

Counselor Education

**Prospective Student Handbook  
for the  
Master’s of Education Program  
and  
Certification Preparation Program**

**2019-2020**

**College of Education**

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**Graduate Education and Research**

**Texas Tech University**

**Box 41071**

**Lubbock, TX 79409-1071**

**(806) 834-4224**

**Fax (806) 742-2197**

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

**Facebook/Twitter**

08-2016

# Program Overview

The purpose of this *Handbook* is to provide specific information that will assist students as they consider applying to Master's level programs in Counselor Education. Specific descriptions of courses are in the *Texas Tech University Graduate Catalog*. Information about Texas Tech University can be found on-line at [www.depts.ttu.edu](http://www.depts.ttu.edu). Information about the College of Education can be found at [www.educ.ttu.edu](http://www.educ.ttu.edu).

Students may choose either the Master's degree program in Clinical Mental Health Counseling or in School Counseling, or the graduate certificates in counseling for those who have a master’s degree in counseling or a related field. The certificates are the Mental Health Certificate and the College Student Counseling Certificate. Course requirements for these programs are described later in this *Handbook*. The College of Education is accredited by the National Council for Teacher Accreditation (NCATE) and the Southern Association of Colleges and Schools (SACS). The Counselor Education Program is nationally and internationally accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). It is the only counseling program within a 350 mile radius of Lubbock that has CACREP accreditation.

The Counselor Education program faculty’s mission is training counselors, not psychologists. While the professions of counseling and psychology are akin, there are distinct differences. Thus, prospective applicants desiring a degree in psychology and/or licensure as a psychologist are encouraged to apply to a psychology training program.

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

For School Counseling, the trademark skill is:

* *Implementation of 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 that serve the needs of clients, communities, and agencies where our graduates are employed.*

***Master of Education in Counselor Education – Clinical Mental Health Counseling Program***. This 60-hour program prepares counselors to work in human service settings. Depending on the field experiences completed, graduates of this program may be qualified for positions in a wide range of mental health and related counseling agencies. This program meets the academic coursework requirements for licensure by the Texas Board of Examiners of Professional Counselors (Licensed Professional Counselor-LPC).

***Master of Education in Counselor Education -- School Counseling Program***. This 48-hour program prepares students to serve as counselors in educational settings at the elementary and secondary levels. This program provides academic coursework for certification as a school counselor in Texas.\*

***Non-Degree Professional Certification in School Counseling Program***. This 48-hour program allows persons with a Master’s degree in a related field to complete academic coursework for certification as a school counselor in Texas. \*Students must apply and be admitted to the counselor education program prior to seeking certification.

***Mental Health Certificate.*** This 15-hour program is for persons with a Master’s degree in counseling or related field and provides in-depth knowledge in mental health counseling. Please note that this certificate does not replace a license required for the practice of counseling or any related mental health field.

***College Student Counseling Certificate.*** This 15-hour program is for advisors or persons with a Master’s degree in counseling or related field and provides in-depth knowledge in counseling college students. Please note that this certificate does not replace a license required for the practice of counseling or any related mental health field.

\***NOTE**: In addition to coursework requirements, the Texas Education Agency (TEA) requires Texas certification as a teacher and two years of TEA-approved teaching experience prior to school counselor certification. TEA's Professional School Counselor TExES examination must also be passed. Information regarding the TExES for school counselor certification and registration materials are available from the College of Education Certification Officer, Donna Brasher at [donna.brasher@ttu.edu](mailto:donna.brasher@ttu.edu) or 806-834-2518.

# Graduate Faculty

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| --- | --- |
|  | ***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 |
| 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; child & adolescent counseling; career & lifestyle development; legal & ethical issues in counseling; video gaming  Career decision-making; child and adolescent development; dysfunctional behavior; 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 | Multicultural counseling; crisis intervention; counselor supervision |
| 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 |

# Admissions and Advisement Procedures

**Admissions Procedures**

The application process begins at the Graduate School website ([www.depts.ttu.edu/gradschool/](http://www.depts.ttu.edu/gradschool/)). The admissions tab at the top of the page will lead you to information on “How to Apply” and “Apply Now”. The application is created through *Liaison* and requires that you submit program requirements before the application is completed and passed on to the program for review. Items required for admission are listed in section B. **Contact Dr. L.J. Gould (**[**lj.gould@ttu.edu**](mailto:lj.gould@ttu.edu) **or 806-834-4224) for admissions information regarding Counselor Education programs.**

The application process is described below:

1. Read the *Texas Tech University Undergraduate and Graduate Catalog* for admission requirements. The admission application is available online at[www.depts.ttu.edu/gradschool/](http://www.depts.ttu.edu/gradschool/). Please note that a bachelor’s degree from Texas Tech University or any other university does not guarantee admission to the master’s or doctorate programs.

There are several different categories of admission to the Counselor Education program. Official descriptions may be found in the current *Texas Tech University Undergraduate and Graduate Catalog*.

1. Full admission to the Counselor Education (EPCE) program ,either the 60 hour master’s in Clinical Mental Health Counseling or the 48 hour master’s in School Counseling;
2. Non-degree certification in school counseling (CERT); this requires a previous master’s degree, admission to the Counselor Education program, and the completion of 48 hours of course work;
3. Graduate temporary (GTMP) admission allows students to enroll as a “Graduate Temporary” (GTMP) graduate student for one semester while awaiting their test results. Be advised that the program faculty will not accept students into MEd courses unless they have been admitted into the program which requires official GRE scores submitted to the Graduate School. If students enroll in courses, those grades earned during this GTMP period may not apply towards credits earned in the program of study. Additionally GTMP students cannot receive financial aid;
4. Continuing Professional Education Development (CPED) is for professionals who need continuing education. Students must apply to graduate admissions and obtain permission from the faculty before enrolling in classes;
5. Graduate Certificate Program (GCRT) is a program designed to meet the supplemental needs of professionals in the field. Admission to the graduate school and the program is required.
6. Complete the Master's degree application process by submitting all recommendation forms and applicant statements. All applicants must submit the following items:

* all college/university transcripts (undergraduate and graduate)
* current resume/vita
* personal statement
* GRE scores
* three professional references

Additionally, School Counseling applicants must provide a valid teaching certificate and a service record showing at least two years of classroom teaching prior to admission to the 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 (on a 4.0 scale).

**Please note**: The Graduate Record Examination (GRE) is required for the master’s degree in Counselor Education as of January 1, 2017. Typically, GRE scores should be in the range of 154 (verbal), 145 (quantitative), and 3.5 (analytic writing).

**Admissions Deadlines**

Student applications will be reviewed as quickly as possible when all materials are submitted, both to the graduate school and the Counselor Education program (transcripts, writing sample, resume, recommendations). Applications should be received as early as possible in the semester prior to the semester in which admission is sought. Since all applications must first be submitted to the TTU Graduate School, this means students should allow **a minimum of 4 weeks** for the Graduate School to process that application **before** the College of Education review can be done. Although the faculty urges applicants to apply as early as possible, completed application files will be considered up to one month prior to the beginning of the next semester.

**Note**: The Counselor Education master’s programs admit in a cohort for the master’s degree. The cohort for each year is admitted in the fall semester. Spring semester admissions may be considered on a case by case basis, but students must recognize that it will take a minimum of one and possibly two additional semesters to complete their coursework. At this time, students are not admitted in summer semesters. See below for more information on the cohorts.

**Admissions Decisions**

***Notification of acceptance***. An official letter of acceptance or rejection will be sent to the applicant by the College of Education Office of Graduate Admissions, not the Counselor Education Program. Admission is competitive; therefore, not all qualified applicants will be admitted. The Graduate School informs students of their status online. Applicants may check their status through the application portal created at initial application.

***Appeal process***. Applicants who are not accepted into the master’s program in Counselor Education may appeal the Counselor Education program faculty’s decision. The first level of appeal is to reapply to the program. If an applicant is still denied admission by the Counselor Education program faculty, the next level of appeal is the College of Education Graduate Studies Committee. In submitting an appeal to the Graduate Studies Committee, the applicant must address the Counselor Education program faculty’s reasons for rejection as defined in the previous letters. If the applicant’s appeal is denied by the College of Education Graduate Studies Committee, there is no further recourse for admission.

**Master’s Cohort**

The master’s degree in Counselor Education admits students in both Clinical Mental Health Counseling and School Counseling in a cohort. That is, one will take classes with the students who were admitted in the same semester. EPCE classes are offered in a rotation of nine (9) hours per semester over a three year period. The course rotation is listed on page 9. Please note that the course rotation is built on the Fall semester as the beginning of the student’s coursework.

**Advisement Procedures**

Following admission to the counseling program, an advisor will be assigned to each student. The student may request *in writing* to be assigned to a specific faculty advisor. Students may change advisors during their course of study by writing the coordinator of the program to request such a change.

The endorsement plan (for certification) and/or degree plan (for graduation) are the primary advisement tools. Both are completed early in the student’s program, preferably during the first semester and provide the listing of courses needed for graduation. The student is responsible for keeping the endorsement and/or degree plans updated and for bringing the plans to advisement sessions. Students must file a change in their degree plan if changes in courses occur. Students are also responsible for knowing which courses are required for each semester.

The student’s advisor is available to answer questions if requested by the student. This includes providing suggestions for preparing for the Master’s comprehensive examination.

**Degree Plan**

As soon as possible after admission to a degree program, but no later than the end of the second semester of coursework, the student should contact his or her assigned departmental advisor to develop a "Program of Study for the Master's Degree." During an individual conference, the departmental advisor will assist the student with the selection of courses related to the program option chosen (Clinical Mental Health Counseling or School Counseling). After the student's departmental degree plan is signed by the advisor and department chairperson and approved by the Graduate School, the student is expected to follow it as the basis of all subsequent course enrollments. In addition, students seeking School Counseling Certification must file a certification plan and schedule an appointment with a College of Education Certification Officer at (806) 834-2518.

Care must be taken to select courses on the degree plan that will also meet special credentials the student may be seeking such as licensure or certification as a school counselor. (See LICENSURE and SCHOOL COUNSELOR CERTIFICATION sections for details).

***Transfer credit***. A maximum of 6-9 approved semester hours of graduate coursework may be transferred from a CACREP accredited Counselor Education Program. Transfer courses **may not include** group (EPCE 5354), techniques (EPCE 5357 or EPCE 5374), dysfunctional (EPCE 5365 or 5366), ethics (EPCE 5370), practicum (EPCE 5360), or internship (EPCE 5094). No course on the degree plan may be over six years old at the time the degree is conferred.

***Applicants with a prior Master's degree***. The *TTU Graduate Catalog* states that permission to work toward a second degree of the same level is granted only upon approval by the Counselor Education program and by the Graduate Dean. The applicant is subject to all requirements as a new student including transferring courses from a CACREP accredited Counselor Education Program. While there is no guarantee that any work from the first Master's degree may apply to the second, at least *one full year (24 semester hours) must be taken specifically for the new degree program*. Therefore, applicants with a prior master's degree in Counselor Education are encouraged to consider the doctoral program in Counselor Education.

***Non-degree certification as a school counselor***. Following acceptance into the Counselor Education program, the student must meet with the Certification Officer (Donna Brasher, Room 113) to discuss the preparation of a *School Counselor Certification Plan.* Please note this certificate program requires admission to the Counselor Education Program and completion of 48 graduate semester hours in counseling classes.

***Certificate in Mental Health Counseling.*** Individuals who have a master’s degree in Counseling or a related field may enroll in this Certificate (**not certification**) program. It requires acceptance by both the Graduate School and the Counselor Education Program. For more information, contact Dr. L.J. Gould at (806) 834-4224 or Dr. Aretha Marbley at (806) 834-5541.

***Certificate in College Student Counseling.*** Individuals who have a master’s degree in Counseling or a related field may enroll in this Certificate (**not certification**) program. It requires acceptance by both the Graduate School and the Counselor Education Program. For more information, contact Dr. L.J. Gould at (806) 834-4224.

**Retention Policy**

Students who fail to demonstrate basic knowledge, communication, interpersonal, ethics, and/or counseling skills may be asked to seek remediation or leave the program. Students who fail to grasp and to demonstrate consistently basic communication, ethics, counseling skills, and interpersonal skills will not be accepted for Practicum/Internship placement.

In addition, those students who demonstrate personal limitations that might impede future performance, or who violate ethical standards, and/or who are ineffective and/or harmful to clients, will be asked to leave the program.

**Continuation of Enrollment**

Students who have been granted admission are expected to register in the term for which admission is granted. Any student who fails to register during any one-year period prior to graduation, and who does not have an official leave of absence from study granted by the Counselor Education Program and the Graduate School, will be required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration. Students, originally admitted to the Counselor Education program, electing to pursue another degree or certificate (e.g., teaching certificate) must re-apply for admission to the Counselor Education Program. That is, readmission is not automatic. Instead the Counselor Education faculty will seek information regarding how that student performed in the other program (e.g., degree or certification).

**Class Availability**

Classes are usually offered from 4:30 to 5:50 pm and 6:00 to 8:50 pm in the Fall and Spring semesters. Some courses are offered online. Occasionally, some classes are offered on weekends. Summer classes may be offered during the day.

Students should also recognize that not all classes are offered every semester and plan their course of study accordingly. See the Course Rotation on page 9.

**Program of Studies**

**Clinical Mental Health Counseling**

The Clinical Mental Health Counseling Option for the Master of Education in Counselor Education is designed to prepare students to work in clinical mental health counseling settings, as well as to provide the academic preparation for becoming a Licensed Professional Counselor in Texas. The 60- hour program in Clinical Mental Health Counseling option requires the following courses.

**Required (60 hours):**

EPCE 5094 Internship in Counseling (6 hours)  
EPCE 5353 Introduction to Clinical Mental Health Counseling  
EPCE 5354 Group Counseling  
EPCE 5355 Introduction to Career Counseling  
EPCE 5357 Techniques of Counseling I\*  
EPCE 5360 Practicum in Counseling (Clinical Mental Health Section)\*  
EPCE 5364 Theories of Counseling  
EPCE 5365 Dysfunctional Behavior Child  
EPCE 5366 Dysfunctional Behavior Adult  
EPCE 5367 Marriage &Family Counseling for Professional Counselors   
EPCE 5370 Ethical & Legal Issues in Counseling  
EPCE 5371 Counseling Diverse Populations for Licensed Professional Counselors  
EPCE 5372 Addictions: An Overview for School & Clinical Mental Health Counselors  
EPCE 5373 Advanced Addictions   
EPCE 5374 Techniques of Counseling II\*  
EPCE 5376 Fundamentals of Assessment for Professional Counselors  
EPCE 5377 Crisis Counseling  
EPSY 5331 Human Development in Education  
EPSY 5379 Introduction to Educational Research

**NOTE**: Some courses have prerequisites. Please see the *Student Handbook* for details.

\* If counseling skills are marginal, students will be required to repeat the course (e.g., repeat EPCE 5357, EPCE 5374, EPCE 5360, EPCE 5094).

\* If a grade of F is obtained in techniques, practicum, or internship, the student will be dismissed from the Counselor Education Program.

**Additional Information**

1. Successful completion of the above courses meets the academic requirements for counselor licensure (LPC) in Texas. As outlined in the *Counselor Education Admitted Student Handbook*, licensure as an LPC in Texas requires additional requirements.

2. All degree students are required to successfully pass the Counselor Preparation Comprehensive Evaluation (CPCE), which is taken during the last semester of coursework. Students may take the exam two times. In certain instances, to be determined by the Dean of the Graduate School, a student may take the exam three times. Any student failing the exam on the third administration will not be awarded a Master’s degree in Counselor Education. Please see the *Student Handbook* for additional information regarding the exam.

**Course Rotations**

All course rotations begin in the Fall semester. The course rotations are built on the expectation that students will enroll in nine (9) hours each semester. Students who cannot enroll in nine (9) hours may require more than three years to complete the master’s 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 |  |  |

**\*Students are responsible for checking degree plans to ensure they are taking the correct courses and course offerings are subject to change.**

**School Counseling**

The School Counseling Option for the Master of Education in Counselor Education is designed to prepare students to work as School Counselors in grades K-12. The 48-hour School Counseling option requires the following courses:

**Required (48 hours):**

EPCE 5094 Internship to Counseling  
EPCE 5352 Child & Adolescent Counseling  
EPCE 5354 Group Counseling  
EPCE 5355 Introduction to Career Counseling  
EPCE 5357 Techniques of Counseling\*  
EPCE 5358 Introduction to School Counseling  
EPCE 5360 Practicum in Counseling (School Section)\*  
EPCE 5364 Theories of Counseling  
EPCE 5367 Marriage &Family Counseling for Professional Counselors  
EPCE 5370 Ethical and Legal Issues in Counseling  
EPCE 5371 Counseling Diverse Populations for Licensed Professional Counselors  
EPCE 5376 Fundamentals of Assessment for Professional Counselors  
EPSY 5331 Human Development in Education  
EPSY 5379 Introduction to Educational Research

**Elective (3 hours)**EPCE 5365 Dysfunctional Behavior in Children  
EPCE 5366 Dysfunctional Behavior in Adults  
EPCE 5369 Seminar in Counseling  
EPCE 5372 Addictions: An Overview   
EPCE 5373 Advanced Addictions  
EPCE 5377 Crisis Counseling

**Students must select one elective class. Some possible graduate courses are listed above.**

An advisor in the department will assist students with the selection of an elective course that will best meet the student's needs.

**NOTE**: Some courses have prerequisites. Please see the *Student Handbook* for details.

**\*** If counseling skills are marginal, students will be required to repeat the course (e.g., repeat 5357, 5360, 5094).

\* If a grade of F is obtained in techniques, practicum, or internship, the student will be dismissed from the Counselor Education Program.

**Additional Information**

1. The courses above include course requirements for professional school counselor certification in Texas. This certification also requires a satisfactory score on TEA's TExES examination for school counseling, a valid Texas teacher certificate, and two years of teaching experience.

2. All degree students are required to pass the Counselor Preparation Comprehensive Evaluation (CPCE), which is taken during the last semester of coursework. Students may take the exam two times. In certain instances, to be determined by the Dean of the Graduate School, a student may take the exam three times. Any student failing the exam on the third administration will not be awarded a master’s degree in Counselor Education. Please see the *Student Handbook* for information regarding the exam.

**Course Rotations**

All course rotations begin in the Fall semester. The course rotations are built on the expectation that students will enroll in nine (9) hours each semester. Students who cannot enroll in nine (9) hours may require more than three years to complete the master’s 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.**

**\*Students are responsible for checking degree plans to ensure they are taking the correct courses and course offerings are subject to change.**

**Dual Majors**

It is possible to major in both Clinical Mental Health Counseling and School Counseling providing the student completes the 72 hour course requirements for both majors. Students must take the 60 hours of coursework required by the Clinical Mental Health Counseling major, and students must take at least 12 additional semester hours including EPCE 5352 (Child and Adolescent Counseling), a practicum (EPCE 5360) in a school setting, and two semesters of internship (EPCE 5094) in a school setting.

**Professional Certification**   
**(Non-Degree Program)**

Persons who hold a Master's Degree in education or related fields may elect to complete a 48 semester hour program for certification in School Counseling. A maximum of 18 semester hours may be accepted for transfer providing:

(a) The courses are equivalent to Texas Tech University School Counseling Program courses.

(b) The courses were taken at a CACREP accredited Counseling Program.

(c) The courses were taken during the six years immediately prior to enrollment.

Transfer credits will not be allowed for the following classes: group (EPCE 5354), dysfunctional (EPCE 5365 or 5366), ethics (EPCE 5370), techniques (EPCE 5357 or 5374), practicum (EPCE 5360), or internship (EPCE 5094). Transfer of credits will be decided with a faculty advisor and/or faculty advisory committee and will be reflected on the certification plan. Further information on certification may be obtained from the Texas Tech University Officer (College of Education Certification Rooms 107 &108).

**Advanced level studies are not necessarily represented by a sequence of courses. They must be planned programs that are designed to meet the unique needs of each individual student in order to ensure professional competence as prescribed by the State Board for Educator Certification.**

The course requirements (48) semester hours are listed in this *Handbook*. Please see Course Requirements for School Counselors for a listing of required courses.

**Additional Information**

1. All applicants to the non-degree professional certification program must meet the same admission requirements and participate in the same admission process as degree students. Please carefully review this Admissions Packet for instruction about admission to the Counselor Education Program. Students in the certification program only are not required to take the Master’s Comprehensive Examination.

2. The courses listed for School Counseling include course requirements for professional school counselor certification in Texas. Such certification also requires a satisfactory score on TEA's TExES examination for school counseling, a valid Texas teacher certificate, and two years of teaching experience. During their first semester of enrollment, students must also apply for certification at the College of Education Certification Office.

**Certificates**

***Mental Health Certificate***

This certificate is composed of a set of courses amounting to 15 semester hours that provide in-depth knowledge in mental health counseling. It meets the supplemental education needs of licensed and/or post masters-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 one of the mental health fields and current students in the Counselor Education program who complete the required course work. 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.

***College Student Counseling Certificate***

This certificate is composed of a set of courses amounting to 15 semester hours that provide in-depth knowledge in college student counseling. It meets the supplemental education needs of licensed and/or post masters-level professionals in the college student 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) and those who work with college students. It is also available to graduates with an earned master’s degree in one of the mental health fields and current students in the Counselor Education program who complete the required course work. 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 on the certificates, contact Dr. L.J. Gould at 806-834-4224

# Additional Information

**Practicum and Internship (Clinical Sequence)**

***Prerequisites***. Students must successfully complete all coursework prior to enrolling in Practicum (EPCE 5360). In rare cases, students may take available courses concurrently EPCE 5360; (see *M.Ed.* *Admitted* *Student Handbook* and *Field Experiences Handbook*). This will be determined on a case-by-case basis.

Students must successfully complete Practicum prior to enrolling in Internship. The student must receive a grade of Pass in Practicum before enrolling in Internship. Students in Internship II must have successfully passed Internship I. **Only students fully admitted to the Counselor Education Program may enroll in EPCE 5357, 5374, 5360, and 5094.**

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.

***Practicum (3 hours).*** Students complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of individual counseling and group counseling work skills under supervision.

***Internship (6 hours).*** Students complete 600 hours of supervised internship at an approved internship site that offers opportunities for students to engage in both group and individual counseling. Internship is taken for a minimum of two separate classes extended over a minimum of two (2) semesters. Students may not enroll in more than three (3) semester hours of internship during a semester (including summer).

Additional information about the clinical sequence is available in the *Field Experiences Handbook*, which is available to students on the COE website. This Handbook is also available from faculty.

All students are required to provide proof of professional liability insurance for the duration of Techniques, Practicum, and Internship. Professional liability insurance may be obtained from professional counseling associations (e.g., the American Counseling Association, 1-800-347-6647, ext. 284). This insurance must be obtained prior to registration for practicum or internship (purchase insurance the semester before you plan to enroll in practicum or internship).

**Please note that 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 and the Lubbock area must be reviewed individually and must be approved by the Clinical Director at least one semester prior to enrollment in the practicum or internship.**

**Comprehensive Examination**

All Counselor Education Master's degree students must pass a Masters Comprehensive Examination (the CPCE Exam) prior to receiving their degree. Students are required to take the examination during their last semester of coursework. The examination is offered once each semester. The student fee for the examination is currently $75. (This may change without notice.) Students must apply to take the examination at the office of the College of Education Associate Dean for Graduate Studies and Research (online at [www.educ.ttu.edu/grad/masters\_comp.htm](http://www.educ.ttu.edu/grad/masters_comp.htm)). Since deadlines for applying to take the examination apply, students are encouraged to inquire about the procedures in their last year of course enrollment. Students may take the examination a maximum of two times. In certain instances to be determined by the TTU Dean of the Graduate School, a student may take the examination three times. Any student failing (answering less than 70% correct) the examination on the third administration will not be awarded a master’s degree.

For a description of the Master's Comprehensive Examination, see the *Counselor Education Admitted* *Student Handbook for Masters of Education*.

**Impairment**

According to the *ACA 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 and F.5.b). 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). 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.

**Licensure**

Students seeking to become a Licensed Professional Counselor (LPC) must submit a completed application packet to The Texas State Board of Examiners of Professional Counselors (1100 West 49th Street, Austin, TX 78756-3183, phone (512) 834-6658). The Board makes all decisions regarding licensure eligibility. The Counselor Education Master's Degree Program in Clinical Mental Health Counseling meets the academic coursework requirements stipulated by the Board for licensure as an LPC. Please note that*, the Counselor Education Program is not designed for individuals having a Master's degree and desiring to only complete eligibility requirements for licensure*. All students, including those seeking licensure as LPC, must apply and be admitted to the Counselor Education Program.

The LPC Board requires 3,000 clock hours of supervised counseling experience (acceptable to the board) **after completion of the Master's degree**. This is referred to as “internship” and is not to be confused with our Internship Course (EPCE 5094) in our graduate program. Before beginning this post-program experience, the student must obtain a TEMPORARY LICENSE from the LPC Board. Consult with the LPC Board staff regarding obtaining the temporary license, which must be obtained after the student completes the Master’s degree and before the student begins the 3000-hour experience requirement. Please be aware that about four (4) weeks (sometimes longer) is required for a temporary license to be processed. Students must have the temporary license before the 3,000-hour experience begins.

Students must pass the LPC Board's licensure examinations to be licensed. The two exams are the National Counselor Exam (NCA) and the Jurisprudence Exam. Additional information is available in the *Student Handbook* and from the Texas LPC Board at (512) 834-6658.

**Other Resources and Suggestions**

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Student Handbook*. Students may obtain a copy of the *Student Handbook* by downloading it from our Website. A copy is also available for review in the Program office, Education Bldg. Room 216 and online.

Although counseling faculty members are available to assist the student, the final responsibility for following correct procedures remains with the student. In addition to the *Student Handbook* and *The Field Experiences Handbook*, students must also follow the procedures outlined in the *current* Texas Tech University Graduate Catalog.

# Before Submitting an Application for Admission

* Talk to professionals in the counseling community to clarify your understanding of the rewards and demands of counseling careers.
* Assess how your personal strengths and challenges may impact your ability to be a competent counselor.
* Join professional associations such as ACA, ACES, ASCA, IAMFC and TCA. Attend conferences, network, and read journal articles published by counseling professionals. Students can greatly enhance their development by student memberships in these groups. Students may access information about these groups at www.counseling.org.
* Join Chi Sigma Iota (CSI), the counseling profession's professional honorary society. The Theta Theta Upsilon Chapter of Chi Sigma Iota is active at TTU. Students may join after their first semester if they have a 3.5 G.P.A. For more information and applications for membership contact Dr. Crews at (806) 834-4149. For more information about CSI, go to [www.csi-net.org](http://www.csi-net.org).
* Volunteer for community organizations that provide support for at-risk populations to gain valuable human service experience with diverse populations.
* Check your interests, abilities, volunteer and paid work experiences for congruence with the requirements and expectations of the Counselor Education program. After you conclude that congruence exists, submit your application materials.

**Application/Admission**

**Steps in Application Process**

* After reading this *Handbook* and if you have questions, contact Dr. L.J. Gould ([lj.gould@ttu.edu](mailto:lj.gould@ttu.edu) or 806-834-4224) for advisement regarding the Master’s degree admissions process.
* Submit the **Application for Admission to the Graduate School** of Texas Tech University (online at www.depts.ttu.edu/gradschool/).
* Submit required information to the Graduate School. For the Counselor Education program, this includes:
  + Official transcripts of all college work (from TTU and/or other colleges/universities).
  + GRE Scores
  + Current resume/vita
  + Applicant Statement
  + Three (3) professional references
  + School Counseling applicants must include a copy of their Teaching Certification and a copy of their Service Record.
  + International applicants must submit the Test of English as a Foreign Language (TOEFL) scores.
* For more information For more information about graduate degrees in the College of Education, click on “Graduate”. From the menu, click on “Educational Psychology & Leadership” which will take you to a page listing all degree programs in the department. From there, click on the program you are interested in, and you will find:
* A brief overview of the degree you’ve selected.
  + - A listing of the faculty and their research interests.
    - Items required for the review process (resume, applicant statement, and three professional recommendations from professors or employers/supervisors) that you must provide.
    - The steps in the application process.
    - Online application requirements.
* Once all the information has been sent to the Graduate School, faculty will review the application. The recommendation from the program is then sent to the Graduate School
* If you have any problems in the online application process, please contact the Office of Graduate Education and Research at 806-834-2751.
* IF YOU RECEIVE AN OFFICIAL NOTIFICATION OF ADMISSION from the Graduate School, develop the Program for Master’s Degree (degree plan) with your faculty advisor during your first semester of enrollment. Your advisor will also advise you on course selection and registration.
* IF YOU RECEIVE AN OFFICIAL NOTIFICATION OF REJECTION from the Graduate School and if you want to appeal this decision, contact the Associate Dean of Graduate Education and Research (806) 742-1998, ext. 447 (College of Education Room 110AA ) for advisement regarding the admissions appeals process.

**NOTE: All prospective students must submit all application materials before their application for admission to the Counselor Education Program will be considered.**

**Admissions Criteria**

Admissions decisions are based on a holistic review that includes the following indicators:

1. ***Academic aptitude for master’s level study*.** Indicators:
   1. High grade point average in bachelor’s degree work (typically 3.0 on 4.0 scale).
   2. High grade point average in post-bachelor’s degree graduate work (typically 3.5 on 4.0 scale).
   3. High GRE scores (typically verbal – 154 or higher; quantitative – 145 or higher; writing – 3.5 or higher)
   4. Successful completion of or progress in TTU graduate courses in counselor education or related courses.
2. ***Interest in assuming an identity as a professional counselor.*** Indicators:
   1. An expressed preference for becoming a professional counselor.
   2. Knowledge of the counseling profession.
   3. Employment or volunteer experience in a counseling environment.
3. ***Successful work experience or leadership activities***. Indicators:
   1. One or more years of full-time work experience.
   2. Recognition as a successful employee, volunteer, or college student.
   3. Leadership experiences as an employee, volunteer, or college student.
   4. Letters of recommendation
4. ***Interpersonal skills***. Indicators:
   1. History of positive relationships with peers, professors, employers, friends, and family.
   2. Ability to handle stressful situations effectively.
   3. No evidence of having behaved unethically.
5. ***Interest in a counseling area needed to balance the program or the profession*.** Indicators:
   1. Indication of interest in a needed emphasis area.
   2. Experience or background in a needed emphasis area.

***As part of its commitment to the Texas Tech University policy of affirmative action, and to the professional ethics and values of the field of counseling, the Counselor Education program strives to seek a diverse student body.***