus of the assistantship is research rather than teaching. Depending on the assistantship, students work 10 or 20 hours each week. Research assistants are assigned to work with the Counselor Education faculty, although other research assistantships are available in other programs of the COE.

###### **Appendix A**

###### **Prerequisites for Counseling Required/Recommended Courses**

**Prerequisites for Counseling Practicum**

**Clinical Mental Health Counseling Course Requirements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area Number and Area Name** | **Course****Number** | **Course****Title** | **Course****Hours** | **Prerequisite(s)\*\*\*** | **Co-Requisites\*\*\*** |
| **Area I**ProfessionalOrientation (6 hours) | EPCE 5353 | Intro. Clinical Mental Health Counseling | 3 | None | None |
| EPCE 5370 | Ethical & Legal Issues in Counseling | 3 | None | None |
| **Area II**Counseling Foundations (12 hours) | EPSY 5331 | Human Development | 3 | None | None |
| EPCE 5365 | Dysfunctional Behavior (Child) | 3 | None | None |
| EPCE5366 | Dysfunctional Behavior (Adult) | 3 | None | None |
| EPCE 5371 | Counseling Diverse Populations | 3 | None | None |
| **Area III**Counseling Skills(30 hours) | EPCE 5354 | Group Techniques in Counseling | 3 | None | None |
| EPCE 5355 | Introduction to Career Counseling | 3 | None | None |
| EPCE 5357 | Techniques of Counseling I\*\* | 3 | None | None |
| EPCE 5364 | Theories of Counseling | 3 | None | None |
| EPCE 5367 | Couples and Family Counseling | 3 | None | None |
| EPCE 5362 | Pharmacologics for LPCs | 3 | None | None |
| EPCE 5372 | Addictions I | 3 | None | None |
| EPCE 5374 | Techniques of Counseling II\*\* | 3 | EPCE 5357 | None |
| EPCE 5376 | Fundamentals of Assessment for Professional Counselors | 3 | None | None |
| EPCE 5377 | Crisis Counseling | 3 | None | None |
| **Area IV**Practicum andField Experiences(9 hours)\* | EPCE 5360 | Practicum in Counseling\*\* | 3 | All EPCE Coursework must be completed  | EPSY 5331, EPSY 5379 |
| EPCE 5094 | Internship in Counseling\* | 3 | EPCE 5360 | None |
| EPCE 5094 | Internship in Counseling\* | 3 | EPCE 5360 | None |
| **Area V**Research (3 hours) | EPSY 5379 | Introduction to Educational Research | 3 | None | None |
| **Area VI**CounselingSupport Courses | EPCE 5352 | Child and Adolescent Counseling | 3 | None | None |
| EPCE 5358 | Introduction to School Counseling | 3 | None | None |
| EPCE 5375 | Counselor Supervision | 3 | None | None |
| EPCE 5382 | Ethics II | 3 | EPCE 5370 | None |
| EPSY 5380 | Introduction to Educational Statistics | 3 | None | None |

 **\* Internship is a total of 6 hours; no more than 3 hours may be taken during any one semester, including summer.
 \*\* EPCE 5357, EPCE 5360, EPCE 5374, and EPCE 5094 require that you be admitted to the EPCE program and that you submit a reservation form
 to Dr. L.J. Gould before being registered for the course.
\*\*\* All prerequisites must be completed before enrolling in a class where they are required. No more than 2 co-requisite courses may be taken with
 EPCE 5360; all other co-requisite courses must be completed before enrolling in EPCE 5360.**

**School Counseling Course Requirements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area Number and Area Name** | **Course****Number** | **Course** **Title** | **Course** **Hours** | **Prerequisite(s)\*\*\*** | **Co-Requisites\*\*\*** |
| **Area I**ProfessionalOrientation(6 hours) | EPCE 5358 | Introduction to School Counseling | 3 | None | None |
| EPCE 5370 | Ethical & Legal Issues in Counseling | 3 | None | None |
| **Area II**Counseling Foundations (6 hours) | EPSY 5331 | Human Development | 3 | None | None |
| EPCE 5371 | Counseling Diverse Populations | 3 | None | None |
| **Area III**Counseling Skills(21 hours) | EPCE 5352 | Child and Adolescent Counseling | 3 | None | None |
| EPCE 5354 | Group Techniques in Counseling | 3 | None | None |
| EPCE 5355 | Introduction to Career Counseling | 3 | None | None |
| EPCE 5357 | Techniques of Counseling\*\* | 3 | None | None |
| EPCE 5364 | Theories of Counseling | 3 | None | None |
| EPCE 5367 | Family Counseling | 3 | None | None |
| EPCE 5376 | Fundamentals of Assessment forProfessional Counselors | 3 | None | None |
| **Area IV**Practicum andField Experiences(9 hours)\* | EPCE 5360 | Practicum in Counseling\*\* | 3 | All EPCE Courses | EPSY 5331, EPSY 5379 |
| EPCE 5094 | Internship in Counseling\*\* | 3 | EPCE 5360 | None |
| EPCE 5094 | Internship in Counseling\*\* | 3 | EPCE 5360 | None |
| **Area V**Research (3 hours) | EPSY 5379 | Introduction to Educational Research | 3 | None | None |
| **Area VI**CounselingSupportCourses(3 hours) | EPCE 5366 | Dysfunctional Behavior (Adult) | 3 | None | None |
| EPCE 5372 | Addictions | 3 | None | None |
| EPCE 5369 | Seminar in Counseling | 3 | None | None |
| EPSY 5380 | Introduction to Educational Statistics | 3 | None | None |
|  |  |  |  |  |

 **\* Internship is a total of 6 hours; no more than 3 hours can be taken during any one semester.
 \*\* EPCE 5357, EPCE 5360, and EPCE 5094 require that you be admitted to the EPCE program and that you submit a reservation form
 to Dr. L.J. Gould before being registered for the course.
\*\*\* All prerequisites must be completed before enrolling in a class where they are required. No more than 2 co-requisite courses may be taken with EPCE 5360; all other co-requisite courses must be completed before enrolling in EPCE 5360.**

**EPCE 5360 Practicum Course Requirements**

School Counseling

Students enrolling in EPCE 5360 must be admitted to the Counselor Education Program.

**Prerequisites**

EPCE 5352 - Child and Adolescent Counseling

EPCE 5354 - Group Counseling

EPCE 5357 - Techniques of Counseling I

EPCE 5358 - Introduction to School Counseling

EPCE 5364 - Theories of Counseling

EPCE 5367 - Couples and Family Counseling Applied to School Settings

EPCE 5370 - Ethical and Legal Issues in Counseling

EPCE 5371 - Counseling Diverse Populations for LPC

**Co-Requisites**

EPCE 5355 Introduction to Career Counseling

EPCE 5376 Fundamentals of Assessment for Professional Counselors

(Any non-clinical EPCE course not listed above)

**NOTE: All prerequisites must be completed before students may enroll in EPCE 5360. With regard to co-requisites, students may enroll in a maximum of 2 co-requisites (two courses) when they enroll in EPCE 5360. All coursework must be completed before enrolling in EPCE 5094 (Internship).**

Clinical Mental Health Counseling

Students enrolling in EPCE 5360 must be admitted to the Counselor Education Program.

**All EPCE coursework must be completed before enrolling in EPCE 5360 (Practicum).**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hereby certify that I have read

 (*Print name)*

and that I understand the information presented in this *Handbook*.

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 *(Signature) (Date)*