

Counselor Education

***Admitted Student Handbook***

***for the***

***Master’s of Education Program***

**2018-2019**

**Texas Tech University**

**College of Education**

**Counselor Education Program**

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

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05-2017

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 Studies and Research (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 *Handbook* edition that was current during the semester when the student was admitted.**

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For more information about

the Counseling Programs at

Texas Tech University,

email [counselinginquiries@ttu.edu](mailto:counselinginquiries@ttu.edu)

Introduction

The Counselor Education Program is one of six degree programs in the Department of Educational Psychology and Leadership (EP&L) 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 who can implement counseling theories into successful counseling practice, who are committed to respecting diversity among all people, and who ascribe to the highest levels of professionalism and ethical standards and practice.

# The Model

At the master’s level, the outcome for the graduates is that they will successfully develop and implement a Treatment Plan (Clinical Mental Health Counseling) and understand and implement the 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 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.*

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.*

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, PhD  Paul Whitfield Horn Professor  [loretta.bradley@ttu.edu](mailto:Loretta.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 Professor  [charles.crews@ttu.edu](mailto:charles.crews@ttu.edu)  806-834-4149  C. Bret Hendricks, EdD  Professor  [bret.hendricks@ttu.edu](mailto:Bret.hendricks@ttu.edu)  806-834-1744  Ian Lertora, PhD  Assistant Professor  [ian.lertora@ttu.edu](mailto:ian.lertora@ttu.edu)  806-834-8049 | Professional School Counseling; legal and ethical issues in counseling; child and adolescent issues; video gaming; career and lifestyle development  Career decision-making, child and adolescent development, dysfunctional behavior and substance abuse  International student transition experiences; transition support for first generation, low income, and/or disabled students; play therapy; marriage and family |
| Aretha Marbley, PhD  Professor  [aretha.marbley@ttu.edu](mailto:Aretha.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 |
| Gerald Parr, PhD  Professor  [gerald.parr@ttu.edu](mailto:Gerald.parr@ttu.edu)  806-834-2756 | Group counseling; counseling international students; professional issues in counseling/career satisfaction |

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.

Program 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 Studies and Research**

The College of Education Office of Graduate Studies and Research, 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 and Leadership (EP&L)**

EP&L is one of three Departments (the other two are the Department is Curriculum and Instruction and Teacher Education) in the College of Education. EP&L consists of six programs granting degrees; Counselor Education is one of the six programs. The Department Chair is Dr. Hansel Burley, 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 and Leadership. 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, Froeschle Hicks, Hendricks, Marbley, and Parr). 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 to select those students invited for a face-to-face interview. Information from the application and the interview determine which applicants are admitted to the PhD cohort.

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, 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). At the PhD level, it is recommended that the applicant have at least one year (preferably 2-3 years) of paid, work experience in the counseling profession.

**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). GRE scores are required for all doctoral applicants to the Counselor Education program. 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 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 come around 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 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. Dishonesty (cheating, plagiarism, etc.).

2. Disclosure of client confidential information with unauthorized individuals.

3. Negligence or misconduct.

4. Mistreatment of and/or disrespect for clients, fellow students, research participants, or faculty.

5. Abusing a client, fellow student, faculty member, or staff member, (including abusive language).

6. Violations of the rules, regulations, and principles in the *ACA Code of Ethics* and *Texas Tech Code of Student Affairs*.

7. Receipt of a Fail grade in Techniques, Practicum or Internship.

8. Failure to maintain an overall GPA of 3.0 or higher.

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).

12. Sexual harassment as defined by Texas Tech University.

**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, he or she 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. Students earning a grade of Fail in 0a 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 available from the COE Office of Graduate Studies and Research (ED, Room 106) or the Student Appeals/Grievance Procedures outlined in this Handbook.

**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 the Student Appeals/Grievance Procedures.

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.

**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

Graduate student appeals/grievances originating within the College of Education are conducted first within the specific program area, and if unresolved, appeals/grievances will be conducted at the department and college level. If the issue is still unresolved, the student may file an appeal at the office of the Dean of the Graduate School. Formal appeals/grievances may be made only when alleged prejudice, arbitrary, or capricious action is involved. In all appeals/grievances, the burden of proof of unfair action rests with the student.

**Purpose**

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. Both informal and formal channels of due process are available to work with students on complaints, appeals, and grievances.

**Academic Related Appeals**

The academic related appeals/grievances refer to, although they are not limited to, such academic matters as grades, course procedures, admissions recommendations, and retention decisions. The procedures for academic related appeals are described below.

1. The student consults with the involved faculty member(s) to try to resolve the issue at an informal level. In instances like admissions and retention when the total Counselor Education program faculty is involved in the decision, the student contacts the program coordinator and requests a meeting with the total program faculty. Seven working days before the meeting with the faculty, the student provides a letter to the faculty explaining his/her concerns.

2. The faculty member(s) considers the student's petition and seeks a resolution of the issue. The student is informed in writing of the decision. In instances where the academic decision was made by the program faculty, the faculty members meet to resolve the issue. The student is informed in writing of the decision, and a copy of the letter is sent to the Department Chairperson.

3. If the student is satisfied with the outcome of the decision in Step 2, the procedure ends.

4. If the student is not satisfied with the outcome of the decision in Step 2, he/she may file a formal, written appeal/grievance to the Department Chairperson.

5. Students considering and/or deciding to file an appeal/grievance against a faculty member(s) contacts the Department Chairperson (ED, Room 103) and obtains information on procedures required for filing a grievance.

6. The Department Chairperson appoints a Program Appeals/Grievances Committee composed of at least two faculty and one student from the Counselor Education Program area. In instances like admissions, retention, etc. where the decision is made by the total program faculty and therefore the appeal/grievance is filed against several faculty members, the Department Chairperson will appoint an Appeals/Grievance Committee composed of at least two faculty and one student from the department.

7. Within ten (10) working days of the date of the student's written formal appeal/grievance, the Committee will meet using the following guidelines:

1. It is the responsibility of the student to provide evidence to substantiate the grievance as valid.
2. The Committee will inform the student and involved faculty member(s) of the date, time, and place of the committee's meeting(s). Although not required to attend all meetings, the involved parties may attend.
3. The Committee will interview the student and involved faculty members(s).

d. Minutes of the meetings of the Committee will be filed in the Department Chairperson's office. Copies of the minutes will be available to the student filing the appeal/grievance and involved faculty member(s).

1. Within ten (10) working days of its final meeting, the Committee will send a letter outlining its recommendations to the Department Chairperson.

9. Within ten (10) days of receipt of the Committee's recommendation, the Department Chairperson will notify the student and involved faculty member(s) of his/her decision.

10. If the student is satisfied with the decision in Step 9, the procedure ends. If the student is not satisfied, he/she may appeal to the Dean of Education.

The Counselor Education Program endorses and implements the Admissions Appeals procedures established by the COE Graduate Studies Committee. Procedures for filing an appeal may be obtained from the Office of Graduate Studies and Research (ED, Room 109).

**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 will normally follow Steps 1-10 as outlined in procedures for filing an Academic Related Grievance.

2. In instances in which the student believes it is not in his/her best interest to meet with the individual faculty member, the student may choose to modify Step 1 and send the faculty member a written letter describing the non-academic related appeal/grievance and/or request a meeting with the total program faculty. Steps 2-10 will proceed as outlined in procedures for filing an Academic Related Appeal/Grievance.

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 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.

**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 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.*

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.*

**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.

**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.

**Non-Degree Certification in School Counseling.** This post-master’s counseling certification requires a minimum of 48 graduate counseling semester hours. All students desiring the certification **must be admitted to the Counselor Education program**. Upon completion of coursework, students are recommended to the Texas Education Agency (TEA) for a Texas School Counselor Certificate providing they have a valid teaching certificate, teaching experience, and a passing score on the TExES examination. Students seeking certification must contact the TTU Certification Officer at 806-834-2518 during their first month of enrollment following their admission to the Counselor Education 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](mailto:lj.gould@ttu.edu) or 806-834-4224) or Dr. Aretha Marbley ([aretha.marbley@ttu.edu](mailto: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. It 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](mailto: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 (Dr. Hendricks) at least one semester prior to enrollment in the practicum or internship.**

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 1  EPCE 5357 Fall, year 2\*  EPCE 5364 Fall, year 1  EPCE 5367 Summer, year 1  EPCE 5358 Fall, year 1  EPCE 5370 Fall, year 1  EPCE 5371 Spring, year 1  EPCE 5376 Summer, year 1 | EPCE 5352 Spring, year 2  EPCE 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 1  EPCE 5367 Summer, year 1  EPCE 5358, Fall, year 1  EPCE 5376 Summer, year 1 | EPCE 5352 Spring, year 2  EPCE 5354 Summer, year 2\*\* | EPCE 5094 I Fall, year 3  EPCE 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

**A&E 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 A&E assignments are intended to assist program faculty in monitoring students’ “inter-phase” progress toward the TS.

|  |  |  |
| --- | --- | --- |
| *A&E Assignments by Course for School Counseling* | | |
| **Phase** | **Course** | **A&E 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 5365 Dysfunctional Behavior Child

EPCE 5366 Dysfunctional Behavior Adult

EPSY 5369 Seminar in Counseling

EPCE 5372 Addictions

EPCE 5373 Advanced 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall (Year 1)** | **Spring (Year 1)** | **Summer I (Year 1)** | **Summer II (Year 1)** |
| EPCE 5358, Introduction to School Counseling  EPCE 5364, Theories of Counseling  EPCE 5370, Ethical and Legal Issues in Counseling | EPCE 5371, Counseling Diverse Populations for LPC  EPSY 5331, Human Development  EPSY 5379, Introduction to Educational Research | EPCE 5355, Introduction to Career Counseling  EPCE 5367, Couples and Family Counseling | EPCE 5376, Assessment for Professional Counselors |
| **Fall (Year 2)** | **Spring (Year 2)** | **Summer I (Year 2)** | **Summer II (Year 2)** |
| EPCE 5357, Techniques of Counseling I | EPCE 5352, Child and Adolescent Counseling  EPCE 5354, Group Counseling | EPCE 5360, Practicum in Counseling |  |
| **Fall (Year 3)** | **Spring (Year 3)** |  |  |
| EPCE 5094, Internship in  Counseling I | EPCE 5094, Internship in  Counseling II |  |  |

School Counseling students must select one elective course to complete the 48 hours required.

**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 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 5365: Dysfunctional Behavior of Children and Adolescents | An overview of dysfunctional behavior with a focus on the analysis of dysfunctional behavior in children in community and school settings | Case study diagnosis |
| EPCE 5366: Dysfunctional Behavior of Adults | 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 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 5373: Advanced Addictions | An overview of screening, assessment, diagnosis, and counseling techniques used in the treatment of co-occurring mental health and substance use disorders for counselors in community agencies. | Application of appropriate techniques examination |
| 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 |

**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 1  EPCE 5355, Summer,  year 1  EPCE 5357, Fall, year 2\*  EPCE 5367 Summer, year 1  EPCE 5370 Fall, year 1  EPCE 5376, Summer, year 1 | EPCE 5374 Spring, year 2\*\* | EPCE 5360, Summer,  year 2  EPCE 5094 I Fall, year 3 |
| Develops and delivers treatment plans that address clients’ individual needs. | EPCE 5365, Spring, year 1  EPCE 5366 Fall, year 2  EPCE 5367 Summer, year 1  EPCE 5370 Fall, year 1  EPCE 5371 Spring, year 1  EPCE 5376, Summer,  year 1  EPCE 5377 Summer, year 1 | EPCE 5354 Spring, year 2\*\* | EPCE 5360 Summer, year 2  EPCE 5094 I Fall, year 3  EPCE 5094 II Spring, year 3\*\*\* |
| Applies effective use of appropriate counseling techniques in congruence with client needs. | EPCE 5364 Fall, year 1  EPCE 5367 Summer, year 1  EPCE 5372 Fall, year 2  EPCE 5377, Summer, year 1 | EPCE 5354 Spring, year 2\*\*  EPCE 5357 Fall, year 1\*  EPCE 5373 Spring, year 2  EPCE 5374 Spring, year 2 | EPCE 5360 Summer, year 2  EPCE 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

**A&E 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 A&E 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.

|  |  |  |
| --- | --- | --- |
| *A&E Assignments by Course for Clinical Mental Health Counseling* | | |
| **Phase** | **Course** | **A&E Assignment** |
| 1 | EPCE 5353 | Create a dream mental health agency |
|  | EPCE 5355 | Career assessment autobiography paper |
|  | EPCE 5364 | Multiple-choice exams on Counseling Theories |
|  | EPCE 5365 | Case study diagnosis |
|  | 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 5373 | Application of appropriate techniques examination |
|  | EPCE 5374 | Counseling Competencies Role Play |
|  |  |  |
|  | **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 5365 Dysfunctional Behavior (Child) 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 5373 Advanced Addictions 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 5369 Seminar in Counseling

EPCE 5375 Counselor Supervision

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) 6-9 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.

**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 Counseling  EPCE 5370, Ethical and Legal Issues in Counseling | EPCE 5365, Dysfunctional Behavior of Children and Youth  EPCE 5371, Counseling Diverse Populations for LPC  EPSY 5331, Human Development | EPCE 5355, Introduction to Career Counseling  EPCE 5367, Couples and Family Counseling  EPSY 5379, Introduction to Educational Research | EPCE 5376, Assessment for Professional Counselors  EPCE 5377, Crisis Intervention Counseling |
| **Fall (Year 2)** | **Spring (Year 2)** | **Summer I (Year 2)** | **Summer II (Year 2)** |
| EPCE 5357, Techniques of Counseling I  EPCE 5366, Dysfunctional Behavior of Adults  EPCE 5372, Addictions: An Overview | EPCE 5354, Group Counseling  EPCE 5373, Advanced Addictions Counseling  EPCE 5374, Techniques of Counseling II | EPCE 5360, Practicum in Counseling |  |
| **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.

**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.

Degree Plan

The MED degree plan is filed on the form titled “Program for the Master's Degree and Admission to Candidacy”. The degree plan for master’s level students is available in the COE Office for Graduate Studies and Research (Ed, Room 109) or at [www.educ.ttu.edu](http://www.educ.ttu.edu). Dr. L.J. Gould will assist students in completing and filing the degree plan. (Contact Dr. Gould at [lj.gould@ttu.edu](mailto:lj.gould@ttu.edu) or (806-834-4224.) **The plan must be filed during the first year in which the student has been admitted to the Counselor Education Program.** To be an official contractual agreement, the plan must be signed by the Faculty Advisor, Department Chairperson, COE Associate Dean for Graduate Studies and Research, and the Dean of the Graduate School. Following approval, changes may be made in the degree plan by completing the “Form for Reporting Changes on Graduate Degree Programs” (available from Dr. Gould or in the Department Office ED Room 103 or COE Associate Dean for Graduate Studies and Research, ED Room 109).

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. The examination is offered once each semester (usually March and October) and once during the summer (usually June). 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 COE Associate Dean for Graduate Studies and Research, (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. 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 achieve a Z-score equivalent of -.524 or higher, (e.g., the score must be at or above the 30th percentile). Students may take the evaluation a maximum of two times. In certain instances to be determined by the TTU Dean of the Graduate School, a student may take the evaluation three times. Students who must re-take 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, a letter indicating the examination results (Pass or Fail) will be sent to students by the COE Associate Dean for Graduate Studies and Research (please do not contact Counselor Education Program faculty regarding examination results). After students have received the letter from the COE Associate Dean regarding the results of their examination, they will receive a letter providing more specific feedback on their performance on the eight areas of the examination.

Students are responsible for completing the necessary paper work required for the Master's Comprehensive Examination. 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 Taylor Rindlisbacher in the COE Associate Dean's office ED Bldg. Room 107A, (Phone 806-834-3842).

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).

**School Counselor Certification Only (Non-degree)**

The Certification Only program is designed for students who already have a master’s degree in an educational area and want certification in school counseling. This post-master’s counseling certification requires a minimum of 48 graduate semester hours in counseling classes. All students desiring the certification **must be admitted** to the Counselor Education Program. A maximum of 18 semester hours may be accepted for transfer providing the courses are equivalent to Texas Tech Counseling Program courses, are no more than six years old, and were obtained from a CACREP accredited university. Transfer credits will not be allowed for Techniques of Counseling (EPCE 5357), Practicum (EPCE 5360), or Internship (EPCE 5094). Transfer of credits will be decided by the Coordinator of the School Program and will be reflected on the certification plan. Further information on 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 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](mailto: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](mailto:lj.gould@ttu.edu) or 806-834-4224).

Registration

Pre-registration is scheduled during a specific time each semester to avoid the crowds of open registration. Many Counselor Education courses close during pre-registration; therefore, students are encouraged to register early.

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. Students who do not have a PIN should contact the Registrar at 806-742-1488. Students may also register through the Department Office (ED, Room 103).

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](mailto: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, EP&L (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 a Degree Plan, available from the COE Office of Graduate Studies and Research (ED, Room 106), has been submitted by the student and approved by the student faculty advisor (MEd) and/or advisory committee (PhD.) and approved by the Graduate School. Following approval by the Graduate School, the Degree Plan becomes an agreement between the student and University with regard to coursework required for graduation. Providing the coursework is no older than six (6) years and is from a CACREP approved Counselor Education Program, a maximum of 6-9 semester hours may be transferred at the master's degree level. **Please note that transfer credit is NOT accepted from a non-CACREP accredited program.** All transfer credit must be from an accredited university and a **CACREP accredited Counselor Education program** and be equivalent to the course substitution at Texas Tech University.

Please note that 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 prerequisites. There are several course prerequisites required for practicum and internship courses. The prerequisites are listed on pages 45-46 of this *Handbook*. The prerequisites 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. You may also contact the Health Providers Service Organization (HPSO) at 800-982-9491.

**Enrollment in practicum and internship is restricted. Students must turn in a Reservation Form to secure a place in the course (the date/time in which the form was submitted to Dr. Gould determines the student’s priority to be enrolled in practicum or internship). Because space in these courses is limited, students are encouraged to reserve space at least one semester before they wish to enroll. Students who have submitted a Reservation Form and completed the forms required for practicum or internship will be registered for the course.**

**Practicum placement is at Family Counseling Services. Approved 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. Hendricks) at least one semester prior to enrollment in the practicum or internship.**

The *Field Handbooks* have more information about practicum and internship. They also contain 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

Before 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:** You cannot drop coursework to 0 hours. If you are only registered for one course and you attempt to drop that course, you must contact the Registrar’s Office (806-742-3661) and Student Business Services (806-742-3272). Also, be aware that if you do not register for coursework for two long semesters, you 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 The Student Resolution Center: (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.

**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, we 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 encouraged to seek membership in the American Counseling Association and its divisions. The benefits of student membership are many, while 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 Texas Counseling Association and the West Texas Counseling Association.

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 Studies and Research (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**  Professional  Orientation (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 5372 | Addictions I | 3 | None | None |
| EPCE 5373 | Advanced Addictions | 3 | EPCE 5372 | 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 and  Field Experiences  (9 hours)\* | EPCE 5360 | Practicum in Counseling\*\* | 3 | EPCE 5353, 5354, 5357, 5364, 5366, 5367, 5370, 5371, 5374 | EPCE 5355, 5365, 5376, 5372, 5373, 5377 |
| 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**  Counseling  Support 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 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 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**  Professional  Orientation  (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 for  Professional Counselors | 3 | None | None |
| **Area IV**  Practicum and  Field Experiences  (9 hours)\* | EPCE 5360 | Practicum in Counseling\*\* | 3 | EPCE 5358, 5352, 5354, 5357, 5364, 5367, 5370, 5371 | EPCE 5355, 5376, any non-clinical elective |
| 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**  Counseling  Support  Courses  (3 hours) | EPCE 5365 | Dysfunctional Behavior (Child) | 3 | None | None |
| EPCE 5366 | Dysfunctional Behavior (Adult) | 3 | None | None |
| EPCE 5372 | Addictions | 3 | None | None |
| EPCE 5373 | Advanced Addictions | 3 | EPCE 5372 | 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.

**Prerequisites**

EPCE 5353 - Introduction to Clinical Mental Health Counseling

EPCE 5354 - Group Counseling

EPCE 5357 - Techniques of Counseling I

EPCE 5364 - Theories of Counseling

EPCE 5366 - Dysfunctional Behavior (Adult)

EPCE 5367 - Family Counseling Applied to School Settings

EPCE 5370 - Ethical and Legal Issues in Counseling

EPCE 5371 - Counseling Diverse Populations for LPC

EPCE 5374 - Techniques of Counseling II

**Co-Requisites**

EPCE 5355- Introduction to Career Counseling

EPCE 5365 - Dysfunctional Behavior (Child)

EPCE 5372 - Addictions I: An Overview

EPCE 5373 - Addictions II

EPCE 5376 - Fundamentals of Assessment for Professional Counselors

EPCE 5377 - Crisis Counseling

(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 other co-requisite courses (except two) must be completed before enrolling in 5360. All coursework must be completed before enrolling in EPCE 5094 (Internship).**

###### **Appendix B**

###### **Reservation Forms**

**for**

**Practicum and Internship**

**EPCE 5360  
MASTER’S PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING  
Reservation Form**

All Master’s candidates in Counselor Education must complete and submit this form at least one semester before enrolling in EPCE 5360. **All students enrolling in EPCE 5360 must be admitted to the Counselor Education Program. Completing this application form does not insure a place in the class.** You must use this reservation form according to the guidelines in the ***Field Experiences Handbook*.**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone (H) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (W) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Cell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I plan to enroll in EPCE 5360 in (indicate the year): Fall 20\_\_\_\_\_ Spring 20\_\_\_\_\_

**The following courses, passed with a minimum grade of B, are minimum prerequisites to EPCE 5360. Please indicate the semester each course was taken and your grade:**

**Course Semester Taken Grade**EPCE 5353 Intro to Clinical Mental Health Counseling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5354 Group Counseling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5357 Techniques I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5364 Counseling Theories \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

EPCE 5366 Dysfunctional Behavior (Adult) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5367 Family Counseling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5370 Ethics & Legal Issues \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5371 Counseling Diverse Populations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5374 Techniques II \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

The following are **co-requisite** courses. Students may enroll in a maximum of two (2) co-requisite courses when they enroll in EPCE 5360. All other co-requisite courses must be completed before enrolling in EPCE 5360.

**Course Semester Taken Grade**EPCE 5355 Introduction to Career Counseling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5365 Dysfunctional Behavior (Child) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_   
EPCE 5372 Addictions I: An Overview \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5373 Addictions II \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5376 Assessment for Counselors \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5377 Crisis Counseling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

Please list courses you plan to take concurrently with EPCE 5360: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Site \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Site Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Return this form to Dr. L.J. Gould **six (6) months** before beginning your practicum.

Return/send this form to: Dr. L.J. Gould Dr. L.J. Gould  
 College of Education OR Texas Tech University  
 Room 205 College of Education, Box 41071  
 FAX (806) 742-2179 Lubbock, Texas 79409-1071

**Please Note:** All prerequisites must be completed prior to enrollment in practicum. All co-requisite courses except two (2) must be completed prior to enrollment in practicum; that is, you may enroll in a maximum of two (2) co-requisite courses when you take 5360. **You cannot enroll in EPCE 5094 until all EPCE coursework is completed.**

6-14-17

**EPCE 5360  
MASTER’S PRACTICUM IN SCHOOL COUNSELING  
Reservation Form**

All Master’s candidates in Counselor Education must complete and submit this form at least one semester before enrolling in EPCE 5360. **All students enrolling in EPCE 5360 must be admitted to the Counselor Education Program. Completing this application form does not insure a place in the class.** You must use this reservation form according to the guidelines in the ***Field Experiences Handbook*.**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone (H) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (W) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Cell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I plan to enroll in EPCE 5360 in (indicate the year): Fall 20\_\_\_\_\_ Spring 20\_\_\_\_\_

**The following courses passed with a minimum grade of B are minimum prerequisites to EPCE 5360. Please indicate the semester each course was taken and your grade:**

**Course Semester Taken Grade**EPCE 5352 Child and Adolescent Counseling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5354 Group Counseling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5357 Counseling Techniques \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5358 Intro to School Counseling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5364 Counseling Theories \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

EPCE 5367 Family Counseling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5370 Ethics & Legal Issues \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5371 Counseling Diverse Populations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

The following are **co-requisite** courses. Students may enroll in a maximum of two (2) co-requisite courses when they enroll in EPCE 5360. All other co-requisite courses must be completed before enrolling in EPCE 5360.

**Course Semester Taken Grade**EPCE 5355 Introduction to Career Counseling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  
EPCE 5376 Assessment for Counselors \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

Elective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

Please list courses you plan to take concurrently with EPCE 5360: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Site \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Site Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Return this form to Dr. L.J. Gould **six (6) months** before beginning your practicum.

Return/send this form to: Dr. L.J. Gould Dr. L.J. Gould  
 College of Education OR Texas Tech University  
 Room 205 College of Education, Box 41071  
 FAX (806) 742-2179 Lubbock, Texas 79409-1071

**Please Note:** All prerequisites must be completed prior to enrollment in practicum. All co-requisite courses except two (2) must be completed prior to enrollment in practicum; that is, you may enroll in a maximum of two (2) co-requisite courses when you take 5360**You cannot enroll in EPCE 5094 until all coursework is completed.**

6-14-17

**EPCE 5094  
MASTER’S INTERNSHIP IN COUNSELING  
Reservation Form**

All Master’s candidates in Counselor Education must complete and submit this form at least one semester before enrolling in EPCE 5094. **All students enrolling in EPCE 5094 must be admitted to the Counselor Education Program.** Completing this application form does not insure a place in the class. You must use this reservation form according to the guidelines in the ***Field Experiences Handbook***.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone (H) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (W) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Cell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Track:** \_\_\_\_\_School & Clinical Mental Health Cslng \_\_\_\_\_ School Counseling \_\_\_\_\_Clinical Mental Health Cslng

Practicum Completed in (check one): \_\_\_\_\_ School setting \_\_\_\_\_Clinical Mental Health Setting

I plan to enroll in EPCE 5094 in (indicate the year): Fall 20\_\_\_\_\_ Spring 20\_\_\_\_\_ Summer 20\_\_\_\_\_

Please note there are prerequisite and co-requisite courses for EPCE 5360. **ALL** prerequisite and co-requisites must be completed prior to the semester in which you enroll in internship.

**Please indicate the semester EPCE 5360 was taken. Also list your grade for EPCE 5360.**

EPCE 5360 Practicum in Counseling (semester and grade) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List courses (if any) that you plan to take concurrently with EPCE 5094\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Site \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Site Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Return this form to Dr. L.J. Gould **six (6) months** before beginning your internship.

Return/send this form to: Dr. L.J. Gould Dr. L.J. Gould  
 Texas Tech University or Texas Tech University  
 College of Education mail to College of Education, Box 41071  
 Room 205 Lubbock, Texas 79409-1071  
 FAX (806) 742-2179

**Please Note:** Students may **not** enroll in more than three (3) hours of internship each semester. Internship must be taken for a minimum of two (2) semesters for six (6) semester hours of credit. Summer Internship: Please note when Summer Internship is offered, it begins May 1 and ends July 22. Students must be available to attend class for 12 weeks during the summer. **You cannot enroll in EPCE 5094 if you have an Incomplete (I) grade in EPCE 5360. You cannot enroll in Internship II (5094) if you have an Incomplete (I) grade in Internship I (5094).**

**Please Note:** **All prerequisites and co-requisites for practicum (EPCE 5360)** **must be completed prior to enrollment in Internship (EPCE 5094)**. **Dual Majors** (school and CMHC) are required to take **four** (4) internship courses, **two** (2) **must be** in a school setting under the supervision of a certified school counselor and **two** (2) **must be** in a CMH agency or under the supervision of a LPC.

6-1-08

Appendix C

**Counselor Education Course Sequence (3 years)**

**Clinical Mental Health Counseling**

**School Counseling**

**Clinical Mental Health Counseling Course Rotation**

**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 Counseling  EPCE 5370, Ethical and Legal Issues in Counseling | EPCE 5365, Dysfunctional Behavior of Children and Youth  EPCE 5371, Counseling Diverse Populations for LPC  EPSY 5331, Human Development | EPCE 5355, Introduction to Career Counseling  EPCE 5367, Couples and Family Counseling  EPSY 5379, Introduction to Educational Research | EPCE 5376, Assessment for Professional Counselors  EPCE 5377, Crisis Intervention Counseling |
| **Fall (Year 2)** | **Spring (Year 2)** | **Summer I (Year 2)** | **Summer II (Year 2)** |
| EPCE 5357, Techniques of Counseling I  EPCE 5366, Dysfunctional Behavior of Adults  EPCE 5372, Addictions: An Overview | EPCE 5354, Group Counseling  EPCE 5373, Advanced Addictions Counseling  EPCE 5374, Techniques of Counseling II | EPCE 5360, Practicum in Counseling |  |
| **Fall (Year 3)** | **Spring (Year 3)** |  |  |
| EPCE 5094, Internship in  Counseling I | EPCE 5094, Internship in  Counseling II |  |  |

**School Counseling**

**Course Rotation**

**48 Hour Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall (Year 1)** | **Spring (Year 1)** | **Summer I (Year 1)** | **Summer II (Year 1)** |
| EPCE 5358, Introduction to School Counseling  EPCE 5364, Theories of Counseling  EPCE 5370, Ethical and Legal Issues in Counseling | EPCE 5371, Counseling Diverse Populations for LPC  EPSY 5331, Human Development  EPSY 5379, Introduction to Educational Research | EPCE 5355, Introduction to Career Counseling  EPCE 5367, Couples and Family Counseling | EPCE 5376, Assessment for Professional Counselors |
| **Fall (Year 2)** | **Spring (Year 2)** | **Summer I (Year 2)** | **Summer II (Year 2)** |
| EPCE 5357, Techniques of Counseling I | EPCE 5352, Child and Adolescent Counseling  EPCE 5354, Group Counseling | EPCE 5360, Practicum in Counseling |  |
| **Fall (Year 3)** | **Spring (Year 3)** |  |  |
| EPCE 5094, Internship in  Counseling I | EPCE 5094, Internship in  Counseling II |  |  |

School Counseling students must select one elective course to complete the 48 hours required.

Appendix D

**Counselor Education Degree Plans**

**Clinical Mental Health Counseling**

**School Counseling**

**TEXAS TECH UNIVERSITY–THE GRADUATE SCHOOL**

**PROGRAM FOR THE MASTER’S DEGREE AND ADMISSION TO CANDIDACY**

After admission to a degree program, every applicant for the master’s degree is required to complete and submit **one** copy of this form to the Graduate School for approval before the second semester of enrollment in the program. (Clinical Mental Health Counseling)

CIP Code: 13110100 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Full legal name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s R#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current mailing address (include zip code):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree sought: Master of Education Major: Counselor Education Expected Graduation Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Previous Degree(s) Institution(s) Year(s) Awarded

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle one: Non-Thesis Thesis (Complete committee and thesis title sections below–**not** for report option.)

Thesis committee (at least two Graduate Faculty members; indicate chairperson):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thesis title (if known at this time, otherwise list area of thesis research): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coursework (prefix and number as it appears in catalog or on official transcript): See TTU Graduate Catalog for hours required for degree sought.

Major Minor Tool or Leveling Transfer

18-hr. min. 6-hr. min. Language (if required) Course#\* TTU equiv.#\*

(if declared) (if required) Institution

**EPCE 5094 (6 hrs.) EPSY 5379**

**EPCE 5353 EPCE 5367 EPSY 5331**

**EPCE 5354 EPCE 5370**

**EPCE 5355 EPCE 5371**

**EPCE 5357 EPCE 5372**

**EPCE 5360 EPCE 5373**

**EPCE 5364 EPCE 5374**

**EPCE 5365 EPCE 5376**

**EPCE 5366 EPCE 5377**

\*In order for transfer courses to be entered on the TTU transcript, courses must be given the TTU equivalent number. For example, MGMT 630 at TAMU may be equivalent to MGT 5371 at TTU. Please indicate when course was (or will be) taken and provide an official transcript to the Graduate School. No more than 6 hours may be transferred on a 36-hr., and 9 on a 45-hr program. Grades from transfer courses will not appear on TTU transcripts. Grades below B are not accepted on transfer work.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Graduate Advisor of major department Signature of Graduate Advisor of minor dept.(if declared)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduate Dean Date

Approved [ ] Conditional Approval [ ] Not Approved [ ]

Remarks or Conditions of Approval:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approval of this form by the Dean of the Graduate School merely indicates that the proposed program is acceptable; it carries no assurance of the applicant’s attainment of a degree. Changes to this program may be made only with the approval of the department concerned and the Graduate School, using the form available in the Graduate School. Conditions for approval for admission to candidacy must be met before the proposed semester of graduation. **Revised 3/8/10**

**TEXAS TECH UNIVERSITY–THE GRADUATE SCHOOL**

**PROGRAM FOR THE MASTER’S DEGREE AND ADMISSION TO CANDIDACY**

After admission to a degree program, every applicant for the master’s degree is required to complete and submit **one** copy of this form to the Graduate School for approval before the second semester of enrollment in the program. (School Counseling)

CIP Code: 13110100 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Full legal name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s R#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current mailing address (include zip code): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree sought: Master of Education Major: Counselor Education Expected Graduation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Previous Degree(s) Institution(s) Year(s) Awarded

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Circle one: ***Non-Thesis***

Thesis (Complete committee and thesis title sections below–**not** for report option.)

Thesis committee (at least two Graduate Faculty members; indicate chairperson):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thesis title (if known at this time, otherwise list area of thesis research): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coursework (prefix and number as it appears in catalog or on official transcript): See TTU Graduate Catalog for hours required for degree sought.

Major Minor Tool or Leveling Transfer

18-hr. min. 6-hr. min. Language (if required) Course#\* TTU equiv.#\*

(if declared) (if required) Institution

**EPCE 5370 EPSY 5379**

**EPCE 5358 EPSY 5331**

**EPCE 5094 (6 hrs.) EPCE 5376**

**EPCE 5352 EPCE 5371**

**EPCE 5354 EPCE 5355**

**EPCE 5367**

**EPCE 5357 EPCE \_\_\_\_\_\_\_ (elective)**

**EPCE 5364**

**EPCE 5360**

\*In order for transfer courses to be entered on the TTU transcript, courses must be given the TTU equivalent number. For example, MGMT 630 at TAMU may be equivalent to MGT 5371 at TTU. Please indicate when course was (or will be) taken and provide an official transcript to the Graduate School. No more than 6 hours may be transferred on a 36-hr., and 9 on a 45-hr program. Grades from transfer courses will not appear on TTU transcripts. Grades below B are not accepted on transfer work.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Graduate Advisor of major department Signature of Graduate Advisor of minor dept.(if declared)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduate Dean Date

Approved [ ] Conditional Approval [ ] Not Approved [ ]

Remarks or Conditions of Approval:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Approval of this form by the Dean of the Graduate School merely indicates that the proposed program is acceptable; it carries no assurance of the applicant’s attainment of a degree. Changes to this program may be made only with the approval of the department concerned and the Graduate School, using the form available in the Graduate School. Conditions for approval for admission to candidacy must be met before the proposed semester of graduation. **Revised 3/8/10**

**FORM FOR REPORTING CHANGES ON GRADUATE DEGREE PROGRAMS**

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R-Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check One: Master’s \_\_\_\_\_\_\_\_\_\_\_ Doctorate\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Delete Course(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add Course(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add Doctoral Committee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Graduate Advisor

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

(*Print name)*

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Signature) (Date)*