



Counselor Education Student Handbook

Counselor Education Program
Terry B. Rogers College of Education and Social Sciences
West Texas A & M University
WTAMU Harrington Amarillo Center
720 S Tyler St, Amarillo, TX 79101

Table of Contents

Statement of Philosophy	1
Program Information	2
Overview of Programs	2
Mission Statement	2
Admissions Policies and Procedures	3
Program Faculty Advising and Registration Procedures	5
Scholarships Available for Application	5
MA Counseling Program	6
Objectives	6
Coursework.....	6
Licensing of Persons with Criminal Convictions	6
Licensed Professional Counselors.....	6
Example of a MA Counseling Degree Plan.....	7
School Counseling	8
Objectives	8
Coursework for M.Ed. School Counseling.....	8
Military Transfer Credits.....	8
English Language Proficiency	9
Practicum and Internship Requirements.....	9
Example of a School Counseling Degree Plan + LPC	14
Counseling Program Course Descriptions	15
Licensure/Certification	16
Additional Program Policies.....	18
COMPS.....	18
COMPS for the MA Counseling Program:.....	18
COMPS for the M.Ed. School Counseling Program:	18
COMPS for the M.Ed. School Counseling + LPC Program:	18
Application for Graduation	19
Job Placement.....	19
Faculty Evaluation of Students' Fitness and Performance	20
Academic Program Standards.....	20
Clinical Performance	20
Non-Academic Standards	20
A student's acceptance in the Counselor Education Program does not guarantee her or his fitness to remain in the program.....	21
Professional Impairment	21
Student Remediation, Probation, And Dismissal Procedures	21
Remediation Procedures.....	21
Probation Procedure.....	22
Enforced Withdrawal Procedure	23

Statement of Philosophy

The Counselor Education program faculty at West Texas A&M University (WTAMU) adheres to a scientist-practitioner model of training. Consistent with this approach are the program goals of graduating counselors who: (a) demonstrate competency in providing professional services to people from diverse cultural backgrounds; (b) can effectively evaluate research relevant to the profession; and (c) are committed to continued professional development and to evaluating their clinical and programmatic interventions. In addition to specific job settings, the faculty believes that it is also our mission to instill a strong sense of professional identity and appreciation for the rich knowledge base of the counseling profession. It is also our mission to aid our graduates in becoming certified and/or licensed in their chosen counseling specialty.

The Counselor Education program's clinical approach is developmental, educative, and preventative. While education for remediation of pathology is a part of counselor education, the program's emphasis is mental health. Our basic commitment is to prepare students to facilitate optimal development of persons by increasing clients' understanding of not only those forces within themselves and their environment that impede growth but also of those assets within themselves that empower them.

The Counselor Education faculty members are committed to offering a program of graduate study that will lead to the personal growth of students from a wide range of backgrounds (racial, ethnic, religious, geographical, socio-economic, etc.) that ultimately will benefit the diverse client groups they will serve. The program faculty recognizes and honors the individuality of people, variation in developmental levels, and cultural diversity. Facilitation of the growth of individuals necessitates addressing both their common needs and issues and their individual differences. Program faculty believe it is important for students to develop a diverse range of knowledge and to formulate their own counseling approach while under the guidance of faculty and field-based experience supervisors.

COUNSELOR EDUCATION FACULTY

Dr. Leigh Green Associate Professor WT-Amarillo Center (806) 651-8221 legreen@wtamu.edu	Dr. Elizabeth Rogers Assistant Professor WT-Amarillo Center (806) 651-8233 erogers@wtamu.edu	Dr. Stephen Jennings Assistant Professor WT-Amarillo Center (806) 651-8238 sjennings@wtamu.edu
---	--	--

Program Information

Overview of Programs

West Texas A&M University offers two professional training programs for future counselors: Master of Education in School Counseling and Master of Arts in Counseling. The Counselor Education programs are designed to prepare students for positions in schools, mental health agencies, and human services agencies. The *School Counseling* program is designed to meet the academic and practicum requirements established by the Texas Education Agency for certification as preK-12 school counselors. The *Master of Arts in Counseling* program is designed to meet the academic and clinical requirements established by the Texas Board of Professional Counselors.

Mission Statement

The programs in Counselor Education at West Texas A&M University are designed to prepare students with the culturally competent knowledge and skills to practice effectively and ethically in service positions in school and mental health settings.

Our goals are to:

1. Create a supportive, safe, and collaborative learning environment for students from diverse backgrounds and cultures acknowledging social justice concepts.
2. Develop competent, critically thoughtful practitioners who integrate theory, research, and experiential knowledge to accurately assess conditions, promote well-being, and assist clients with their mental health goals.
3. Develop professionals who are aware of relevant ethical standards and guidelines, who are able to engage in ethical decision-making, and who are ethical in their functioning as professional.
4. Facilitate students' personal development by encouraging them to engage in continuous personal and professional self-study and re-evaluation so they may acquire the knowledge, attitudes, and skills essential for the practice of counseling.
5. Ensure that qualified, ethical, and professional counselors-in-training enter the field of counseling.

The Counselor Education faculty is committed to the belief that the development of effective counselors best occurs when theoretical knowledge and practical application are interlaced. Many courses include both academic content and appropriate practical experiences. All students are expected to adhere to the most current edition of the American Counseling Association's [Code of Ethics](#) and the American School Counseling Associations [Ethical Standards](#) a guide for their behavior throughout their program.

Admissions Policies and Procedures

Step One:

Apply for your program of interest using the West Texas A&M University Applicant Portal on the Graduate School's website. Student's may find additional information regarding applying to the Graduate School, [link](#).

Step Two:

Once you've submitted your application to the WTAMU Applicant Portal, an Application Checklist will populate that notates all the necessary admission documents for admission. You will need to submit the following:

- Departmental application
 - Please note: The Counseling (MA) and School Counseling (M.Ed.) programs have different applications.
- Resume
- Two letters of recommendation
 - Recommendations are completed through the WTAMU Applicant Portal. You will be responsible for procuring two professional/academic references. Those seeking admittance into the **School Counseling program** must include a reference from an administrative official under whom you have served.
- Transcripts from all post-secondary institutions attended
 - The Counseling department requires official transcripts from all colleges/universities that you have previously attended, and we must have an individual official transcript from each institution to satisfy your transcript requirement. This includes community colleges, trade/vocational schools, foreign institutions, undergraduate and graduate coursework, transfer coursework, and any institutions that were attended where a degree was not received or where college credit was attempted but not earned.

Admission Requirements

The following are criteria designed to provide guidelines for prospective students. Meeting these minimum criteria does not guarantee admission. Each applicant to an entry-level program must:

Professional Counseling and School Counseling

1. Apply for the program using the WTAMU Applicant Portal.
2. Complete application documentation requirements (departmental application, resume, two letters of recommendation) with written interview for the counseling program.
3. Undergraduate GPA of a 2.75 or higher *or* GPA of a 2.75 or higher in the last 60 hours of coursework.
 - a. An acceptable GRE score can be used in the place of the GPA requirement. Please use this [link](#) for more information.

School Counseling only

1. TEA ID number required on departmental application.
 - a. If you do not have a TEA ID number, please follow this [link](#) to obtain one.

Application Deadlines

- For a spring semester start, the priority deadline is December 1. Applications will be accepted through January 10.
- For a summer semester start, the priority deadline is May 1. Applications will be accepted through May 20.
- For a fall start, the priority deadline is August 1. Applications will be accepted through August 15.

Admissions Process (Returning Students)

Students Returning Within One Academic Year

Previously enrolled Counseling (MA) and School Counseling (M.Ed.) domestic students who are in good academic standing returning to West Texas A&M University after sitting out no longer than two long semesters (fall/spring), provided they have not graduated from their previous program, are eligible to submit the [Re-Entry Form](#).

Students who do not meet these criteria must submit a [new application](#). This includes:

- International students
- An absence longer than two long semesters (fall/spring)
- Students who are not in good academic standing or left on suspension
- Graduate students who would like to pursue a different degree

Submission of this form requires review and approval before reinstatement. Students approved for enrollment must register for classes no later than the third long semester following their last enrollment.

Students Returning Longer than One Academic Year

Previously enrolled Counseling (MA) and School Counseling (M.Ed.) students who have set out longer than two long semesters or are not in good academic standing returning to West Texas A&M University must submit a [new application](#).

If you are returning to a program in which you've previously been enrolled, you will not have to pay an additional \$55 application fee. When prompted for payment, please select "I Have Previously Applied and Paid for this Specific Program (Requires Verification)" in order to bypass payment. Once your application is received, your application fee will be waived by the Graduate School.

Any official transcripts previously received by the Graduate School can be used for your returning application. The Graduate School will review your student file once your application is submitted and notify you of any transcript discrepancies.

The Counseling department requires updated admissions documentation (departmental application, resume, and two letters of recommendation) for any student who hasn't taken coursework in over one year (fall/spring).

Program Faculty Advising and Registration Procedures

Upon admittance to the Counseling program, students are assigned a Counselor Education faculty advisor. **The program chair will provide students with a program rotation upon admission that details courses.** The rotation will include the courses the student will be completing during the program. Upon beginning their studies at WTAMU, students initiate contact with their assigned advisors and are encouraged consult regularly with them throughout their program. Faculty members work closely with their advisees to tailor the degree program most appropriate to the student's professional goals. Changes to the student degree plan are subject to the approval of the faculty advisor. Dates for fall, spring, and summer pre-registration are posted on the University website.

Degree Requirements for All Programs

All degree programs in Counselor Education must be approved by the student's advisor and meet the following university and program requirements:

1. The program requirements are outlined in the university catalog.
2. Students must meet the current passing requirements of COMPS.
3. Students may take equivalent courses listed on the Program of Study at other universities with the approval of their advisor. No more than 12 semester hours of degree credit may be transferred from another institution or program unless a formal cooperative program arrangement exists between this school and that institution. The student's advisor must approve the transfer of credit.
4. **All skills-based classes** must be taken at the WTAMU for credit to be applied for degree programs in Counselor Education.
 - a. COUN 6375 Helping Skills of Counseling
 - b. COUN 6399 Practicum in Counseling
 - c. COUN 6398 Internship in Counseling
5. All coursework must be completed within a period of 6 years from initial matriculation at WTAMU.
6. An application for graduation must be filed by the date established to the Graduate School. Students are responsible for completing the appropriate paperwork.

Scholarships Available for Application

All students are encouraged to apply for funding, whether it is through financial aid or through scholarships as we understand that graduate school is an investment in your future. To assist you with starting point of references, please review the links below.

- [WT Office of Financial Aid](#)
- [WTAMU Scholarship Office](#)

MA Counseling Program

The Counseling program is designed to prepare ethical, culturally competent counselors to provide professional counseling services in various clinical settings, i.e. mental health centers, state hospitals and training schools, facilities for clients with dual diagnoses, as well as multipurpose mental health agencies.

Objectives

In addition to meeting the objectives, by completion of the Counseling program, graduates will:

1. Be able to conduct clinical intakes and psychosocial histories.
2. Develop the knowledge and skills to assist clients from a variety of diverse perspectives (e.g., chronic mental illness, developmental issues, cultural issues such as race/ethnicity, gender, age, sexual orientation, etc.).
3. Demonstrate sound assessment and diagnostic skills.
4. Use current research to develop effective counseling treatment plans for persons with normal development issues and persons with mental illness.
5. Clearly articulate the role of professional counselors in mental health settings. Program Requirements

The MA Counseling program offers a comprehensive array of studies that integrate the historical, philosophical, societal, cultural, economic, and political dimensions of mental health counseling with the roles, functions, and professional identity of clinical counselors. Diagnosis, treatment, and prevention of mental and emotional disorders are included in the coursework. Students are awarded the Master of Arts degree upon successful completion of the Counseling program requirements.

Coursework

The Counseling program requires 60 (core and elective) semester credit hours per [TAC Code §681.83](#)

Licensing of Persons with Criminal Convictions

The Texas Administrative code has specific requirements for licensure. All students must submit to fingerprinting to receive their LPC-Associate licensure. To review more information please review the [TAC code §681.164](#)

Licensed Professional Counselors

In addition to academic and clinical experiences, post-degree supervised clinical experience is also required before becoming a Licensed Professional Counselor in the State of Texas (and all other states). For Texas licensure, students must a) first graduate with 60 graduate credit hours reflected on their official transcript; b) apply for and pass the National Counseling Exam (NCE), which is offered by the National Board of Certified Counselors (NBCC); c) pass the Texas Jurisprudence Exam offered through the Texas State Board of Examiners of Professional Counselors, and ; d) submit their application for licensure to the licensing board.

LPC board [link](#)

Example of a MA Counseling Degree Plan

Courses	Hours	Courses	Hours
EDPD 6303 – Education Research	3	COUN 6371 – Introduction to Psychopharmacology	3
COUN 6305 – Theories of Counseling	3	COUN 6372 Assessment and Testing	3
COUN 6308 – Ethical Standards and Practices of Counseling	3	COUN 6373 - Couples & Family Counseling	3
COUN 6309 – Advanced Ethics and Legal Aspects of Counseling	3	COUN 6374 – Introduction to Addictions Counseling	3
COUN 6324 – Counseling Interventions with Children and Adolescents	3	COUN 6375 - Essential Helping Skills	3
COUN 6327 - Career Counseling	3	EDPD 6329 - Human Development	3
COUN 6328 - Group Counseling	3	COUN 6399 –Practicum	3
COUN 6330 - Cross-cultural Counseling	3	COUN 6398 – LPC Internship	3
COUN 6334 – Crisis Counseling	3	<i>Electives</i>	6
COUN 6365 – Diagnosis & Treatment in Counseling	3	COMPS Exam	
	(27)		(33)
		Total Hours	60
Electives: Choose 1-2 (3) of the following:			
COUN 6326 – Introduction to Play Therapy		COUN 6392 - Special Topics in Counseling: EX Creative Techniques in Counseling; Private Practice; Adventure Therapy; Grief/Loss	
COUN 6376 - Sexuality Across the Lifespan		COUN 6377 – Trauma Therapy	

School Counseling

The Masters degree in School Counseling is designed to prepare Certified School Counselors in the State of Texas to promote the academic, career, and personal/social development of school-aged youth in the context of a comprehensive developmental school counseling program. Further, our goal is to prepare ethical, culturally competent school counselors who address individual and systemic barriers to educational achievement and personal development. Students are prepared to work professionally with children from pre-kindergarten level through high school.

Objectives

Graduates of the program will demonstrate the ability to facilitate student development in the three broad areas described in the most current edition of the American School Counselor Association's (ASCA) National Standards and the Texas Model for Comprehensive School Counseling Programs: academic development, career development, and personal/social development. As a result of participating in the school counselor preparation program, graduates will be able to:

1. Plan, design, implement, and evaluate a comprehensive developmental school counseling program
2. Clearly articulate the role of the school counselor and his/her contributions to the mission of a school program
3. Provide consultation to parents and teachers to assist them in helping their children and students acquire the skills needed for school success
4. Select developmentally appropriate interventions to assist students in making educational transitions
5. Demonstrate knowledge and use of emerging technologies in education and school counseling.

Coursework for M.Ed. School Counseling

The School Counseling program option includes 48 semester-hours of courses related to school counseling preparation for different schoolwork settings. Of these hours, at least 3 credit hours are required in a supervised practicum. Students will be awarded an M.Ed. degree upon successful completion of the School Counseling program. This is based on the Texas Administrative Code ([TAC](#)) [§239.15](#)

M.Ed. School Counseling + LPC

Students interested in completing their school counseling program and their counseling track must inform and discuss this with their advisor. The students will then be enrolled in the M.Ed. + LPC track which is a 60-credit hour program. This program, M.Ed. School Counseling + LPC, meets the program requirements for:

Texas Administrative Code ([TAC](#)) [§239.15](#)

[TAC Code §681.83](#)

Military Transfer Credits

The School Counseling Program allows candidates to transfer in up to 12 SCH from a previously completed master's program depending on the discipline and the grade for each course. According to TEA regulations, the transfer credits must be completed within the past seven years, when admission is requested. Military personnel would have to contact the program chair for any questions they might have

about transfer credits. Please contact counseloredprogram@wtamu.edu to discuss any questions about Military and Transfer Credits.

English Language Proficiency

An applicant for certification in Texas must be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching. English language proficiency shall be evidenced by **ONE** of the following:

1. completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States; **OR**
2. verification of minimum scaled scores on the Test of English as a Foreign Language internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing; (TOEFL scores must not be older than 2 years from date of application) **OR**
3. if an undergraduate or graduate degree was earned at an institution of higher education in a country outside of the United States listed in TAC 230.11

Practicum and Internship Requirements

Students in the School Counseling program focus their training on planning, implementing, and evaluating guidance and counseling programs to meet the unique social, physical, intellectual, and emotional needs of children and adolescents in school settings. Students are responsible for securing access to practicum sites in local and neighboring school districts that are **TEA approved** with a school counselor who is certified and has a minimum of three years of experience. Intern/Probationary School Counselor Certificate.

Intern/Probationary School Counselor Certificate

School Counseling students (candidates) are eligible for an Intern/probational school counselor certificate in their last year of the program (this would mean, the student should have 12 to 15 credits left within the program).

To be eligible for an intern/probationary certificate, the candidate would need to

- Pass the TExES 252 and to receive test approval the candidate will need to:
 1. Complete practice TExES 252 with instructions in the handbook.
 2. Submit the practice TExES 252, current service record, and offer letter via email to counseloredprogram@wtamu.edu. You will need to have 2 years of teaching experience on a Texas standard teaching certificate to receive the intern/probationary certification
- A job offer from a school district for a school counselor position.
- A site supervisor (school counselor with three years of school counseling experience) within the school district
- A field supervisor (this will be the faculty within the counselor education program at WTAMU)

Once the candidate has received a job offer, they would have to contact the counseloredprogram@wtamu.edu for a Statement of Eligibility form filled out by the hiring district. No intern/probationary certificate can be given out to candidates without a job offer.

Once the job offer has been accepted, the candidate has to submit:

- The completed statement of eligibility (completed by the hiring district)
- The candidates service record (with the number of years of teaching experience)
- Site supervisor's resume

Questions related to the Counselor Education Student Handbook can be directed to the counseloredprogram@wtamu.edu.

- Site supervisor's service record
- Site supervisors school counselor certificate

During the intern/probationary certificate, the school counseling candidate is required to complete:

- The entire practicum course
- During the year on an intern certificate, you must complete 5 tapes. Three can be completed in one semester while enrolled in practicum (COUN 6399) and two others can be completed in the other semester. It will be the student's responsibility to contact Dr. Rogers to submit the tapes.
- The intern certificate lasts 1 year, for example June 2024 to May 2025. If you graduate earlier, please reach out to counseloredprogram@wtamu.edu as soon as your degree is conferred.

Certified School Counselors

Graduates of the School Counseling program will be recommended for the [Texas Standard Certificate in School Counseling](#). All students seeking Texas licensure as school counselors should have their credentials and program plans reviewed by Office of Alternative Certification and School Counseling

Practice TExES 252

- **Complete Practice TExES 252:**
 - Go to certifyteacher.com
 - Select TExES
 - Select School Counselor (252) Test Prep , and click See Price
 - Select Promo Code and click Place your Order
 - Enter your Promo Code
 - Send Practice TExES 252 results to counseloredprogram@wtamu.edu and request test approval
 - Results of a raw score of 250 and higher will receive approval

TExES 252

- After submitting passing Practice TExES 252 results, candidates will receive a "Request Official Test Approval" form
- Complete Part 1 of the "Request Official Test Approval" form and return it to counseloredprogram@wtamu.edu

Certification

- Submit official TExES 252 results to counseloredprogram@wtamu.edu.
- Candidates will be required to apply for certification on TEA's website:
 - Log on to your account
 - Click on Application's link: "Standard Certificate Texas Program"
 - Apply for Standard Certificate through WTAMU's "Univ Based" preparation route
 - Submit the appropriate fee to TEA for the certificate
- Students can only be certified once the degree is conferred by graduate school.

WTAMU School Counselor TExES 252 Testing Approval Policy

First attempt

30-day test window from time of approval

One passing attempt on Certify Teacher TEXES 252, minimum 250 RAW score

Passing attempt must be within 30 days of request for test approval

Second attempt

Mandatory 30 day wait period, per TEA

30-day test window from time of approval

25 hours of monitored studying

3 passing attempts on 240 Tutoring TEXES 252, minimum 250 RAW score, must be different versions

Passing attempts must be within 30 days of request for test approval

One monitored testing session with a faculty member

Third attempt

Mandatory 30 day wait period, per TEA

30-day test window from time of approval

50 hours of monitored studying

6 passing attempts on 240 Tutoring TEXES 252, minimum 250 RAW score, must be different versions

Passing attempts must be within 30 days of request for test approval

Two monitored testing sessions with a faculty member

Example of a School Counseling Degree Plan

Courses	Hours	Courses	Hours
EDPD 6303 – Education Research	3	COUN 6330 - Cross-cultural Counseling	3
COUN 6305 – Theories	3	COUN 6372 - Assessment	3
COUN 6306 - Intro to School Counseling	3	COUN 6375 - Essential Helping Skills	3
COUN 6308 – Ethics	3	EDPD 6329 – Human Development	3
COUN 6327 - Career Counseling	3	COUN 6399 - Practicum	3
COUN 6328- Group Counseling	3	COUN 6334 – Crisis Counseling	3
COUN 6365 - Diagnosis & Treatment	3	COUN 6374 – Addiction Counseling	3
COUN 6324 – Counseling Interventions w/Child & Adolescents	3	<i>E-1 Elective</i>	
Comprehensive Exam			
Electives: Choose 1 of the following (3 credits)			
COUN 6326 – Play Therapy		COUN 6376 – Sexuality Across the Life Span	
COUN 6309 – Advanced Ethics & Legal issues		COUN 6392 – Special Topics in Counseling	
COUN 6375 - Couples & Family Therapy		COUN 6374 – Intro to Addictions Counseling	
COUN 6377- Trauma Therapy		COUN 6371 – Introduction to Psychopharmacology	

Example of a School Counseling Degree Plan + LPC

Courses	Hours	Courses	Hours
EDPD 6303 – Education Research	3	COUN 6330 - Cross-cultural Counseling	3
COUN 6305 – Theories	3	COUN 6372 - Assessment	3
COUN 6306 - Intro to School Counseling	3	COUN 6375 - Essential Helping Skills	3
COUN 6308 – Ethics	3	EDPD 6329 – Human Development	3
COUN 6327 - Career Counseling	3	COUN 6399 - Practicum	3
COUN 6328- Group Counseling	3	COUN 6334 – Crisis Counseling	3
COUN 6365 - Diagnosis & Treatment	3	COUN 6374- Addiction Counseling	3
COUN 6324 – Counseling Interventions w/Child & Adolescents	3	<i>E-1 Elective</i>	
Comprehensive Exam			
Electives: Choose 1 of the following (3 credits)			
COUN 6326 – Play Therapy		COUN 6376 – Sexuality Across the Life Span	
COUN 6392 – Special Topics in Counseling		COUN 6377- Trauma Therapy	
LPC requirements			
COUN 6309 – Advanced Ethics & Legal issues	3	COUN 6375 - Couples & Family Therapy	3
COUN 6371 – Introduction to Psychopharmacology	3	COUN 6398 - Internship	3
		Total Hours	60

Counseling Program Course Descriptions

EDPD 6303 - Education Research - Comparison of qualitative and quantitative research techniques. Utilize components of literature review, data collection and analysis to conduct a publishable action research manuscript that addresses an educational problem/question.

COUN 6305 - Theories of Counseling - Major theories of counseling; provides models to conceptualize client issues and selecting appropriate interventions.

COUN 6306 - Introduction to School Counseling - Principles and practices of guidance and counseling services in schools with emphasis on delivery of services to students and consultation skills for working with staff.

COUN 6308 - Ethical Standards and Practices in Counseling - Examination of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling practice.

COUN 6309 - Advanced Ethics and Legal Aspects of Counseling - Prerequisite(s): COUN 6308. This course provides a detailed look into the ethical and legal aspects of counseling including ethical decision-making models, the relationship between ethics and law, and managing professional boundaries, social M.Ed. ia, and a counseling practice.

COUN 6324 - Counseling Interventions with Children and Adolescents - Techniques and procedures for working with children, youth and their parents.

COUN 6326 - Introduction to Play Therapy - Introduction to the foundations, theoretical orientations, and interventions related to working with the youth in a play therapy setting.

COUN 6327 - Career Counseling - Explores theoretical framework of career counseling; introduction to basic career counseling tools and interventions utilized within the career counseling process.

COUN 6328 - Group Counseling - Dynamics of counseling applied to the group setting. Experimental learning in a simulated group process.

EDPD 6329 - Human Development - Systematic analysis of various human behavioral domains concerned with teaching and learning.

COUN 6330 - Cross-cultural Counseling - Introduction to the cultural composition of multiple subgroups represented in society. Subgroups can be based on age, gender, sexual orientation, mental and physical characteristics, education, religious and spiritual values, socio-economic status or other commonalities. The focal task will be to build knowledge, awareness, and skills necessary to become effective helpers and advocates for diverse populations.

COUN 6334 - Crisis Counseling - The purpose of this class is to introduce and familiarize professional counselors with the different approaches to crisis intervention.

COUN 6365 - Diagnosis and Treatment in Counseling - Introduction to mental health concerns, diagnosis of mental health symptomology and an overview of the existing treatment strategies and interventions for various mental health issues. (PRE-REQ – COUN 6305 & COUN 6372)

COUN 6371 - Introduction to Psychopharmacology - Impact of psychotropic medications on clients and how these therapies influence counseling interventions.

COUN 6372 - Assessment and Testing in Counseling - Ethical strategies for selecting, administering, and interpreting standardized and non-standardized assessment and evaluation instruments for use in professional counseling settings. (PRE-REQ – EDPD 6303)

COUN 6373 - Couples and Family Counseling - Overview of the major traditional family therapy theories and recent advances in intervention techniques for couples and families in counseling.

COUN 6374 - Introduction to Addictions Counseling - This course introduces treatment approaches, techniques, and programs for counseling individuals and families experiencing substance-related problems. Students will learn how to critically evaluate addictions research in the literature and apply the appropriate substance abuse program for counseling effectiveness.

COUN 6375 - Essential Helping Skills of Counseling - Identification and implementation of techniques that are used in the counseling relationship. Emphasis on interviewing clients and basic intervention strategies. Experimental learning in simulated counseling sessions. ((PRE-REQ – COUN 6305)

COUN 6376 - Sexuality Across the Lifespan - Exploration of human sexuality and assisting individuals and couples with sexual concerns. Emphasis on sexual development, sexual orientation, sexual dysfunction, and sexual trauma/abuse.

COUN 6377- Trauma Therapy- An overview of the impact of trauma, trauma theories, and treatment planning on clients' emotional, cognitive, behavioral, and neurological systems across various populations.

COUN 6392 - Special Topics in Counseling - Introduction to various special topics in counseling, which can include adventure therapy, grief and loss counseling, and stress management techniques in counseling. To be taken only after prearrangement with a designated faculty member of record. May be repeated when topics vary for a maximum of six credit hours.

COUN 6394 - Individual Study in Counseling - Prerequisite(s): Consent of instructor. Opportunity to explore and research special topics and projects in counseling. Projects may not be a part of existing class requirements and must be completed by the student working on an independent basis with guidance from a faculty advisor.

COUN 6398 - Internship in Counseling - Prerequisite(s): COUN 6375, COUN 6365, consent of instructor. Opportunity for students to perform, under supervision, a variety of activities that regularly employed counselors typically perform in schools and professional counseling settings. Upon completion, students should have the required number of hours of experience and training in individual counseling, group counseling and assessment. To be taken only after prearrangement with a designated faculty member of record. May be repeated until required internship hours are completed for a maximum of nine credit hours.

COUN 6399 - Practicum in Counseling - Prerequisite(s): COUN 6375, COUN 6365, consent of instructor. Course is a competency-based supervised experience in schools and professional counseling settings. Upon completion, students should have received the required number of hours of experience and training in individual counseling, group counseling and assessment in a school and/or mental health setting according to the requirements of their state organization. To be taken only after prearrangement with a designated faculty member of record. May be repeated until required practicum hours are completed for a maximum of nine credit hours.

Licensure/Certification

We have designed both our Counseling and School Counseling programs to meet the academic and field experience requirements for licensure and certification in Texas.

In addition to submitting logs to their instructors and documenting practicum and internship hours, all students are responsible for keeping copies of these logs, so they can complete the paperwork necessary to obtain their licenses and certifications.

Additional Program Policies

COMPS

The comprehensive exam (COMPS) is a graduation requirement for all students enrolled in the Counseling program, including MA in Counseling, M.Ed. in School Counseling, and M.Ed. in School Counseling + LPC. All students are required to PASS the COMPS to graduate from the program.

COMPS for the MA Counseling Program:

- Earn at least 160 on the Mometrix interactive exam for the NCE. This is a practice exam, not the state required NCE. The exam is available through the WTAMU library.
- mail result screenshot to – counseloredprogram@wtamu.edu

COMPS for the M.Ed. School Counseling Program:

- Earn 250 raw score on practice TExES 252 available through certify teacher. Here is a link to certify teacher <https://www.certifyteacher.com/>). Students can use the WT discount (*WTAMU6041*) to sign up for certify teacher. Please be sure you sign up using your WTAMU email address.
- Email result screenshot to – counseloredprogram@wtamu.edu

COMPS for the M.Ed. School Counseling + LPC Program:

- Earn at least 160 on the Mometrix interactive exam for the NCE. This is a practice exam, not the state required NCE. The exam is available through the WTAMU library.
- Earn 250 raw score on practice TExES 252 available through certify teacher. Here is a link to certify teacher <https://www.certifyteacher.com/>). Students can use the WT discount (*WTAMU6041*) to sign up for certify teacher. Please be sure you sign up using your WTAMU email address.
- Email result screenshot to – counseloredprogram@wtamu.edu

For LPC students, it is important to understand that the National Certification Exam is a high-stakes exam with strict policies on pass scores and test attempts. Likewise, for School students, the TEXES 252 is equally as challenging. Please be mindful when you are studying with Mometrix and certify teacher, respectively, and please understand that you are responsible to study for and pass the NCE.

Q&A for COMPS

When can I complete COMPS:

- For M.Ed. School Counseling, the practice TExES 252 will be completed while the student is enrolled in COUN 6399 - Practicum,
- For MA Counseling, the practice NCE Mometrix test can be completed in COUN 6399 - Practicum or COUN 6398 – Internship

How many times can I attempt COMPS on Mometrix or certify teacher?

- You can take the practice tests as many times as possible.

I do not have access to the library because I am not enrolled in classes. How I gain library access?

- Please email counseloredprogram@wtamu.edu and request the program chair fill out this [form](#).

Application for Graduation

Students must apply for graduation [here](#). Application forms and instructions are available at this website. Students are advised to submit their applications well in advance of the deadline date.

Job Placement

The staff of the University Career Services Center assists students in seeking professional positions as they near graduation. Services available through the Center include resume and interview coaching. Students should also tell the Counselor Education faculty members when they are looking for professional positions. If faculty members know students are searching, they will assist them in any way possible. In addition to writing letters of reference, professors often learn about job leads through informal communication with their colleagues. The professional friends and associates of faculty members can often help students find the positions they are seeking.

Faculty Evaluation of Students' Fitness and Performance

The Counselor Education Faculty evaluates students' fitness and performance on an ongoing basis in the following areas: academic program standards, clinical performance, and non-academic program standards. These standards are explained below. Faculty members make judgments as to students' fitness and performance based on observations of coursework, evaluations of students' work in simulated practice situations, supervisors' evaluations of students' clinical skills and students' adherence to the American Counseling Association's [Code of Ethics](#) or the American School Counselor Association's [Ethical Standards](#).

Academic Program Standards

- Students should aspire to make A's & B's in their courses. Students must maintain at least a 3.0 grade point average for all course work completed toward degree requirements. Courses with grades of "D," "F," "I" (incomplete), "IP" (thesis in progress) or "X" (drop or withdrawal) cannot be used to satisfy requirements of a graduate degree but will be used in computing a student's academic standing.
- Students in the program are required to earn a Passing score COUN 6399 – Practicum and COUN 6398 – Internship. Students will not be given an "I" (incomplete) in these courses. Students will be required to repeat the course if they have Fail or "X" (drop or withdrawal).
- Students must maintain a 3.0 GPA, complete program in timely manner in compliance with all program, Terry Rogers College of Education and Social Sciences, and University policies and procedures, take the appropriate sequencing of coursework, and progress in career role by developing areas of specialization, practice, and appropriate professional affiliations
- All M.A. and M.Ed. candidates in Counselor Education must satisfy the passing score comprehensive examination requirement.

Clinical Performance

Students are evaluated on their ability to:

- Integrate theory and research to guide clinical practice.
- Progress in ability to work with clients including assessment, conceptualization, selection, implementation and evaluation of counseling interventions.
- Maintain and submit all clinical documentation in an appropriate and timely manner.
- Integrate cross-cultural awareness, knowledge, and skills into professional interactions.
- Establish and maintain professional interactions with clients, supervisors and colleagues.
- Maintain professional ethics.

Non-Academic Standards

In addition to maintaining high scholastic standards, students enrolled in all Counselor Education Program areas must develop skills necessary to work effectively with people with diverse needs.

Members of the Counselor Education faculty expect prospective counselors to:

- Be committed to personal growth and professional development.
- Be concerned about other people.
- Demonstrate emotional and mental fitness in their interactions with others.
- Demonstrate the ability to give constructive feedback and receive, integrate, and utilize feedback from peers, faculty and supervisors.
- Demonstrate creative problem solving, critical thinking skills and intellectual flexibility.

A student's acceptance in the Counselor Education Program does not guarantee her or his fitness to remain in the program.

Professional Impairment

On rare occasions, faculty members become concerned about a student's suitability for entry into the counseling profession even though the student may be evidencing satisfactory performance in academic course work. For example, a student's personal characteristics and behavior might be considered. Examples of behaviors that evidence professional impairment may include the following and are not intended to be exhaustive:

- Violation of professional standards of ethical codes.
- Inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency.
- Behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements.
- Interpersonal behaviors and interpersonal functioning that impair one's professional functioning.
- Inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.

Student Remediation, Probation, And Dismissal Procedures

The members of the Counselor Education faculty endorse the American Counseling Association *Code of Ethics* that states counselor educators have a responsibility to provide regular feedback to students and to dismiss students who are unable to render competent service due to academic or personal limitations. Faculty members also recognize their obligation to the following; consult with colleagues and document their decision to refer students for assistance or to request that students be put on probation or dismissed from the program; support students in obtaining remedial assistance; and assure that students have adequate recourse to address decisions made.

Faculty may work on an informal basis with students in their courses who are evidencing academic, clinical, or non-academic difficulties (e.g., personal issues are affecting student's ability to work effectively) when circumstances indicate that this method may be productive. The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a timeline for change. This should be done prior to initiating formal remediation procedures except when the severity of the problem does not allow for an informal method. In such incidences formal remediation procedures may be implemented as delineated in the following section of this handbook.

Remediation Procedures

In circumstances where informal attempts for rectifying a situation have proven unsuccessful, formal procedures for consideration of probation and/or enforced withdrawal from the program will be initiated. These procedures are followed to ensure that the rights of the student and the integrity of the program can be protected in the process.

Step 1

When a determination is made by a faculty member that an educationally, clinical, or professionally related problem exists, which could not be resolved on an informal basis, the faculty member discusses this with the student and her or his advisor. They will meet to discuss the problem and try to outline,

verbally and in writing, ways to correct or rectify the problem. This interaction process should allow the student ample opportunity to react to the negative information presented regarding a problem area. If the problem is resolved, no further action is needed.

Step 2

If the problem continues, the advisor again will discuss the problem with the student. A meeting will then be held with the student's advisor, the student, and the concerned faculty member as appropriate. The meeting date will be set so that the student will have the opportunity to provide additional evidence to the group for consideration at the meeting. The purpose of the meeting will be to determine whether the problem needs to be addressed by the program core faculty and relevant adjunct faculty.

Step 3

If the outcome of the meeting of the advisor, and student is that the problem should be brought to the entire program faculty, a meeting of the faculty will be called. The student will be informed. of the time of this meeting in advance and will have an opportunity to provide additional information or evidence to the faculty for consideration at the meeting, either in writing or in person. The faculty will vote to decide whether further remediation is required and/or the student should be placed on probation. These actions require three quarters of the faculty present at the meeting be in agreement. The program director and/or other designated persons will inform the student of the decision both orally and in writing. The student will have five working days to respond orally and/or in writing to the recommendation.

Step 4

The program faculty will review the student's oral and/or written response to the action decided in step three and will make a final decision regarding the disposition of the case. Should the student file no response to the action, the action taken in step three will be considered as final. A vote to reconsider may be passed by a majority of the program faculty. Final disposition of the reconsideration requires a three-quarter vote. The student will be informed. of the meeting at least one week in advance and will have the opportunity to provide additional information or evidence to the faculty. The program director and the student's advisor will notify the student, in writing, of the final decision made by the faculty. Appeals may be made to the Graduate School.

Probation Procedure

Whenever a student is placed on probation, the advisor will meet with the student and provide in writing the following information:

- a) A behavioral description of the problem
- b) Possible courses of remediation
- c) Criteria stated in behavioral terms for ending the probationary status
- d) A time frame for meeting these criteria
- e) A summary of the options available to the student (e.g., appeals, dropping out, methods of remediation)
- f) A detailed description of the consequences of not meeting criteria within the time frame

An attempt will be made to clarify all these points with the student so there is an understanding on the student's part of the problem, the remediation options, the criteria for removal of the probationary status, and the time limits for completing the criteria. At the end of the probationary period, the program faculty will again meet to review the student's progress toward meeting the criteria for removal of the probationary status. The student will be informed. of the meeting in advance and will have the

opportunity to provide additional evidence to the group for consideration at that meeting, either in writing or in person. A decision will be made to:

- a) Return the student to full graduate status;
- b) Continue the probation (which would necessitate preparation of another set of recommendations as specified above); or,
- c) Terminate the student's program (enforced withdrawal)

The program director will inform the student of the decision both verbally and in writing. The student will be given the opportunity to respond orally and/or in writing to this recommendation.

Enforced Withdrawal Procedure

If a student is recommended for enforced withdrawal, the program director and appropriate faculty will meet with the student and provide both orally and in writing the following information:

- a) Specifications of the student behaviors that resulted in the recommendation for termination of her or his program of studies.
- b) A summary of the appeal options available to the student.

An attempt will be made to clarify all these points with the student so there is an understanding on the student's part of the reasons for the termination decision and the options available to her or him for appeal. The termination decision will be forwarded by the program director to the Dean of the College of Education and Social Sciences. Alternative career paths and options will be discussed with students who are asked to leave the Counselor Education Program to aid in the transition.

Student Evaluation for Programs

Students who enter the Counselor Education Program at WTAMU will be evaluated throughout their graduate program both for the benefit of students and to ensure that graduates of the program are prepared to participate as counseling professionals. Following is information about how students are evaluated.