

UNT

UNIVERSITY OF NORTH TEXAS

MASTER'S STUDENT HANDBOOK

Clinical Mental Health Counseling
School Counseling

Counseling Program
Department of Counseling & Higher Education
College of Education

Fall 2017 – Summer 2018

Welcome to the Counseling Program at the University of North Texas!

This document is designed to provide you, the master's level student, with a comprehensive overview of the Counseling Program, the Master's Program policies and procedures, and your rights and responsibilities as a master's student. If you have questions about our Program, chances are you can find answers within the following pages. Please review the document carefully, keep it readily accessible, and consult it often. If you have questions after consulting the handbook, you may contact your COUN 5710 instructor, your assigned faculty advisor, the Counseling Program Coordinator, or Ms. Rita Hay.

This document serves as a supplement to UNT Graduate Catalog, Counseling Practicum Handbook, and Counseling Internship Packets. It is your responsibility to become familiar with the contents of the Graduate Catalog (available online at <http://catalog.unt.edu>) under which you will be entering graduate work and with the contents of this Master's Student Handbook.

To confirm that you have read this handbook and have understood the responsibilities, policies, and procedures outlined herein, please sign the Agreement Contract at the end of this handbook and submit it to your COUN 5710 instructor or advisor for inclusion in your student file.

This Handbook is updated once per year and is available online, along with a number of other resources, within the Counseling Program Blackboard Learn Page (to access, go to <https://learn.unt.edu>, login using your EUID and password, click "organizations," and navigate to "UNT Counseling Program."

Best wishes in your personal and professional pursuits!

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INTRODUCTION TO THE COUNSELING PROGRAM

Mission

The Counseling Program promotes human development through education, research, and service that advance the profession of, and scholarship in, counseling.

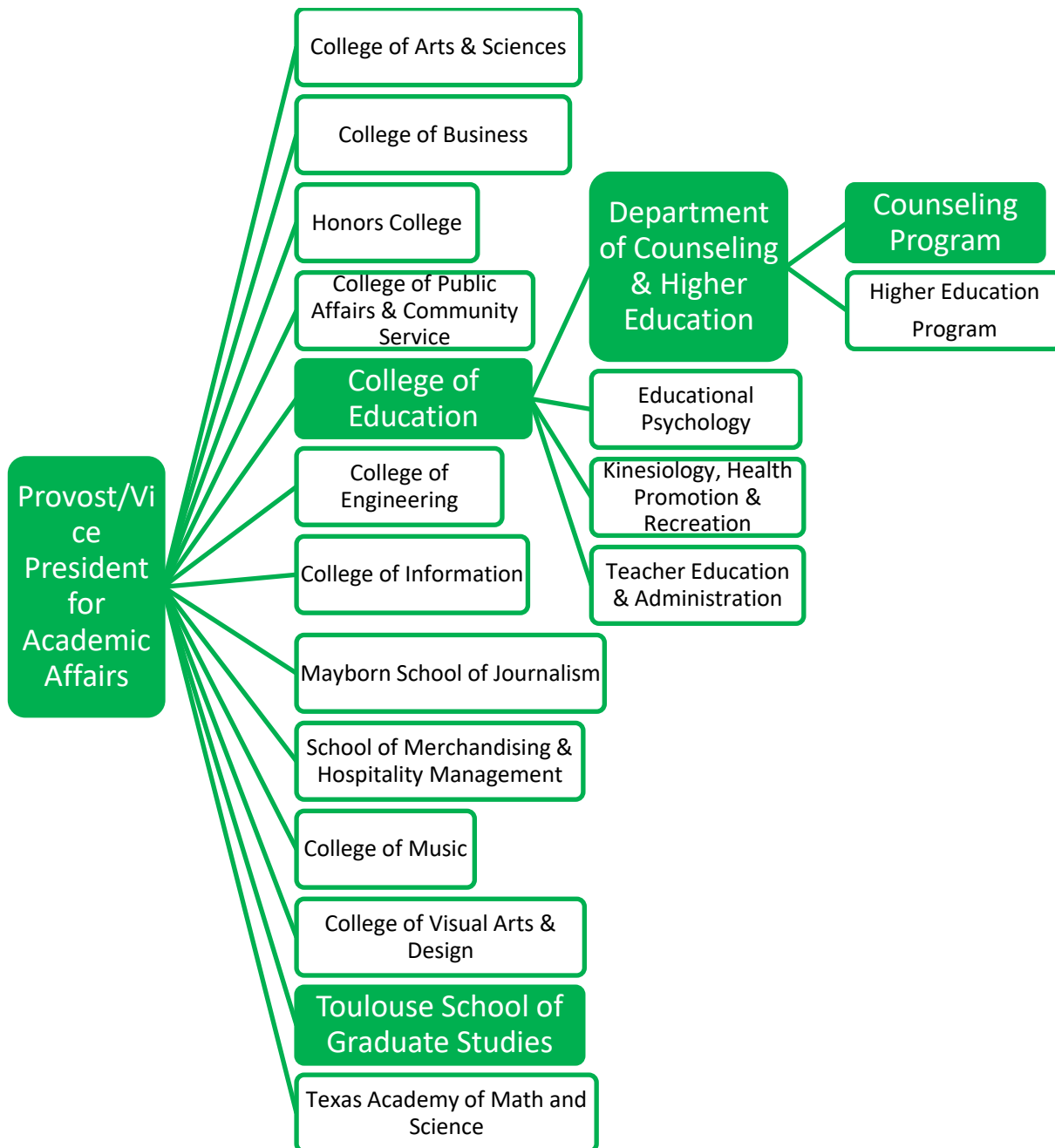
- Through education, the Program prepares highly competent counseling professionals – including counseling associates, entry and advanced level counselors, counselor educators, counselor supervisors, counseling researchers, and counseling administrators – for work in schools, communities, colleges, business, and industry.
- Through research, the Program creates, applies, and disseminates innovative knowledge, especially in the area of counseling for holistic wellness with at-risk and diverse populations.
- Through service, the Program provides humanitarian assistance to academic, professional, and public communities, including volunteer counseling services to the public.

Vision

The UNT Counseling Program aspires to create a student-centered program that models healthy relationships and pursues a collective purpose based on the values of diversity, transparency, integrity, and community engagement. Through maintaining and building on current program strengths, our program will cultivate leaders who positively impact clients, students, and the counseling profession; and thereby, all humanity

UNT Organizational Chart & Affiliations

The UNT Counseling Program exists within the larger context of the university. The university is administered by the President. Academic programs at UNT are administered by the Provost / Vice President for Academic Affairs and are housed in thirteen schools and colleges. The College of Education is administered by the Dean of the College and is comprised of four departments. The Department of Counseling and Higher Education is administered by the Department Chair and is comprised of two academic programs. The Counseling Program is administered by the Program Coordinator who is a Counseling faculty member.



Counseling Program Faculty

A full-time faculty member's job typically consists of three parts: teaching, research and professional activity, and service to the university and community. A counselor educator typically enters the field as an Assistant Professor. After an established length and quality of work, the Assistant Professor is promoted to Associate. After a further length and quality of work, the Professor is promoted to Professor. At UNT, an exemplary Professor may be honored as a Regents Professor. Clinical faculty members are full-time faculty members whose assignments are in teaching and service. Clinical faculty members may also be promoted within the UNT system (e.g., Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor). In addition, students may have classes with adjunct faculty members. Adjunct faculty members hold doctoral degrees in counselor education, practice counseling in the area, and are hired on an as-needed basis.

NAME, DEGREE, POSITION	DEGREE FROM	TEACHING AREAS	RESEARCH INTERESTS/ SPECIALTY AREAS
AY 2016 – 2017 UNT AT DENTON FACULTY MEMBERS			
Angie Cartwright , PhD Assistant Professor	Sam Houston State University	Clinical Mental Health Counseling, Addictions, Counseling Theory	Mentorship in Counselor Education, Addiction and Offender Counseling, Single Parents Homes
Peggy Ceballos , Ph.D. Associate Professor, Program Coordinator	University of North Texas	Diversity, School counseling, Supervised practice	Multicultural Counseling, Counseling Latinx Clients, Play Therapy, School Counseling
Cynthia Chandler , Ed.D. Professor; Director, Consortium for Animal Assisted Therapy	Texas Tech University	Assessment, Animal Assisted Therapy, Women's Issues, Supervised Practice	Women's Issues, Animal Assisted Therapy
Caitlyn Bennett , PhD Assistant Professor	University of Central Florida	Family Counseling, Internship,	Counselor Education and Supervision, Outcome-based Research in Counseling (e.g., Neurofeedback Training), Mindfulness-based Interventions
Janice Holden , Ed.D. Professor	Northern Illinois University	Counseling Theory, Transpersonal Counseling, Couple Counseling, Dream work in Counseling	Transpersonal/Spiritual Issues in Counseling, Marriage Counseling, Sexuality and Sexual Dysfunction Therapy, Cognitive Therapy, Screening Counselor Education Applicants
Leslie Jones , Ph.D. Clinical Associate Professor; Director, Counseling & Human Development Center	University of North Texas	Play Therapy, Child & Adolescent Appraisal, Supervised Practice	Play Therapy, Creative Arts in Counseling
Kimberly King , PhD Clinical Assistant Professor; Director, Counseling and Human Development Center	University of North Texas	Supervised Practice, Group Counseling, Play Therapy	Play Therapy, Group Counseling, Child and Adolescent Treatment Planning and Diagnosis

Matthew, Lemberger-Truelove , PhD Professor	University of South Carolina	Theories, School Counseling, Clinical classes,	Counseling in schools; Children in poverty (including social justice philosophy); and Counseling theory (particularly humanistic)
Natalya Lindo , Ph.D. Associate Professor; Chair, Department of Counseling & Higher Ed	Georgia State University	Play Therapy, Supervised Practice, Career Development	Play Therapy, Career Counseling, and International Student Issues in Education
Kristin Meany-Walen , PhD Assistant Professor	University of North Texas	Play Therapy, Group Counseling, Supervised Practice	Adlerian Play Therapy, Counselor Development and Wellness
Elizabeth Prosek , PhD Associate Professor	Old Dominion University	Clinical Mental Health Counseling, Diagnosis, Ethics	Assessment and Diagnosis, Co-Occurring Disorders, Veterans, Current Issues in Counselor Education
Dee Ray , PhD Professor; Director, Child & Family Resource Clinic	University of North Texas	Supervised Practice, Play Therapy, Filial/Family Therapy, School Counseling	Play Therapy, Filial/Family Therapy, Theory, School Counseling, Research Design & Analysis
LaToya Smith , PhD Full Time Lecturer	University of North Texas	Diversity, Essential Skills, Internship, Systems	Couple and Family Counseling, Diversity
Maria Spellings , PhD Full time Lecturer	University of North Texas	Diversity, Advanced Skills, Ethics in CHMC,	Counselor Development, Trauma
LaKaavia Taylor , PhD Clinical Assistant Professor, Internship Coordinator	University of North Texas	Diversity, Essential Skills, Advanced Skills, Internship, Play Therapy, Development	Play therapy, Multicultural Counseling

Learn more about your faculty on our [Faculty & Staff Website](#).

AY 2017-2018 Administrative Appointments

Dean of College of Education
Chair of Department of Counseling and Higher Education
Coordinator of Counseling Program
Director of Counseling and Human Development Center
Director of Child and Family Resource Clinic

[Dr. Randy Bomer](#)
[Dr. Natalya Lindo](#)
[Dr. Peggy Ceballos](#)
[Dr. Kimberly King](#)
[Dr. Leslie Jones](#)

Director of Center for Play Therapy
Director Consortium for Animal Assisted Therapy
Internship Coordinator
Coordinator of Undergraduate Minor
Counseling Program Advisor

[Dr. Dee Ray](#)
[Dr. Cynthia Chandler](#)
[Dr. LaKaavia Taylor](#)
[Dr. Angie Cartwright](#)
[Ms. Rita Hay](#)

Services of the Counseling Program

Counseling and Human Development Center (CHDC)

The CHDC offers individual counseling for clients of all ages as well as couple, family, and group counseling. Low cost counseling services are provided by counselors-in-training under the supervision of counseling faculty, using state-of-the-art audiovisual technology. All UNT Counseling Program Students complete practicum at the CHDC.

Child & Family Resource Clinic (CFRC)

The CFRC is an interdisciplinary clinic serving children, adolescents, adults, couples, families, and groups. Services offered include assessment, counseling, reading instruction, and parent education classes. Graduate students in counseling acquire valuable field experience by providing low-cost services under the supervision of program faculty. The clinic has four fully equipped play therapy rooms, a sand tray room, an activity therapy room, a multipurpose family-group room, three adult counseling rooms, and two assessment rooms. Most services are provided by doctoral interns; however, CFRC accepts some master's interns each year.

Center for Play Therapy (CPT)

The Center for Play Therapy conducts research, provides a Directory of Play Therapy Training in the U.S. and Canada, and offers special workshops and courses in play therapy. With seven fully equipped play therapy rooms and video equipment, the Center is the largest play therapy training facility in the world.

Consortium for Animal Assisted Therapy (CAAT)

The Center for Animal Assisted Therapy (CAAT) trains professionals and volunteers to work with their pets to: 1) facilitate the development of students in Kindergarten through 12th grade with pet-assisted educational programs; and 2) enhance the emotional well-being of persons of all ages through positive human-animal interactions. Workshops and courses are offered for national certification training for persons who wish to work with their pet to perform animal assisted volunteer service or provide professional animal assisted therapy.

Continuing Education Opportunities

Each year the Counseling Program offers conferences at which nationally known speakers present current perspectives on issues pertinent to the field of counseling. Licensed Professional Counselors, National Certified Counselors, Texas Association of Alcohol and Drug Abuse Counselors, and Texas Licensed Marriage and Family Therapists may earn continuing education credit by attending these conferences.

- ... Play Therapy Conference - October
- ... Counseling Supervision Conference - January
- ... Summer Play Therapy Institute – June-July
- ... North Texas Summer Counseling Institute - dates vary with program content and format

Professional Counseling Affiliations & Accreditation

Just as the Program exists within the larger context of the university, the Program exists within the larger context of the counseling profession. Recently, delegates representing 29 professional counseling associations reached consensus on the following definition of professional counseling:

“Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” (20/20 A Vision for the Future of Counseling, 2010).

As in other professional fields, the counseling profession includes professional associations, a code of ethics, accreditation guidelines, competency standards, and licensure and certification processes. The UNT Counseling Program strives to uphold and advance the counseling profession in a manner consistent with expectations from our accrediting body, [CACREP](#), and our primary professional association, the [American Counseling Association](#). As you will learn throughout your time with UNT’s Counseling Program, we believe a strong professional identity is key to your success.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), exists, in part, “to promote high standards of graduate preparation in counseling.” Effective through March 2019, CACREP has conferred accreditation on the following areas:

UNT Track	UNT Degree	CACREP Program Area
Clinical Mental Health Counseling (Child, Adolescent, Adult, College)	MS	Clinical Mental Health Counseling
School Counseling	MEd, MS	School Counseling
Doctoral Program	PhD	Counselor Education & Supervision

Although it is within the larger UNT System, UNT Dallas is its own university, and its Counseling Program is not affiliated with the UNT Counseling Program.

Over the years, the UNT Counseling Program has won several honors and awards. It was the first in the nation to receive the Association for Counselor Education and Supervision’s (ACES) Outstanding Program Award and earned that recognition again in 2000. The Counseling program faculty also received that Association’s “Publication in Counselor Education and Supervision” Award for its 2010 book, *The Professional Counselor: Portfolio, Competencies, Performance Guidelines, and Assessment* (4th ed.); we earned the same award in 2004 for the 3rd edition of the text.

Finally, the UNT Counseling Program was ranked # 1 in Texas and 13th nationally according to the 2013 *U.S. News and World Report* ranking of counseling and counseling psychology programs housed in colleges of education. This was the 11th year the Program ranked #1 in Texas and among the top 20 programs nationally since *U.S. News & World Report* began this ranking category in 1998.

Overview-DEGREE TRACKS OF STUDY

For individuals who are seeking to become counseling professionals, but who do not yet have a master's in counseling, the master of education (MEd) and master of science (MS) degrees are offered in the following tracks of study. The faculty will endorse graduates only for the track(s) that the graduate has completed. All degrees below are in counseling.

Clinical Mental Health Counseling (MS)

The 60-semester-hour tracks (child, adolescent, college, adult) in Counseling with a focus on Clinical Mental Health Counseling prepare graduates to counsel in clinical mental health settings such as mental health centers, private counseling agencies, drug abuse treatment centers, centers for counseling older adults, child protective services, child counseling clinics, family counseling centers, pastoral counseling settings, private practice, and business and industry. These tracks meet the educational requirement for Licensure as a Professional Counselor in Texas and are CACREP-accredited as a CMHC Program. The MS requires successful completion of a written comprehensive examination in the last two semesters of study.

School Counseling (MEd, MS)

The 60-semester-hour track prepares students to become school counselors in P-12 school settings. This CACREP accredited program area meets the educational requirement for Certification as a School Counselor in Texas; however, candidates must also have two creditable years of teaching experience as a classroom teacher according to the Texas Education Code, and pass the TExES-Counselor examination to be eligible for School Counseling Certification in Texas. With one additional course (COUN 5490), the track meets the educational requirement for Licensure as a Professional Counselor (LPC) in Texas. When completing initial degree plans, school counseling students indicate either MEd or MS designation. During the last two semesters of study, those students seeking an MS must successfully complete a written comprehensive examination in addition to requisite course work.

Additional Endorsements

Upon completion of a track, a student may seek additional endorsement in another track by meeting the requirements of the additional track. These include all track-specific course requirements plus a 600-hour internship in a setting relevant to each additional track. In most cases, students would be advised to graduate, begin working, and return to UNT as a non-degree seeking student. Students pursuing additional endorsement must have the Deficiency Plan(s) relevant to their track completed and on file prior to enrollment in the first counseling (prefix COUN) course of the additional track.

The following pages include more detailed information regarding our master's-level programs.

Clinical Mental Health Counseling

The Clinical Mental Health Counseling (CMHC) tracks are designed to prepare persons for work in private and public agencies where the primary focus is on the mental health concerns of their clients. The philosophical orientation is founded upon the belief in democratic values, the worth and dignity of each individual, personal uniqueness and value, and the freedom of the individual to be self-determined within a context of responsibility to others. Individuals live in a social world. Within the context of that world, all individuals attempt to find their place, be involved, feel worthwhile, be useful, and enhance self-esteem. This striving is manifest in the attempt of individuals to solve the basic problems of living, occupation, relationships, and community living. Stress and crisis are frequently experienced in attempting to solve these problems.

Objectives: CMHC candidates must demonstrate knowledge and skill in all Student Learning Outcomes identified within the [CACREP](#) standards for CMHC program areas. In particular, the UNT Counseling Program faculty is committed to ensuring that CMHC candidates are able to:

1. Demonstrate mastery of core counseling knowledge necessary for licensure in Texas and throughout the United States.
2. Through a process of personal and professional reflection, identify a guiding theory of counseling that will serve as a foundation for counseling in mental health settings.
3. Develop and maintain effective, culturally responsive counseling relationships across the lifespan.
4. Recognize one's strengths and limitations through participation in counseling supervision and professional development.
5. Develop, manage, and evaluate mental health services and programs responsive to the needs of vulnerable populations.
6. Provide mental health counseling and interdisciplinary advocacy services for clients at risk due to crisis, disaster, trauma, addiction, and/or co-occurring mental disorders.
7. Perform administrative and professional responsibilities necessary for success as a professional counselor.

For greater detail regarding program expectations, see criteria listed on the [PCPE Internship– Community/Clinical Counseling Candidate](#) located later in this Handbook.

Clinical Mental Health Counseling Track Design

60 hour MS in Counseling

Common Core Requirements (3 semester hours per course)

COUN 5710 Counseling Theories
 COUN 5680 Essential Skills in Counseling
 EPSY 5050 Foundations of Educational Research Methodology
 COUN 5670 Developmental Processes and Strategies
 COUN 5470 Career Development and Information Resources
 COUN 5790 Counseling Culturally Diverse Clients
 COUN 5660 Advanced Counseling Skills
 COUN 5740 Group Counseling Theories and Procedures
 COUN 5690 Practicum in Counseling
 COUN 5720 Internship in Counseling I
 COUN 5721 Internship in Counseling II

Plus

CMHC Requirements (CMHC) Requirements (5 courses)

COUN 5290 Ethical, Legal, and Professional Issues in CMHC
 COUN 5300 Systems, Leadership, and Ethical Program Development in CMHC
 COUN 5480 Diagnosis and Treatment Planning in Counseling
 COUN 5490 Abnormal Behavior: Effects of Trauma and Crisis Intervention
 COUN 5610 Addiction Counseling

Plus one of the following tracks

Child Track (4 courses)

COUN 5760 Appraisal in Child & Adolescent Counseling
 COUN 5700 Introduction to Play Therapy
 COUN 5650 Advanced Skills in Play Therapy

And one of the following (select 1)

COUN 5640 Play-Based Group & Family Counseling
 COUN 5000 Filial/Family Therapy

No Electives for Child Track.

Adolescent Track (4 courses)

COUN 5760 Child & Adolescent Appraisal
 COUN 5200 Counseling Adolescents

And, one of the following (select 1):

COUN 5580 Family Counseling (recommended)
 COUN 5590 Couple Counseling

And, select one elective from the list below; or, you may choose COUN 5580 or 5590 as an elective if not already selected. Electives list (select 1):

COUN 5530 Animal Assisted Therapy
 COUN 5540 Women's Emotional Health
 COUN 5640 Play-based Group and Family Counseling

Or, another course with consent of advisor.

College Track (4 Courses)

COUN 5730 Appraisal in Adult Counseling
 EDHE 5210 Student Demographics

And, one of the following (select 1):

COUN 5580 Family Counseling
 COUN 5590 Couple Counseling

And, select one elective from the list below; or, you may

Adult Track (4 Courses)

COUN 5730 Appraisal in Adult Counseling

And, one of the following (select 1):

COUN 5580 Family Counseling
 COUN 5590 Couple Counseling

And, select two electives from the list below; or, you may choose COUN 5580 or 5590 as an elective if not already

<p>choose COUN 5580 or 5590 as an elective if not already selected.</p> <p>Electives list (select 1):</p> <p>COUN 5200 Counseling Adolescents</p> <p>COUN 5530 Animal Assisted Therapy</p> <p>COUN 5540 Women’s Emotional Health</p> <p>EDHE 5110 Foundations of Student Development Adm</p> <p>EDHE 5120 Student Dev Prog Admin (EDHE 5110 prereq)</p> <p>EDHE 6660 Seminar in College Student Personnel Wrk</p> <p>Or, another course with consent of advisor.</p>	<p>selected. Electives list (select 2):</p> <p>COUN 5200 Counseling Adolescents</p> <p>COUN 5530 Animal Assisted Therapy</p> <p>COUN 5540 Women’s Emotional Health</p> <p>COUN 5620 Dreamwork in Counseling</p> <p>COUN 5630 Transpersonal Perspective in Counseling</p> <p>Or, another course with consent of advisor.</p>
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Texas Licensure (LPC)

This track meets educational requirements for Texas LPC. To be licensed in Texas, individuals must also complete the National Counselor Examination (NCE) and 3000-hours post-graduation internship. Other states have different educational, examination, and experience requirements. To ascertain these requirements, contact the state in which licensure may be sought. Information about state licensure requirements can be found at:

<https://www.counseling.org/knowledge-center/licensure-requirements>

Examination Alert

This track requires successful completion of a written comprehensive examination during 5720 or 5721.

School Counseling

The School Counseling track is designed to prepare persons for work in private and public school settings to promote the academic, career, and personal/social development of pre-Kindergarten-12th grade students. The philosophical orientation toward school counseling is founded upon the belief in democratic values, the worth and dignity of each individual, personal uniqueness and value, and the freedom of the individual to be self-determined within a context of responsibility to others. Primary and secondary education is enhanced through the delivery of a school-based comprehensive developmental guidance program designed to address the developmental, environmental, social, multicultural, academic and career needs of children and adolescents. Professional school counselors who respond to the individual and group needs of students through an intentionally designed school counseling program provide children and adolescents with attitudes and skills necessary for problem-solving, future planning, and relational living.

Objectives: SC candidates must demonstrate knowledge and skills in all Student Learning Outcomes identified with the [CACREP](#) standards for SC program areas. In particular, the UNT Counseling Program faculty is committed to ensuring that SC candidates are able to:

1. Demonstrate mastery of core counseling knowledge necessary for school counselor certification in Texas.
2. Through a process of personal and professional reflection, identify a guiding theory of counseling that will serve as a foundation for practicing one's theory within a school setting.
3. Utilize individual and small group interventions to counsel children and adolescents from diverse backgrounds for a variety of presenting problems and developmental issues.
4. Develop and maintain effective, culturally responsive counseling relationships with students, faculty and staff.
5. Recognize one's strengths and limitations through participation in counseling supervision and professional development activities.
6. Develop, implement, manage, and evaluate comprehensive, developmental school counseling programs that are responsive to the needs of diverse individuals, groups, and classrooms through counseling, coordination, consultation, large group guidance and program management.
7. Develop school counseling practices that promote student academic success and increase post-secondary planning, activities and efforts.
8. Demonstrate leadership abilities that highlight the professional school counselor as a system change agent to enhance the learning environment.
9. Develop assessment, evaluation, and referral strategies designed to identify and respond to students experiencing crisis, addiction, abuse, trauma, mental health problems, or educational problems.
10. Perform administrative and professional responsibilities while adhering to ethical guidelines necessary for success as a professional school counselor.

For greater detail regarding program expectations, see criteria listed on the [PCPE Internship–SC Candidate](#) located later in this Handbook.

School Counseling Track Design

60-hour MEd/MS in Counseling

Common Core Requirements

COUN 5710 Counseling Theories
COUN 5680 Essential Skills in Counseling
EPSY 5050 Educational Research & Evaluation
COUN 5290 Ethical, Legal, and Professional Issues in CMHC
COUN 5670 Developmental Processes and Strategies
COUN 5470 Career Development and Information resources
COUN 5480 Diagnosis and Treatment Planning in Counseling
COUN 5760 Child/Adolescent Appraisal
COUN 5790 Counseling Culturally Diverse Clients
COUN 5610 Addictions Counseling
COUN 5660 Advanced Counseling Skills
COUN 5740 Group Counseling
COUN 5690 Practicum in Counseling
COUN 5720 Internship in Counseling I
COUN 5721 Internship in Counseling II

Plus

School Requirements

COUN 5460 Program Development, Leadership, and Ethics in School Counseling
COUN 5770 Professional School Counseling

Plus

Electives

COUN 5700 Introduction to Play Therapy
COUN 5640 Play-Based Group & Family Counseling
COUN 5200 Counseling Adolescents

Texas Licensure (LPC) Alert

If you anticipate pursuing the Texas LPC, you must enroll in *COUN 5490 Abnormal Behavior: Effects of Trauma and Crisis* prior to graduation. This course does not count toward the degree plan.

Texas School Counselor Certification Alert

Requirements in Texas include: (1) Two years of teaching experience in a public or an accredited private school. To determine private school accreditation status, go to the [Texas Private School Accreditation Commission website](#), and (2) Passing grade on the TExES Counselor. Students are eligible to take the examination after successfully completing COUN 5770 Professional School Counseling and beginning COUN 5690 Practicum in Counseling. Local districts may have additional requirements. It is advisable for students who do not have the 2 years of teaching experience and wish to pursue school counseling certification in the state of Texas to complete their teaching requirement prior to taking the TExES exam or to pursue their two years of experience certification after taking the TExES exam. Other states may have different requirements. To ascertain these requirements, contact the district or state in which employment may be sought. Information about state certification requirements can be found at the [American School Counselor Association website](#).

MS in School Counseling

In lieu of MEd designation, students may opt for an MS in School Counseling. In addition to requisite school counseling course work, the MS in School Counseling includes successful completion of a comprehensive examination. See advisor.

BEGINNING A MASTER'S DEGREE

PROVISIONAL AND FULL ADMISSION

Applicants seeking admission to the Counseling Program should be aware that Texas State Boards for certification and licensure, as well as credentialing boards of other states and professional organizations, conduct criminal history checks on all applicants for licensure or certification. In Texas, certification is required to counsel in the public school; licensure is required to counsel outside the public school or religious setting. The applicant with a criminal history who seeks professional credentials should contact the appropriate Board *prior* to enrollment in the program to determine eligibility for certification and/or licensure. Boards in Texas: school counselor certification (http://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/); professional counselor licensure (<http://www.dshs.texas.gov/counselor/>).

Admission to the Counseling Program is provisional until the following conditions are met:

1. The student has a signed "Understanding and Acknowledgement" on file in the Counseling Program office (see file pages of Handbook)
2. The student has completed a Criminal History Background Check, with results deemed satisfactory by the Counseling Faculty. (see pg. 38 for additional information)
3. The student's signed degree plan is on file in the Counseling Program office (see next section)
4. The student has submitted verification of completion of 10 sessions of counseling as COUN 5710 course requirement (see required counseling experiences)
5. The student's progress is evaluated by the counseling instructor and faculty upon the student's completion of COUN 5680 and COUN 5710. For the initial evaluation, the student is evaluated on the basis of demonstration of academic performance, professional development, and personal development as discussed in the student review and retention policy later in this handbook. After the progress review, the counseling faculty will recommend that the student continue, continue with specific conditions attached, or reserves the right to rescind provisional admission to the program. If the instructor does not request a conference with the student, the student may request a conference with the instructor regarding the evaluation. The primary evaluation forms appear on the following pages. Forms pertaining to the ongoing assessment of student competency appear later in the Handbook.

Following this initial evaluation, the student will be routinely evaluated throughout the program on the criteria of academic performance, professional development, and personal development to determine if progress is adequate, if remedial work is needed, or if the student should discontinue the program.

Generally, the above requirements must be met by the end of the first semester of enrollment in the Counseling Program. Failure to meet this requirement can result in the student being administratively dropped from further Counseling Program coursework.

End of Course Student Evaluation

Student Name _____ Faculty Member _____

Student ID # _____ Course or Experience _____ Date _____

Final Grade

A B C D F I WP WF
If WP or WF, were clinical concerns noted: Yes No

am
ple

Please indicate your professional opinion regarding the student's potential for success in the Counseling Program:

	No reservations	Some reservations	Major reservations	No opportunity to assess
Academic Performance				
Professional Development – Clinical				
Professional Development – Other				
Personal Development				

If you indicated some or major reservations, have you completed *Professional Competency Report and Requirements*?
Yes No

Given your experience, do you recommend the student continue in the Counseling Program?
Yes No

Comments:

Faculty Signature _____

Professional Counseling Performance Evaluation

Student: _____

Semester/Year: _____

Faculty: _____

Course Number: _____

E x

a m

p l e

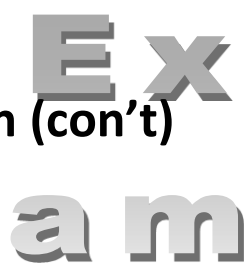
Rating Scale

- N - Not required and/or No opportunity to observe
- 0 - Does not meet criteria expected for student's level of preparation and experience
- 1 - Minimally or inconsistently meets criteria expected for student's level of preparation and experience
- 2 - Consistently meets criteria expected for student's level of preparation and experience
- 3 - Exceeds criteria expected for student's level of preparation and experience

Counseling Skills and Abilities

	N	0	1	2	3
1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created					
2. The student demonstrates therapeutic communication skills including:					
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits etc.	N	0	1	2	3
b. Understanding content – understanding the primary elements of the client's story	N	0	1	2	3
c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings	N	0	1	2	3
d. Responding to feelings - identifying client affect and addressing those feelings in a therapeutic manner	N	0	1	2	3
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Establishing and communicating empathy - taking the perspective of the client without over identifying and communicating this experience to the client	N	0	1	2	3
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture voice attire etc.	N	0	1	2	3
h. Immediacy - staying in the here and now	N	0	1	2	3
i. Timing - responding at the optimal moment	N	0	1	2	3
j. Intentionality - responding with a clear understanding of the therapist's therapeutic intention	N	0	1	2	3
k. Self-disclosure - skillful and carefully-considered for a specific therapeutic purpose	N	0	1	2	3
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically	N	0	1	2	3
4. The student collaborates with the client to establish clear therapeutic goals	N	0	1	2	3
5. The student facilitates movement toward client goals	N	0	1	2	3
6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner	N	0	1	2	3
7. The student creates a safe clinical environment	N	0	1	2	3
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2	3
Professional Responsibility					
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2	3
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients	N	0	1	2	3

Professional Counseling Performance Evaluation (con't)



Student: _____

Semester/Year: _____

Faculty: _____

Course Number: _____

Maturity	N	0	1	2	3
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2	3
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2	3
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individuals with whom the conflict exists	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2	3
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self- determination and autonomy	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3

Comments:

Student Review & Retention Checklist

Student Name _____

Faculty Member _____

Student ID # _____

Course or Experience _____

Date _____

ACADEMIC PERFORMANCE	Does Not Meet	Meets	Not observed
Successfully complete academic course work required in the program			
Abide by academic policies			
Demonstrate academic integrity			
Participate fully in learning experiences			
Comments:			

PROFESSIONAL DEVELOPMENT – CLINICAL	Does Not Meet	Meets	Not observed
Meet clinical requirements for developmental level (attach PCPE)			
Communicate empathy and understanding in a genuine manner			
Provide unconditional acceptance of others and others' values			
Respect the uniqueness and inherent worth of individuals			
Demonstrate confidence in others' potential for growth			
Comments:			

PROFESSIONAL DEVELOPMENT – PROFESSIONAL BEHAVIOR AND DISPOSITIONS	Does Not Meet	Meets	Not observed
Respect and adhere to all aspects of the American Counseling Association <i>Code of Ethics</i> (2005), the <i>Ethical Standards of the Texas State Board of Examiners of Professional Counselors</i> , Texas penal code, and standards relevant to one's area of practice			
Demonstrate multicultural competence			
Communicate, cooperate, and relate with others in meaningful ways			
Think concretely and reason abstractly			
Accept and make use of feedback in supervisory and other experiences			
Develop appropriate boundaries with clients, supervisors, and/or colleagues			
Show initiative and motivation			
Be dependable in meeting professional expectations and obligations			
Accept personal responsibility			
Comments:			

PERSONAL DEVELOPMENT	Does Not Meet	Meets	Not observed
INTRINSIC DISPOSITIONS			
Be open to new ideas			
Tolerate ambiguity			
Project a future-mindedness			
Exhibit a high degree of patience			
Exhibit a sense of humor			
Demonstrate creativity			
Demonstrate self-acceptance and self-confidence			
Show maturity			
Be flexible			
Express feelings appropriately			
Demonstrate integrity			
Maintain objectivity			
Exhibit personal courage and strength			
SELF-REFLECTIVE ABILITIES			
Exhibit self- and other- awareness			
Be open to self-examination			
Recognize personal and emotional limitations			
SKILLS IN MANAGING PERSONAL WELLNESS AND LIFE DIFFICULTIES			
Demonstrate emotional stability and personal security			
Handle stress			
Handle frustration and conflict			
Recognize and minimize impact of impairment			
Comments:			

Faculty member's signature

Date of conference with student

Student's signature

Date of conference with faculty member

Criteria Adapted From:

Frame, M. W., & Stevens-Smith, P. (1995). Out of harm's way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education & Supervision*, 35, 118-129.

Henderson, K. L., & Dufrene, R. L. (2012). Student behaviors associated with remediation: A content analysis. *Counseling Outcome Research & Evaluation*, 3, 48-60. doi:10.1177/2150137812437364

RECOMMENDED COURSES FOR FIRST SEMESTER OF ENROLLMENT

Those provisionally admitted into the Counseling Program register during regular registration. In subsequent semesters, continuing students have the opportunity to register during early registration. Consult the relevant version of the Schedule of Classes for specific registration information and instructions (<https://my.unt.edu>). The chair of the Master’s Admission Committee serves as interim advisor for new students until a permanent advisor is assigned.

Students provisionally admitted have a guaranteed seat in COUN 5710 and 5680. In COUN 5710, each student is assigned an advisor, develops a degree plan, and receives information about the Counseling Program and counseling profession. New students may use the following guide to select courses during the first semester in the program.

If you would like to take...	COUN 5710	COUN 5680	COUN 5290 or EPSY 5050
3 hours	X		
6 hours	X	X	
9 hours	X	X	X

Given the nature of counseling courses, students are encouraged to limit the number of courses in the first semester. To enroll in more than 9 credit hours, please consult with your advisor.

Students transferring credit for COUN 5710 must contact the Chair of the Master’s Admissions Committee as soon as they receive notice of provisional admission. The Chair will assist the student in the development of a degree plan and in meeting program requirements completed by other students during COUN 5710.

For long-term enrollment planning, please refer to the chart(s) entitled “Recommended Course Sequence by Track in Counseling Program” and/or “Counseling Program Course Offerings by Semester.”

Degree Plan Completion

Admission for students seeking the master's degree is provisional until the student's signed degree plan is on file in the Counseling Program Office and COUN 5710 and COUN 5680 are completed satisfactorily. (See "Beginning a Master's Degree" for additional requirements.) Students complete and submit degree plans in COUN 5710. Students transferring course work in lieu of COUN 5710 must contact the chairperson of the Master's Admissions Committee prior to the first semester of enrollment to complete a degree plan and other requirements.

The degree plan is a legal agreement with UNT for fulfilling requirements to receive a degree. Degree plans must be approved by the student's assigned advisor and Counseling Program Coordinator and Department Chair to be complete. It is the **student's responsibility** to ensure that the signed degree plan is complete, signed, and on file in the Graduate School by the deadline. Failure to meet this requirement will result in being dropped from further Counseling Program coursework.

1. Degree plans are only for students seeking MS or MEd degrees. Students in non-degree tracks complete the course plan relevant to their track (see Non-Degree Student Handbook).
2. In COUN 5710, the instructor will assist the student in identifying the track the student wishes to pursue.
3. The instructor will make advisor assignments early in the semester.
4. At the direction of the COUN 5710 instructor and using information from this *Handbook*, the student will complete a degree plan. The instructor may or may not require the student to contact his/her advisor during the process of degree plan completion.
5. Submit a *typed final copy* to the COUN 5710 instructor by the date announced by the instructor. If the degree plan is not completed, the student will not complete COUN 5710.
6. Complete the degree plan according to the following guidelines:
 - a. Download a template of the degree plan for your designated track from the Counseling Program Blackboard Learn Organization Page.
 - b. Your advisor is your Major Professor; list his or her name in the form of "Dr. Jane Doe."
 - c. Select the appropriate number and type of electives for your selected track (see next page); enter the specific courses on the degree plan. Do not list additional coursework beyond the minimum requirements.
 - d. Leave the "Date" and "Grade" columns blank.
 - e. Enter the date of your first master's course as Sem/Year (e.g., Fall 2013).
 - f. Enter the completion date by adding 5 years (MEd) or 6 years (MS) to the start date. For example, if you are pursuing an MS and start Fall 2015, enter Fall 2021 (2015+6).
7. After you submit the degree plan to your instructor, your COUN 5710 instructor will deliver it to the office for routing. You do not need to personally secure signatures of your advisor, Program Coordinator, or Department Chair. One month after submitting the degree plan, contact the Graduate School to be sure your degree plan is on file.

Time alert: Failure to complete the degree in the designated time limit may result in dismissal from the program. Occasionally, students have legitimate reasons for needing more time to complete their degrees. Students who exceed the COE Expected Time-to-Completion may request an extension of up to one year. See policy on p. 46.

Transfer credits: The Graduate School allows for the transfer of up to 12 semester hours to be applied to the UNT master's degree. These graduate level courses may be from another school or from another master's degree. However, the time limit of 5 or 6 years to complete the degree begins with the earliest course listed on the degree plan. Transferring a course you took five years ago leaves you only one year to complete the program! Transfer credit must be approved by the Program Coordinator. To approve credit for courses taken at a program that is not accredited by CACREP, she will need a copy of the course syllabus.

Deficiencies: If the graduate school noted deficiencies on the Graduate Application Blank or via letter, check with the counseling advisor prior to filing the degree plan. The deficiencies can sometimes be waived.

(Check one) MEd MS

The University of North Texas
College of Education
Master's Level Counseling Degree Plan

Please TYPE or print.

Name:

Last First Middle UNT ID #

Address:

Street City State Zip email

Major Professor:

Track: CMHC – Child

List UNT and transfer courses by prefix, number, and title as they appear on your transcript and indicate transfer courses by asterisks (*). Indicate where transfer courses were taken. Official transcripts showing transfer work must be on file in the Toulouse Graduate School.

Course Prefix	Course Number	Course Title	Sem Hrs.	Date/Term Hrs. Earned	Grade
<i>Major Field Courses:</i>					
COUN	5710	Counseling Theories	3	_____	_____
COUN	5680	Essential Skills in Counseling	3	_____	_____
EPSY	5050	Foundations of Educational Research Methodology	3	_____	_____
COUN	5670	Developmental Processes and Strategies	3	_____	_____
COUN	5470	Career Development and Information Resources	3	_____	_____
COUN	5790	Counseling Culturally Diverse Clients	3	_____	_____
COUN	5660	Advanced Counseling Skills	3	_____	_____
COUN	5740	Group Counseling	3	_____	_____
COUN	5690	Practicum in Counseling	3	_____	_____
COUN	5720	Internship in Counseling I	3	_____	_____
COUN	5721	Internship in Counseling II	3	_____	_____
<i>Track-specific courses:</i>					
COUN	5290	Ethical, Legal, and Professional Issues in CMHC	3	_____	_____
COUN	5300	Systems, Leadership, & Ethical Program Development in CMHC	3	_____	_____
COUN	5480	Diagnosis and Treatment Planning in Counseling	3	_____	_____
COUN	5760	Appraisal in Child and Adolescent	3	_____	_____
COUN	5490	Abnormal Behavior: Effects of Trauma and Crisis Intervention	3	_____	_____
COUN	5610	Addiction Counseling	3	_____	_____
COUN	5700	Introduction to Play Therapy	3	_____	_____
COUN	5650	Advanced Skills in Play Therapy	3	_____	_____
COUN		Elec 1:	3	_____	_____

Approved

Major Professor Date Program Coordinator Date Department Chair Date

Date of first master's course:

Sem/Yr

Date (Sem/Yr) by which degree

must be completed:

Sem/Yr

TO BE COMPLETED BY DEAN OF THE GRADUATE SCHOOL

The student is admitted to candidacy:

Date

Vice Provost for Graduate Education and Dean of the Graduate School

(Check one) MEd MS

The University of North Texas
College of Education
Master's Level Counseling Degree Plan

Please TYPE or print.

Name:

Last First Middle UNT ID #

Address:

Street City State Zip Email

Major Professor:

Track: CMHC – Adolescent

List UNT and transfer courses by prefix, number, and title as they appear on your transcript and indicate transfer courses by asterisks (*). Indicate where transfer courses were taken. Official transcripts showing transfer work must be on file in the Toulouse Graduate School.

Course Prefix	Course Number	Course Title	Sem Hrs.	Date/Term Hrs. Earned	Grade
<i>Major Field Courses:</i>					
COUN	5710	Counseling Theories	3	_____	_____
COUN	5680	Essential Skills in Counseling	3	_____	_____
EPSY	5050	Educational Research & Evaluation	3	_____	_____
COUN	5670	Developmental Processes and Strategies	3	_____	_____
COUN	5470	Career Development and Information Resources	3	_____	_____
COUN	5790	Counseling Culturally Diverse Clients	3	_____	_____
COUN	5660	Advanced Counseling Skills	3	_____	_____
COUN	5740	Group Counseling	3	_____	_____
COUN	5690	Practicum in Counseling	3	_____	_____
COUN	5720	Internship in Counseling I	3	_____	_____
COUN	5721	Internship in Counseling II	3	_____	_____
<i>Track-specific courses:</i>					
COUN	5290	Ethical, Legal, and Professional CMHC	3	_____	_____
COUN	5300	Systems, Leadership, & Ethical Program Development in CMHC	3	_____	_____
COUN	5480	Diagnosis and Treatment Planning in Counseling	3	_____	_____
COUN	5760	Appraisal in Child and Adolescent	3	_____	_____
COUN	5490	Abnormal Behavior: Effects of Trauma and Crisis Intervention	3	_____	_____
COUN	5610	Addictions Counseling	3	_____	_____
COUN	5200	Counseling Adolescents	3	_____	_____
COUN		Elec 1:	3	_____	_____
COUN		Elec 2:	3	_____	_____

Approved

Major Professor Date Program Coordinator Date Department Chair Date

Date of first master's course:

Sem/Yr

Date (Sem/Yr) by which degree must be completed:

Sem/Yr

TO BE COMPLETED BY DEAN OF THE GRADUATE SCHOOL

The student is admitted to candidacy:

Date

Vice Provost for Graduate Education and Dean of the Graduate School

The University of North Texas
College of Education
Master's Level Counseling Degree Plan

Please TYPE or print.

Name:

Last First Middle UNT ID #

Address:

Street City State Zip Email

Major Professor:

Track: CMHC – College

List UNT and transfer courses by prefix, number, and title as they appear on your transcript and indicate transfer courses by asterisks (*). Indicate where transfer courses were taken. Official transcripts showing transfer work must be on file in the Toulouse Graduate School.

Course Prefix	Course Number	Course Title	Sem Hrs.	Date/Term Hrs. Earned	Grade
<i>Major Field Courses:</i>					
COUN	5710	Counseling Theories	3	_____	_____
COUN	5680	Essential Skills in Counseling	3	_____	_____
EPSY	5050	Foundations of Educational Research Methodology	3	_____	_____
COUN	5670	Developmental Processes and Strategies	3	_____	_____
COUN	5470	Career Development and Information Resources	3	_____	_____
COUN	5790	Counseling Culturally Diverse Clients	3	_____	_____
COUN	5660	Advanced Counseling Skills	3	_____	_____
COUN	5740	Group Counseling	3	_____	_____
COUN	5690	Practicum in Counseling	3	_____	_____
COUN	5720	Internship in Counseling I	3	_____	_____
COUN	5721	Internship in Counseling II	3	_____	_____
<i>Track-specific courses:</i>					
COUN	5290	Ethical, Legal, and Professional CMHC	3	_____	_____
COUN	5300	Systems, Leadership, & Ethical Program CMHC	3	_____	_____
COUN	5480	Diagnosis and Treatment Planning in Counseling	3	_____	_____
COUN	5730	Appraisal in Adult Counseling	3	_____	_____
COUN	5490	Abnormal Behavior: Effects of Trauma and Crisis Intervention	3	_____	_____
COUN	5610	Addictions Counseling	3	_____	_____
EDHE	5210	Student Demographics	3	_____	_____
COUN	_____	Elec 1:	3	_____	_____
COUN	_____	Elec 2:	3	_____	_____

Approved

Major Professor Date Program Coordinator Date Department Chair Date

Date of first master's course:

Sem/Yr

Date (Sem/Yr) by which degree must be completed:

Sem/Yr

TO BE COMPLETED BY DEAN OF THE GRADUATE SCHOOL

The student is admitted to candidacy:

Date Vice Provost for Graduate Education and Dean of the Graduate School

**The University of North Texas
College of Education
Master's Level Counseling Degree Plan**

Please **TYPE** or **print**.

Name:

Last	First	Middle	UNT ID #
------	-------	--------	----------

Address:

Street	City	State	Zip	email
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Major Professor:

Track: CMHC – Adult

List UNT **and transfer** courses by prefix, number, and title as they appear on your transcript and indicate transfer courses by asterisks (*). Indicate where transfer courses were taken. Official transcripts showing transfer work must be on file in the Toulouse Graduate School.

Course Prefix	Course Number	Course Title	Sem Hrs.	Date/Term Hrs. Earned	Grade
<i>Major Field Courses:</i>					
COUN	5710	Counseling Theories	3		
COUN	5680	Essential Skills in Counseling	3		
EPSY	5050	Foundations of Educational Research Methodology	3		
COUN	5670	Developmental Processes and Strategies	3		
COUN	5470	Career Development and Information Resources	3		
COUN	5790	Counseling Culturally Diverse Clients	3		
COUN	5660	Advanced Counseling Skills	3		
COUN	5740	Group Counseling	3		
COUN	5690	Practicum in Counseling	3		
COUN	5720	Internship in Counseling I	3		
COUN	5721	Internship in Counseling II	3		
<i>Track-specific courses:</i>					
COUN	5290	Ethical, Legal, and Professional CMHC	3		
COUN	5300	Systems, Leadership, & Ethical Program CMHC	3		
COUN	5480	Diagnosis and Treatment Planning in Counseling	3		
COUN	5730	Appraisal in Adult Counseling	3		
COUN	5490	Abnormal Behavior: Effects of Trauma and Crisis Intervention	3		
COUN	5610	Addictions Counseling	3		
COUN		Elec 1:	3		
COUN		Elec 2:	3		
COUN		Elec 3:	3		

Approved

Major Professor	Date	Program Coordinator	Date	Department Chair	Date
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Date of first master's course: _____ **Date (Sem/Yr) by which degree must be completed:** _____

Sem/Yr

Sem/Yr

TO BE COMPLETED BY DEAN OF THE GRADUATE SCHOOL

The student is admitted to candidacy: _____

Date

Vice Provost for Graduate Education and Dean of the Graduate School

The University of North Texas
College of Education
Master's Level Counseling Degree Plan

Please TYPE or print.

Name:

Last First Middle UNT ID #

Address:

Street City State Zip email

Major Professor:

Track: School

Certification/Endorsement sought (if any):

List UNT and transfer courses by prefix, number, and title as they appear on your transcript and indicate transfer courses by asterisks (*). Indicate where transfer courses were taken. Official transcripts showing transfer work must be on file in the Toulouse Graduate School.

Course Prefix	Course Number	Course Title	Sem Hrs.	Date/Term Hrs. Earned	Grade
<i>Major Field Courses:</i>					
COUN	5710	Counseling Theories	3	_____	_____
COUN	5680	Essential Skills in Counseling	3	_____	_____
EPSY	5050	Foundations of Educational Research Methodology	3	_____	_____
COUN	5670	Developmental Processes and Strategies	3	_____	_____
COUN	5470	Career Development and Information Resources	3	_____	_____
COUN	5790	Counseling Culturally Diverse Clients	3	_____	_____
COUN	5660	Advanced Counseling Skills	3	_____	_____
COUN	5740	Group Counseling	3	_____	_____
COUN	5690	Practicum in Counseling	3	_____	_____
COUN	5720	Internship in Counseling I	3	_____	_____
COUN	5721	Internship in Counseling II	3	_____	_____
<i>Track-specific courses:</i>					
COUN	5290	Ethical, Legal and Professional CMHC	3	_____	_____
COUN	5480	Diagnosis and Treatment Planning in Counseling	3	_____	_____
COUN	5610	Addictions Counseling	3	_____	_____
COUN	5460	Program Development, Leadership & Ethics in School Counseling	3	_____	_____
COUN	5770	Professional School Counseling	3	_____	_____
COUN	5760	Appraisal in Child and Adolescent Counseling	3	_____	_____
COUN	5700	Introduction to Play Therapy	3	_____	_____
COUN	5640	Play-Based Group and Family Counseling	3	_____	_____
COUN	5200	Counseling Adolescents	3	_____	_____

NOTE: Do NOT place on the degree plan, but must take COUN 5490 if pursuing licensure.

Approved

Major Professor Date Program Coordinator Date Department Chair Date

Date of first master's course:

Sem/Yr

Date (Sem/Yr) by which degree must be completed:

Sem/Yr

TO BE COMPLETED BY DEAN OF THE GRADUATE SCHOOL

The student is admitted to candidacy:

Date Vice Provost for Graduate Education and Dean of the Graduate School

Degree Plan Changes

Change in Course(s)

Application for graduation will be approved only if all courses, as listed on the filed degree plan or on filed degree plan changes, have been completed. Thus, it is very important that you have an accurate degree plan on file. Changing your plan is easy:

1. Obtain and complete a [Master's Degree Plan Change and/or Committee Composition Change Form](http://www.coe.unt.edu/graduate-forms) from <http://www.coe.unt.edu/graduate-forms>
2. Submit the completed form with a note that includes your current phone number and email address to the Counseling Program office
3. If your advisor has no questions, (s)he will sign the form and forward for routing. If your advisor has questions or concerns, he or she will contact you to discuss and modify if necessary.
4. Allow two weeks, then check with Ms. [Rita Hay](#) to make sure the signed form is in your file. This form constitutes your permission to take the course.

To ensure your graduation application meets expectations, students are encouraged to compare their signed degree plan on file with their unofficial transcripts online. All courses on the degree plan must reflect on the transcript. If a student needs a copy of their signed degree plan on file, they may request a copy from the Counseling Program office.

NOTE: Advisors and administrators have the right to decline degree plan change requests. To ensure the course will count toward your degree, process a degree plan change prior to taking the course.

Change in MS / MEd Designation

School and college counseling students may change their degree designation from an MEd to an MS, or vice versa, with the approval of his/her advisor.

1. After obtaining approval from the advisor, submit a [Master's Degree Plan Change and/or Committee Composition Change Form](#).
2. Allow two weeks for processing, then check with the Graduate School to be sure the change is on file.

Change in Academic Advisor / Major Professor

It is to the student's advantage to have a good working relationship with his/her assigned advisor. Should the need arise, a student may request an advisor change. To request a change,

1. Contact the prospective advisor to ascertain his/her availability and agreement to the proposed change.
2. Obtain consent to the change from your current advisor.
3. Submit a completed [Master's Degree Plan Change and/or Committee Composition Change Form](#) to the Counseling Program Office.
4. Allow two weeks for processing, then check with the Graduate School to make sure the change is on file.

Long-Term Enrollment Planning

Upon completing the degree plan, the student is *strongly* advised to create a semester-by-semester enrollment plan for progress through the program. Once the plan is completed, the student may trouble-shoot sequencing with his or her advisor or the Counseling Program Advisor, [Ms. Rita Hay](#). Doing so will ensure timely progress toward completion.

Examples of semester-by-semester enrollment plans are available on the Counseling Program Blackboard page. Students must consider responsibilities outside of school when creating an enrollment plan. See advisor for suggestions on a balanced course load for each semester. The “fastest-possible” timeline for a full-time MEd student is about six semesters.

- At times, limited course availability may call for adjustments to the recommended sequence. In any case, the student is responsible for knowing and meeting all course prerequisites as printed in the *UNT Graduate Catalog* and *Counseling Program Handbook*. Failure to meet prerequisites may result in the student being administratively dropped from the course.
- The Counseling Program faculty defines satisfactory progress as completing all COUN-prefix courses with grades of B or higher. Students who do not achieve grades of B or higher in COUN courses must repeat courses. Please see *Satisfactory Progress Policy* later in the handbook.
- Students pursuing the School Counseling track must take COUN 5700 Introduction to Play Therapy prior to COUN 5690 Practicum. Students pursuing the CMHC-Child track must take COUN 5700 Introduction to Play Therapy *and* 5650 Advanced Skills in Play Therapy prior to COUN 5690 Practicum. In addition, COUN 5690 Practicum students wishing to see specific client populations (e.g., couples, parents, families, etc.) should take the related course (e.g., COUN 5590 Couple Counseling, COUN 5580 Family Counseling, etc.) **prior** to COUN 5690 Practicum. Students may take COUN 5740 Group or specialty track courses (COUN 5300, 5770, 5750) concurrent with COUN 5690 Practicum.
- COUN 5740 Group Counseling must be completed after COUN 5660 Advanced Skills. The course may be taken before, with, or after COUN 5690 Practicum in Counseling. It must be completed prior to beginning COUN 5721 Internship II.
- Assuming the internship does not require the elective, an MEd student may take *not more than one elective* along with COUN 5720 Internship I. With advisor approval, full-time MS students may take an elective with each Internship. All other degree plan coursework must be completed before COUN 5721 Internship II.
- COUN 5720 and 5721 must be taken in subsequent semesters. Only in the most extenuating of circumstances may a student appeal to take them concurrently. To appeal, the student must submit a justification along with supporting documentation regarding clinical readiness (e.g., statements from advisor, practicum instructor, internship instructor, and site supervisor) to the Clinical Experiences Committee by midterm the semester prior to the desired internship. In no case will students be allowed to take COUN 5720 and 5721 concurrently in summer.
- Course offerings vary by semester. To assist students in long-term planning, the Counseling Program Course Offerings by Semester appears among the following pages.

Recommended Course Sequence by Track

Required	Any Order Within #	Course			School (60)	CMHC (60)			
		Program	#	Title		Child	Adol	Coll	Adult
1st sem		COUN	5710	Counseling Theories	X	X	X	X	X
1st sem		COUN	5680	Essential Skills in Counseling	X	X	X	X	X
	#2	EPSY	5050	Educational Research & Evaluation	X	X	X	X	X
	#2	COUN	5670	Developmental Processes and Strategies (prereq to 5700)	X	X	X	X	X
	#2	COUN	5470	Career Development and Information Resources	X	X	X	X	X
	#2	COUN	5790	Counseling Culturally Diverse Clients	X	X	X	X	X
	#2	COUN	5290	Ethical, Legal, and Professional Issues in CMHC	X	X	X	X	X
	#2	COUN	5460	Prog Dev, Leadership, & Ethics in School Clg (prereq to 5770)	X				
	#3	COUN	5480	Diagnosis and Treatment Planning in Counseling	X	X	X	X	X
	#3	COUN	5760	Appraisal in Child and Adolescent Counseling	X	X	X		
	#3	COUN	5730	Appraisal in Adult Counseling				X	X
	#3	COUN	5200	Counseling Adolescents	X		X		
	#3	COUN	5700	Introduction to Play Therapy	X	X			
	#3	EDHE	5210	Student Demographics				X	
	#4	COUN	5770	Professional School Counseling	X				
	#4	COUN	5300	Systems, Leadership, & Ethical Program Dev in CMHC		X	X	X	X
	#4	COUN	5610	Addictions Counseling	X	X	X	X	X
	#4	COUN	5490	Abnormal Behavior: Effects of Trauma and Crisis Intervention	*	X	X	X	X
	#4	COUN	5640	Play-Based Group and Family Counseling	X				
	#4			Elective courses (see following page)		1	2	2	3
Sem. Before 5690		COUN	5660	Advanced Counseling Skills (prereq to 5740)	X	X	X	X	X
		COUN	5650	Advanced Skills in Play Therapy (prereq to 5690)		X			
		COUN	5740	Group Counseling Theories and Procedures	X	X	X	X	X
Sem. Before 5720		COUN	5690	Practicum in Counseling	X	X	X	X	X
Sem. Before 5721		COUN	5720	Internship in Counseling I	X	X	X	X	X
Last sem.		COUN	5721	Internship in Counseling II	X	X	X	X	X
During internship				Comprehensive exam (All MS Students) and/or TEXES (All SC Students)	X	X	X	X	X

*Not required for degree, but must be taken if seeking licensure.

Course Prerequisites

In accordance with the UNT Graduate Catalog, ALL Counseling courses except COUN 5290 and 5490 have COUN 5680 and COUN 5710 as prerequisites. Additional prerequisites for particular courses are as follows:

Course		Prerequisites
5650	Advanced Skills in Play Therapy	COUN 5700 and 5760
5660	Advanced Counseling Skills	COUN 5710, 5680, 5290, 5670 and 5790
5740	Group Counseling Theories and Procedures	COUN 5660
5690	Practicum in Counseling	Application; COUN 5680, 5710, 5290, 5470, 5670, 5790, 5480, 5730/5760, 5490, 5660; EPSY 5050; COUN 5460/5770; COUN 5700/5200/5650 (if applies); necessary electives.
5720/1	Internship in Counseling I and II	Application; COUN 5300, 5610 (except for school track); all remaining core and track specific courses except electives as approved by advisor; 5740 may be taken concurrently with (and no later than) 5720.
5300	Systems, Leadership, & Ethical Prog CMHC	COUN 5290, 5680, 5710
5770	Professional School Counseling	COUN 5460
5700	Introduction to Play Therapy	COUN 5670, 5680, 5710
5000	Filial/Family Therapy	COUN 5670, 5690, 5700, 5740 (may take concurrently with 5690)
5640	Play-Based Group and Family Counseling	COUN 5670, 5690, 5700, 5740 (may take concurrently with 5690)

Prerequisites & Full-Time Enrollment

Students who wish to maintain full-time enrollment throughout the program must schedule carefully in order to meet prerequisites while distributing coursework.

Courses that may be taken with COUN 5690 Practicum include

- COUN 5740
- Second track-specific course (e.g., COUN 5770)
- COUN 5490 (with advisor approval)
- Electives not essential for practicum

Courses that may be taken with COUN 5720 Internship I include

- COUN 5740
- Final elective if not essential for internship
- COUN 5000, 5610 (with advisor approval), 5640
- Approved Electives
- *Note: COUN 5720 is variable credit so that students may enroll in 3-5 hours of the course; students who enroll in 5 credit hours automatically meet half-time enrollment requirements.*

Courses that may be taken with COUN 5721 Internship II include

- Final elective if not essential for internship
- COUN 5000, 5610 (with advisor approval), 5640
- *Note: COUN 5721 is variable credit so that students may enroll in 3-5 hours of the course; students who enroll in 5 credit hours automatically meet half-time enrollment requirements.*

Current Counseling Course Offerings by Semester

MASTER'S COURSEWORK

COUN	Title	Fall	Spr	Sum
COMMON CORE				
5680	Essential Skills in Counseling	X	X	
5710	Counseling Theories	X	X	
5470	Career Development and Info Resources	X	X	10W
5670	Developmental Processes and Strategies	X	X	10W
5790	Counseling Culturally Diverse Clients	X	X	10W
5480	Diagnosis and Treatment Planning in Counseling	X	X	10W
5730	Appraisal in Adult Counseling		X	5W2
5760	Appraisal in Child and Adolescent Counseling		X	10W
5660	Advanced Counseling Skills	X	X	10W
5740	Group Counseling Theories and Procedures	X	X	10W
5690	Practicum in Counseling	X	X	
5720	Internship in Counseling I	X	X	Sum
5721	Internship in Counseling II	X	X	Sum
TRACK-SPECIFIC				
5290	Ethical, Legal, and Professional Issues in CMHC	X	X	10W
5300	Systems, Leadership, Ethical Program Dev CMHC	X	X	10W
5460	Prog Dev, Leadership, and Ethics in School Clg	ODD		EVEN
5770	Professional School Counseling		X	
ELECTIVES/APPLIED				
5700	Introduction to Play Therapy	X	X	10W
5000	Filial/Family Therapy	EVEN	X	
5640	Play-Based Group & Family Counseling	ODD		EVEN
5650	Advanced Skills in Play Therapy	X	X	
5200	Counseling Adolescents Abnormal Behavior: Effects of Trauma, and Crisis		EVEN	ODD
5490	Intervention	X	X	10W
5530	Animal Assisted Therapy		X	
5540	Women's Emotional Health	X		
5580	Family Counseling	X		10W
5590	Couple Counseling		X	
5610	Addictions Counseling	X	X	10W
5620	Dreamwork in Counseling		EVEN	
5630	Transpersonal Perspective in Counseling		ODD	

Note: Course offerings dependent upon University approval. Check my.unt.edu for updates regularly.

POLICIES AND PROCEDURES

Minority Recruitment Policy

The Counseling Program at the University of North Texas values principles of ethnic diversity, equal rights, and social justice. The program recognizes that embracing these principles serves as a good indicator of a program's commitment to "equal opportunity". In this regard, the program views its role in the recruitment of underrepresented students as a professional challenge.

The program employs a variety of approaches for recruiting and retaining minority students:

1. Using established affirmative action guidelines in awarding assistantships.
2. Encouraging minority applicants by the following:
 - a. Targeting mailing to minority groups as well as other organizations and institutions with minority participation.
 - b. Utilizing campus minority student organizations and involving them, along with minority alumni of the department, in recruitment and support services.
 - c. Establishing outreach programs and personal contact with potential minority students.
 - d. Advertising with regional and national minority professional organizations and publications.
3. Using holistic and equitable admissions requirements (i.e., using multiple criteria).
4. Seeking to employ minority faculty members.
5. Continuing to support a systematic university affirmative action program.

Non-Discrimination Policy Regarding Persons with Disabilities

The University of North Texas does not discriminate on the basis of disability in the recruitment and admissions of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by federal laws and regulations. The designated liaison for the Counseling Program is Dr. [Natalya Lindo](#), Welch Street Complex 2. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214.

The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

The Department of Counseling and Higher Education disability accommodation information appears on the following pages.

Criminal History Background Checks (CHBCs)

Background

The University of North Texas (UNT) Counseling Program is committed to protecting the welfare of the communities it serves and providing for the security of vulnerable populations served through program-affiliated clinics and centers. Criminal history background checks (CHBCs) are required for applicants to the Counseling Program's MEd, MS, and PhD programs and to any non-degree seeking students who are enrolled in coursework that involves a fieldwork component.

Professional counselors are entrusted with the health, safety, and welfare of the most vulnerable of clients; have access to confidential information; and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student or applicant's suitability to function in such settings is imperative to promote the highest level of integrity in mental health care services.

The American Counseling Association (CACREP) *Code of Ethics* (2014) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) *Standards* (2009) require that counselor educators continuously monitor candidates' professional dispositions and impairment and that they endorse only those candidates who show promise for delivering ethical and effective counseling services. This assessment is founded on the professional's ability to act in accordance with ethical principles including autonomy, nonmaleficence, beneficence, justice, and fidelity (Kitchener, 1984).

Completion of the Counseling Program requires a minimum of 700 hours of field experience in clinics, agencies, or schools consistent with the student's area of study; many of these organizations require criminal history background checks and drug screens as a condition of placement or employment. Students who cannot participate in field experiences due to criminal convictions as revealed in a background check may be unable to fulfill the requirements of the program. Additionally, most licensing and certification organizations, including the Texas State Board of Examiners of Professional Counselors and Texas State Board for Educator Certification, require an individual to pass a criminal history background check as a condition of licensure or certification. For these reasons, the UNT Counseling Program seeks to resolve any concerns regarding a student's criminal history prior to commitment of resources by the Counseling Program, the student, or the applicant.

Applicability

The following individuals must submit a satisfactory CHBC to the Counseling Program:

1. **Applicants:** Qualified applicants to the UNT Counseling Program will be offered provisional admission pending the Counseling Program's receipt of a satisfactory CHBC. Matriculation into the UNT Counseling Program may be denied or withdrawn until a CHBC is submitted with results deemed satisfactory by the Counseling Faculty. If an applicant has a criminal history, he/she must disclose this information on the application to the counseling program. An applicant with a criminal history must contact the LPC board, report the criminal history, inquire as to whether he/she is eligible for licensure in the state, and request a written response. The applicant must provide the written response to the Master's Admissions Committee with whom the student must schedule a meeting prior to the end of the first semester in the Program.
2. **Admitted students:** Enrolled Counseling Program students will not be permitted to participate in COUN 5690 Practicum in Counseling before submitting a satisfactory CHBC. A student who fails to submit a satisfactory CHBC will be administratively dropped from the course and may be administratively dismissed from the Counseling Program. Any cost associated with enrollment and/or cancellation of courses will be the responsibility of the student. If a pre-practicum student's CHBC reveals a criminal history not previously addressed during the first semester of provisional admittance in the Program, the counseling administrator will alert the Counseling & Human Development Center Director. Upon receiving notification, the student must contact the Texas LPC board, report the criminal history, inquire as to whether he/she is eligible for licensure in the state, and request a written response. The student must provide the written response to the Director and the student's faculty advisor (or, if the Director is the advisor, one additional full-time regular

[not one-year] faculty member of the Director's designation] with both of whom the student must schedule a meeting prior to receiving permission to enroll in Practicum. Based on the outcome of the meeting, the student will be granted permission to proceed in the program or will be dismissed from the program.

3. **Non-Degree students (LPC Deficiency, School Counselor Certification Deficiency, CACREP Deficiency, continuing education):** Non-degree students must submit a satisfactory CHBC prior to enrollment in any counseling course that requires a field experience component. A student, who fails to submit a satisfactory CHBC prior to enrollment in the specified course, will be administratively dropped from the course and his or her offer for non-degree study will be withdrawn. Any cost associated with cancellation of courses will be the responsibility of the student. If a non-degree student's CHBC reveals a criminal history, he/she must meet with the Counseling Program's Review and Retention coordinator and course instructor to determine eligibility to complete the course.

Entire Policy

This document includes a summary of the Counseling Program's policy regarding CHBCs. If you have questions or would like to review the policy document in full, please contact [Dr. Peggy Ceballos](#).

Disability Accommodation Policy

I. POSITION STATEMENT:

In accordance with university policies and state and federal regulations, the Department of Counseling and Higher Education is committed to full academic access for all qualified students, including those with disabilities. To this end, the Department of Counseling and Higher Education is willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing or learning methodology in order to facilitate equality of educational access for persons with disabilities, while upholding the integrity of academic standards.

The emphasis of the Counseling Program is on students' attainment of essential competencies and maintenance of academic/professional standards in Counseling. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines essential competencies that must be progressively developed and integrated throughout degree programs in Counseling. Assessment of these competencies is a regular and normal part of all accredited counseling degree programs throughout the United States. Although alternative competencies, alternatives means of attaining these competencies, or alternative means of assessing attainment of competencies may be proposed, the Counseling Program faculty is not prepared to waive the specific competency requirements themselves. To do so would endanger the accreditation for the Counseling Program, the resulting degrees issued to all program graduates, and the quality of services to the public served by our graduates.

II. PROCEDURES FOR REQUESTING SPECIAL ACCOMMODATION:

The Department of Counseling and Higher Education is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the Department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform your instructor of your need for an accommodation. Requests for accommodation must be given to instructors no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

For the most current information re: policies and procedures for persons with disabilities visit the UNT Office of Disability Accommodation website at http://www.unt.edu/policy/UNT_Policy/volume3/18_1_14.html

Ethical / Legal Awareness

As a CACREP-accredited program, all students are expected to adhere strictly to both letter and spirit of the [American Counseling Association Code of Ethics](#). During the first semester of enrollment in the Counseling Program, the student must become familiar with the American Counseling Association [Code of Ethics](#) and the [Ethical Standards of the Texas State Board of Examiners of Professional Counselors](#) as well as with relevant aspects of the Texas penal code. Any training relationship in which students take client/counselor roles is considered a client/counselor relationship and, therefore, subject to all the ethical and legal regulations governing such relationships. Students are required to sign statements of ethical and legal awareness prior to beginning all clinical experiences.

Applicants who accept an invitation to enter the UNT Counseling Program (student counselors) are affirming their awareness of the ACA ethical standard that “counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law.” Non-discrimination includes a student counselor’s willingness to counsel any client representing any of these categories, even if the category involves a lifestyle that the student counselor does not agree with. Referral of such clients solely for reasons of personal beliefs and/or values constitutes discrimination and, thus, violation of the *ACA Code of Ethics*. Students who violate the *Code of Ethics* are subject to disciplinary action up to and including dismissal from the Counseling Program.

Foliotek

The Counseling Program uses the UNT Foliotek Assessment System to assess and document student attainment of learning outcomes. Students have access to Foliotek through MyUNT or Canvas. Please be sure to create your Foliotek accounts, specifically connecting your profile to the Counseling Program. The instructions are as follows:

1. Log-in to MyUNT
2. Click on ePortfolio link
3. Agree to licensure
4. Click on your name to populate a drop-down menu
 - a. Account Settings
 - b. Assessment Portfolios
 - c. Enter the code: COUNS-COE:C-24041
5. Sign out and then sign back in
6. Now, “Assessment” should be displayed to the right of your name in the top right hand corner

Extensive directions found at:

<https://www.coe.unt.edu/sites/default/files/2934/Logging%20into%20Foliotek%20for%20the%20First%20Time.pdf>

EagleConnect

EagleConnect is a suite of online communication and organization tools powered by Microsoft's Live@EDU service. It provides students with e-mail as well as chat, calendar, file storage, and other online services. **All UNT students automatically get an EagleConnect account, and all official program and university communications are delivered through EagleConnect. Program policies and deadlines are regularly announced via Eagleconnect. Students are responsible for activating accounts and checking accounts regularly.** To learn more about EagleConnect, including how to activate accounts and how to forward to personal email accounts, go to <http://eagleconnect.unt.edu>.

Professional Reference Policy

At various times, students require a reference (verbal or written recommendation) from their program in order to gain employment or credentials. Counseling Program faculty will provide a professional reference for a graduate only for a position or credential for which the graduate has been prepared. Internship site supervisors are urged to follow this policy.

Students should be aware of this policy and request references only for employment and credentials for which the corresponding track has been completed. If the student chooses to complete the coursework and field experience requirements for additional tracks, faculty will provide a reference for those tracks as well.

Required Counseling Experiences

Individual Counseling

The Counseling Program requires each counseling student to be a client in ten (10) sessions of individual counseling with the same qualified mental health professional. The purpose of this requirement is threefold:

- 1) The student has the experience of being a client,
- 2) The student has an opportunity for personal growth and self-awareness, and
- 3) The student has an opportunity to address issues that might otherwise limit his/her effectiveness in the counselor role.

Students taking COUN 5710 are accountable to their instructor regarding this requirement. Students not taking COUN 5710 fulfill the requirement during their first semester in the Counseling Program and are accountable to the program advisor.

Students may complete the counseling requirement in one of several settings. These options are listed below in the order in which they are most frequently chosen by counseling students.

The counseling student should realize that mental health professionals in any setting are bound by rules of confidentiality. These rules specify that the professional may not disclose any information about a client to any unauthorized party without the client's permission. When you begin your counseling experience, your counselor will provide you with informed consent documents and should engage you in a discussion regarding your rights and responsibilities as a client as well as others who will be involved in his or her supervision or peer consultations. Be sure to read documents carefully and ask questions so you understand how your counselor will handle your information.

Options:

- 1) UNT's Counseling & Human Development Center (CHDC)** is the Counseling Program's practicum facility. Master's students near the end of their programs and doctoral students in the first year of their program provide counseling under faculty supervision. Counseling for students is provided with the same level of confidentiality that a client would find in any mental health setting. Confidentiality will only be broken for required reasons and even then will be reported to the proper authorities, not to the Counseling program. The primary reasons for breaking confidentiality are suspected abuse of a child or elderly person, harm to self or others, or subpoenas and other legally required actions. Additional reasons for breaking confidentiality are outlined in the Notice of Privacy and Informed Consent Form, provided to you in the first intake appointment.

Because this is an educational facility, all counseling sessions are video recorded so the counselor can review them. Sessions or session recordings also may be observed by the counselor's faculty supervisor, doctoral supervisor, and/or up to approximately seven practicum classmates; typically, only a small part of a session is observed by a few people. Recording and observation are intended to help the student counselor provide the best possible service to clients. A counseling student may receive the required ten sessions of counseling free of charge. The student may choose to continue beyond the required ten sessions for the regular center's fee (\$2/session for students).

Each practicum is supervised by a faculty member and at least one doctoral supervisor. It is possible that student clients engaged in counseling will be observed by a faculty member or doctoral supervisor that the student has had as an instructor or will have as an instructor in the future. Supervising faculty members and doctoral supervisors consider this relationship to be confidential and will not share information provided in counseling with any other faculty member or student. Furthermore, faculty members and doctoral supervisors will not initiate conversations with student clients about their counseling nor indicate that they have observed their counseling sessions. Practicum counselors will provide COUN 5710 students with a professional disclosure indicating a faculty member's supervision of the counselor. A COUN 5710 student may decide to pursue counseling at another practicum time or facility if he or she is uncomfortable with the supervising faculty member's observation.

COUN 5710 students considering seeking counseling at the CHDC should find out whether any of their other current counseling instructors, faculty, and/or doctoral TAs are involved in supervision of a practicum. If so, the student should avoid dual relationship by not seeking counseling during that practicum time. In addition, if students are concerned that supervision of sessions by program faculty and advanced doctoral students may hamper their willingness to engage genuinely, students are urged to exercise their option to seek counseling in a setting other than the CHDC.

CHDC counseling sessions are usually offered afternoons and evenings Monday through Thursday. The CHDC is located in the east end of Stovall Hall. COUN 5710 students who wish to seek counseling at the CHDC typically may indicate this on a sign-up sheet circulated during the first class meeting of the semester; this includes an opportunity to indicate preferred appointment times. Otherwise, appointments may be scheduled by contacting the CHDC at 940/565-2970.

- 2) Students may fulfill the counseling experience through counseling with a licensed **mental health professional or a professional in training who is working under the supervision of a licensed mental health professional**. A student who is uncertain whether his or her counselor qualifies should consult the COUN 5710 instructor or advisor. The student is responsible for paying the counselor's regular fee. If a student has had 10 sessions with the same qualified mental health professional during the calendar year prior to beginning the Counseling Program, this experience may fulfill the requirement; to determine if it does, the student should confer with the COUN 5710 instructor or advisor.
- 3) **UNT's Student Counseling Center** provides short term counseling sessions to any currently enrolled UNT student who has a clear concern that is interfering with maximal academic performance. Counseling sessions are included in Student Health Fee. Students needing long term individual therapy are typically referred outside the center. Group therapy and other types of self-help services are also available at the Counseling Center. Counseling is provided by senior staff (counseling professionals and psychologists) and by graduate interns supervised by the senior staff. Because some of the center staff are associated with the Counseling Program, students may wish to request a counselor not associated with the Counseling Program. Students should also be aware that in order to avoid dual relationships the counseling center will not place interns in the counseling center that have been previous clients of the center. To make an appointment, call the receptionist at 940/565-2741 or visit Chestnut Hall room 311. St
- 4) **UNT's Psychology Clinic** is staffed by psychology students who provide counseling under faculty supervision. Sessions are videotaped and observed by psychology faculty and fellow counselors. Because staff and supervisors are bound by confidentiality, they may not disclose to any unauthorized person-- including Counseling Program faculty-- anything pertaining to clients who are seen at the Clinic. The per-session fee ranges from \$8 to \$60 based on client's gross annual income and family size. Sessions may be scheduled weekday morning, afternoons, or evenings. The Clinic is located on the UNT campus in the first floor of Terrell Hall. To schedule an appointment, contact the Clinic at 940/565-2631. To ensure an appropriate referral to a counselor at the Clinic, identify yourself as a counseling student seeking to fulfill your required counseling experience.

At the conclusion of the ten sessions, the student must obtain written verification from the mental health professional and provide it to the 5710 instructor or advisor. For counseling completed at the CHDC, the student should request a completed form from the counselor at the end of the tenth session. In all other cases, the mental health professional needs only to sign a letter written on their professional letterhead that states, "This letter is to verify that (student's name) has completed ten individual counseling sessions with me."

To make best use of the counseling sessions, the counseling student is encouraged to come to the first session with an identified issue or goal. If the student currently is not aware of any particular issue or goal, some valuable personal growth goals include: enhancement of some aspect of one's current life such as career, friendships, significant

relationship(s), or self-concept; a deeper understanding of one's relationship to family of origin; or an exploration and clarification of one's beliefs and values. A counselor's self is his or her most important counseling tool; to develop that tool is to develop one's effectiveness as a counselor. The counseling requirement affords the counseling student the opportunity to develop as both a person and a professional.

NOTE: COUN 5710 students may wish to consider the following information in making a decision regarding where to seek counseling services. In a review of the counseling requirement for our program, Oden (2003) found that of 140 Counseling students who completed the counseling requirement, the students reported participation in counseling improved their self-awareness at a statistically significant level. Of these students, 76% supported receiving counseling through the program clinic (CHDC) and 24% supported outside counseling. Students who engaged in counseling outside of the program clinic reported less ethical concern than those who participated in counseling at the program clinic.

Basic and Advanced Counseling Skills

Students practice with each other in COUN 5680 and 5660. Practice is conducted in such a way that the "client" has role-playing options through which he or she can regulate self-disclosure and minimize dual relationships.

Group Counseling

The Counseling Program requires a personal growth group counseling experience. During enrollment in COUN 5740, students are required to participate in approximately ten group counseling sessions with other students from the class under the leadership of an experienced group counselor chosen by the instructor, typically a doctoral student in the Counseling Program. The counselor is supervised in a way that protects confidentiality of group members.

Appropriate Conduct and Dress

The UNT Code of Student Conduct applies to undergraduate and graduate students. Students whose conduct interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in the academic environment. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including but not limited to campus and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.

Perhaps more importantly, enrollment in the Counseling Program is limited to graduate students who are preparing for careers as mental health professionals. Appropriate class attendance and participation is expected as just one component of professional responsibility. At all times, students are expected to demonstrate personal and professional characteristics consistent with the characteristics of professional counselors. This includes maintaining professional and courteous interactions in the classroom (being prompt, prepared, and remaining on-task throughout class) and during other interactions with faculty, staff, and peers.

Part of this expectation includes ensuring appropriate dress when entering a program clinic or center. The CHDC and CFRC are professional counseling centers for campus and community clients alike. In addition to serving faculty and fellow students, these clinics serve adult, youth, and child clients from many cultural and socioeconomic groups. Clients may not differentiate between a student entering the clinic for role-plays, a student entering the clinic for class, and a student coming to class to provide direct services. It is imperative that all faculty, staff, and students present a neat and professional image while in the clinic. Because "professional judgment" may vary significantly from one person to the next, the CHDC provides the following dress code requirements

1. Jeans are acceptable – see # 2 below.
2. Do not wear clothing that is torn, ripped, worn enough to "see through," badly frayed, stained, or patched.
3. Ensure that clothing is not wrinkled or rumpled beyond what would be expected after normal wear.
4. Shorts are acceptable – provided they are appropriate for a business casual environment. Athletic shorts of all kinds and shorts that advertise (anything) across the buttocks are not professional and therefore are not acceptable.
5. Clothing must cover the mid-section at all times.
6. Underwear worn as outerwear is unacceptable at all times. Shirts with shoulder spaghetti straps (including camisoles, lacy or otherwise) are unacceptable, except when worn as an undergarment with a jacket or other covering that is not removed while in the clinic.
7. Blouses/tops should not show cleavage.
8. Do not wear t-shirts or other clothing that reflect personal opinions/biases, or phrasing that is not appropriate for a casual business environment. UNT t-shirts that conform to item numbers 2 & 3 above are acceptable.

Although this dress code is not required in didactic courses that do not meet in program clinics or centers for class or practice activities, the Counseling Program faculty *strongly* encourages students to begin practicing professional dress and behavior by adhering to these guidelines whenever engaged in COUN activities. Faculty members, supervisors, and teaching assistants who observe students whose dress does not meet professional standards should discuss these observations with the student in the context of professionalism and awareness of impact on others as part of our professional competency procedures.

ACADEMIC POLICIES

Time-to-Degree Completion & Leave of Absence

The College of Education expects MEd degrees to be completed within 5 years of the first course; it expects MS degrees to be completed within 6 years of the first course. Students are not required to take courses in the summer semesters, but should still finish in the expected time period for their degree. Failure to complete the degree in the designated time limit may result in dismissal from the program.

Occasionally, students have legitimate reasons for needing more time to complete their degrees. Students who exceed the COE Expected Time-to-Completion may request an extension of up to one year. The student submits this request in writing to one's major professor or program advisor. The recipient of the request, in consultation with the student's advisory or dissertation committee or, if no committee is designated, with one other faculty member, decides whether or not to endorse the request. If the request is endorsed, the request is forwarded to the chair of the department for endorsement and on to the COE Dean for Academic Affairs for approval. **Students for whom exigent circumstances arise during their degree programs are expected to take a leave of absence rather than just discontinuing course work.** A leave of absence form may be found at <http://tsgs.unt.edu/new-current-students/forms>. Both the COE and the Graduate School time-to-degree limits begin with the student's first semester of enrollment; no student may exceed the Graduate School degree limit including time on leaves of absence. To view the policy in its entirety, please click [here](#).

Course Sequence & Registration

Students are responsible for meeting prerequisites for, and following the sequence of, courses listed on their degree plan. Student enrolled for courses for which they do not meet prerequisites may be administratively dropped from the course prior to or after the class begins. For more specific information regarding satisfactory progress and clinical course sequence, see the section on clinical instruction that appears later in this Handbook.

Closed courses & waitlists. After the first semester of the program, students may take advantage of **early registration**. In the event that a Counseling Program course is closed, students should add themselves to the waitlist. Please do not contact instructors individually. The program advisor and coordinator will make override decisions a few weeks before the beginning of the new semester.

Satisfactory Progress Policy

The UNT Counseling Program faculty is committed to the use of grades to characterize accurately each student's level of mastery of course material. The faculty has affirmed that, in graduate school, "B" is the expected grade. Grades below "B" reflect inadequate performance in coursework. A grade of "A" is reserved to reflect outstanding performance.

Many COUN courses are competency-based. Even if students average an "A" throughout the course, failure to meet competency criteria at end of semester (e.g., counseling skill, ethical awareness, professionalism) may result in a C or F for the course. At the beginning of each course, the instructor will provide students with a syllabus that includes grading criteria for the course. Students are encouraged to familiarize themselves with grading criteria for each course and seek clarification from the instructor as needed.

Students must earn grades of B or higher in all COUN-prefix courses. In didactic courses, students have unlimited attempts to earn an A or B. Ordinarily, students who receive two initial unsatisfactory grades in any combination of clinical courses (COUN 5680, 5660, 5740, 5690, 5720, 5721) will be withdrawn from the program. Students who receive grades other than A or B in didactic courses must repeat the courses until they earn grades of A or B.

Grade of Incomplete

According to UNT Policy (<http://registrar.unt.edu/grades/incompletes>), an Incomplete Grade (“I”) is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be entered on the grade roster by the instructor. Effective Fall 2017, grades of I assigned to a graduate course will default to F after a period of one year unless the instructor has designated a different automatic grade.

Although instructors may set more stringent requirements, a student who earns a grade of “incomplete” in a course has up to one year to have the incomplete grade replaced by a regular grade. UNT policy does not allow for grade changes after one calendar year. The student must follow a specified procedure to have an “incomplete” grade removed, including seeing that his/her instructor files a “Change of Grade Form” with the Registrar. A student may not take any further courses for which the “incomplete” course is a prerequisite until the course is completed. All incompletes, regardless of prerequisite status, must be removed prior to enrollment in COUN 5720/5721 Internship in Counseling I and II.

American Psychological Association Publication Style

The Counseling Program faculty requires that papers written for counseling courses conform to American Psychological Association (APA) publication style. The current edition of the *Publication Manual of the American Psychological Association* is a required text for the introductory courses in the Counseling Program. During these courses, instructors assist students in becoming fluent in the use of APA style. Students are encouraged to retain a copy of the *Publication Manual* as a reference throughout their coursework in the program. Instructors may allot a portion of grades on assigned papers to conformity to APA format.

Professional Journal Access

UNT Libraries include extensive access to books and journals relevant to the practice of professional counseling. Some journals that the UNT library system carries will be shown as being unavailable if a “JOURNAL” search is done in the online catalog. The availability of the journals can be confirmed by entering the title of the journal under a “TITLE” search. Examples of this are *The Family Journal* and *The Journal of Mental Health Counseling*. Please consult a librarian if you have questions regarding resources available to Counseling Program students.

Academic Integrity and Academic Misconduct

As discussed in the UNT Graduate Catalog (www.unt.edu/catalog/grad):

“Cheating and plagiarism are types of academic misconduct for which penalties are described and assessed under the UNT “Code of Student Conduct,” which is published in the *Undergraduate Catalog* and also is available on the UNT web site at www.unt.edu/csrr as part of the *Student Handbook*. The following statement on academic misconduct, adopted by the Graduate Council, is based on the *Code of Student Conduct*.

The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Specific penalties can be assigned by a faculty member for certain cases of academic misconduct (including cheating and plagiarism). These penalties include: giving a failing grade for the test or assignment; reducing or changing the grade for the test, assignment or course; requiring additional academic work not required of other students; assigning a failing grade in the course. Other specific penalties can be recommended by a faculty member to the appropriate administrative/academic authority, including denying of the degree, expulsion from the university or revocation of a degree already granted.

All graduate students are responsible for making themselves aware of the definitions and implications of academic misconduct. For further information on academic misconduct, penalties and appeal procedures, the student should refer to the *Code of Student Conduct*.”

Given the high levels of personal and professional integrity required of professional counselors, academic integrity is an ethical concern of utmost importance to the UNT Counseling Program. UNT Counseling Program students are required to be familiar and comply with UNT’s most recent Academic Integrity Policy (<http://vpaa.unt.edu/academic-integrity.htm>). UNT Counseling Program students may be required to submit research papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. Students who engage in academic misconduct may be subject to Counseling Program Competency Concern action in addition to UNT Academic Integrity procedures.

Identification of a Guiding Counseling Theory

The counseling faculty requires that each student identify a guiding theory of counseling. One's guiding theory is the established theory that most closely aligns with one's beliefs about the nature of people, the development of personality, how people change, and how counseling facilitates change. Counseling students are introduced to the established theories of counseling in COUN 5710. The established theories from which a student may choose are behavioral counseling, cognitive counseling, family systems counseling (specifying a particular family systems approach), individual psychology, person-centered counseling, rational-emotive-behavioral counseling, and reality therapy. At the end of 5710, students are asked to make a preliminary decision about the guiding theory with which their beliefs most closely align. In COUN 5660 Advanced Counseling Skills, each student writes a guiding theory position paper, and the identified theory becomes the basis for supervision in that course and all remaining clinical courses in the program.

Identification of a guiding theory carries some potential disadvantages. However, the counseling faculty believes that the advantages are greater. The beginning counselor conceptualizes people from one internally consistent perspective. The beginning counselor then masters one approach to counseling rather than being overwhelmed by numerous points of view and techniques. Essential Skills in Counseling are used in every theory of counseling; these are the focus of COUN 5680 and 5660. Specific change techniques that arose from theories other than one's guiding theory and that are philosophically consistent with one's guiding theory may be incorporated; this is known as *theoretical consistency and technical eclecticism*. And finally, the ability to justify one's treatment on the basis of a guiding theory that is part of the recognized standard of care is one of the counselor's best defenses in case of being charged with malpractice.

Students often feel challenged in the process of uncovering their basic beliefs about people and identifying the established theory that most closely resembles those beliefs. The counseling faculty is available to assist students in this process. Students are encouraged to read in greater depth about their potential guiding theories between COUN 5710 and COUN 5660 to facilitate the guiding theory identification process.

Advisors

A faculty advisor is assigned to each degree seeking student during COUN 5710 and non-degree seeking student upon admission to the program and before enrollment in the first COUN course. The student is expected to consult with the advisor as needed during progress through the program. Consultation with an advisor is required for completing a degree plan, changing a degree plan, and addressing questions and concerns about the program that are not addressed in this *Master's Handbook* or the *Graduate Catalog*. Other occasions may arise when advisor consultation is required or desired. When in doubt about any issues or concerns about your program of study or progress in the program that cannot be answered by program or university print resources, consult your advisor.

Process for Grade or Grievance Appeal

1. Grade appeal: Any graduate student who believes that a grade has been inequitably awarded should first contact the instructor who awarded the grade in order to discuss the issue and attempt to resolve the differences. If the instructor is no longer affiliated with UNT, the student should contact the Program Coordinator who will serve as representative of the instructor. The student who is unable to resolve the differences with the instructor or representative has 30 days following the first class day of the succeeding semester to file a written appeal with the Coordinator of the instructor's Program; if the instructor or representative is the Program Coordinator, the student should file the written appeal with the Assistant Department Chair.
2. Grievance: Grievances are those involving academic progress other than grade appeals; according to the UNT Graduate Catalog, these include "appeals concerning extension of time to complete a degree . . . admission to a particular degree program . . . [and] specific requirement to complete a degree" (2010-11, pp. 94-95). Any graduate student with a grievance should first contact the relevant faculty member to discuss the issue and attempt to resolve the differences. If no faculty member is designated or the faculty member is no longer affiliated with UNT, the student should contact the Program Coordinator who will serve as representative of the faculty member. A student who is unable to resolve the differences with the faculty member or representative has 30 days following the first contact with the faculty member or representative to file a written grievance with the Coordinator of the faculty member's Program. If the faculty member or representative is the Program Coordinator, the student should file the grievance with the Assistant Department Chair. (For grievance procedures involving Counseling Program competency concerns or Higher Education qualifying exams, see documents that specifically address those matters.)
3. Upon receipt of a filed appeal, the Program Coordinator or Assistant Department Chair may follow any of the four procedures below, or a combination of them:
 - a. Require the student to submit in writing a complete explanation of the complaint.
 - b. Confer with the instructor or faculty member.
 - c. Request that the instructor or faculty member submit a written reply to the student's complaint.
 - d. Conduct a meeting of the student and the instructor or faculty member.

In following one or more of procedures a. – d. above, the Program Coordinator or Assistant Department Chair should make a judgment on the merits of the case and recommend a specific action in regard to the dispute. Either the student or the instructor, faculty member, or representative may appeal the recommendations of the Program Coordinator or Assistant Department Chair. The appealing party must file an appeal with the Department Chair within 30 days the Program Coordinator's or Assistant Department Chair's notification of recommendation. If the instructor or faculty member is the Department Chair, the student should file the appeal with the Assistant Department Chair.

4. The Department Chair or Assistant Department Chair will acquire all records in the case and may follow any of the four procedures below, or a combination of them.
 - a. Confer with the instructor or faculty member.
 - b. Request that the instructor or faculty member submit a written reply to the student's complaint.
 - c. Conduct a meeting of the student and the instructor or faculty member.
 - d. Refer the case directly to an ad hoc committee, as outlined below.

In following one or more of procedures a. – d. above, the Department Chair or Assistant Department Chair should make a judgment on the merits of the case and recommend a specific action in regard to the dispute. Either the student or the instructor, faculty member, or representative may appeal the recommendations of the Department Chair or Assistant Department Chair.

5. Regarding procedure 4.d. above, the ad hoc committee to hear cases sent directly to it shall be constituted as

follows and shall perform the following duties.

- a. It shall be an ad hoc committee consisting of three faculty members. Two of the members will be chosen from the department in which the grade is being questioned or the grievance is filed, one by the student and the other by the instructor, faculty member, or representative. If either party to the dispute declines to choose a member of the committee, the Department Chair will select that member. The third faculty member of the committee, who shall serve as chair, will be chosen either from within the department or from another UNT department by agreement of the student and the instructor, faculty member, or representative. If they cannot agree upon a third member, the member shall be chosen by the Department Chair, with the provision that the student and the instructor, faculty member, or representative may agree to stipulate that the third member of the committee be chosen from a related department or academic administrative unit rather than from the department in question.
 - b. This ad hoc committee should require written statements from each participant in the dispute. Judgments may be rendered upon the basis of these statements, upon other evidence submitted in support of the statements, and upon the basis of oral hearing, if such a hearing seems necessary.
 - c. The committee must make a recommendation for disposition of the case within 30 days of its appointment.
 - d. All records in the case will be filed with the Chair of the department in which the grade was originally awarded or the grievance was filed.
6. Either party to the dispute has 15 days following the decision of the Department Chair, Assistant Department Chair, or ad hoc committee recommendation to appeal that recommendation to the Dean of the Graduate School, if the appeal is based solely upon alleged violations of established procedures. Substantive matters, up to and including the refusal of the instructor to act in accordance with the ad hoc committee's recommendation or the student's refusal to accept the decision, may not be appealed to the Graduate School Dean.
 7. The Dean of the Graduate School shall, after a review of the submitted written materials (and oral hearings if desired), make within 15 days a ruling about procedural questions. The ruling may be appealed by either the student or the instructor, faculty member, or representative to the Appeals Committee of the Graduate School.
 - a. The Appeals Committee will have 30 days from the date of its appointment to complete its work.
 - b. The Appeals Committee shall operate within the guidelines set out for the departmental ad hoc committee in 5b above.
 - c. All rulings made by the Appeals Committee regarding procedural questions shall be final.
 - d. All documents related to the case shall be returned to the Chair of the originating department for departmental files.

Student Review & Retention Policy

Potential counseling effectiveness cannot be assessed in the same manner as academic performance in typical university courses. In addition to mastering academic knowledge and clinical skills, students training to become effective counselors must recognize various behaviors and value systems and how these value systems affect behavior, and must communicate effectively, be open-minded, tolerate ambiguity, exhibit a high degree of patience, and demonstrate emotional stability and self-acceptance. The professional judgment of counselor educators is a necessary and vital part of the total assessment program. In recognition of this responsibility, CACREP (2009) Standard I.P. requires that the *Program faculty conduct a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with the established institutional due process policy and the American Counseling Association's (ACA) Code of Ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.*

The following includes major considerations of each of the three primary areas of review: academic performance, professional development, and personal development. These characteristics are included in the Student Review Checklist.

1. **Academic performance** includes a student's ability to (1) successfully complete academic course work required in the program as evidenced by grades of B or higher; (2) abide by academic policies of the UNT Graduate School, College of Education, Department of Counseling & Higher Education, and Counseling Program; (3) demonstrate academic integrity; and (4) participate fully in learning experiences. Students who receive two unsatisfactory grades (grades other than A or B) in any combination of clinical courses will be withdrawn from the program. Students who receive grades other than A or B in didactic courses must repeat the courses until they earn grades of A or B.
2. **Professional development** is two-fold and includes development of clinical skills and related professional behaviors and dispositions. The sequence of clinical skills, including but not limited to COUN 5680, 5660, 5740, 5690, 5720, and 5721, involves the demonstration of increasingly complex counseling competencies as operationalized by corresponding Professional Counseling Performance Evaluation (PCPE) forms. Fundamentally, **clinical skills** include the ability to (1) communicate empathy and understanding in a genuine manner, (2) provide unconditional acceptance of others and others' values, (3) respect the uniqueness and inherent worth of individuals, and (4) demonstrate confidence in others' potential for growth. **Professional behaviors and dispositions** influence the student's ability to provide ethical and effective services. These include the ability to (1) respect and adhere to all aspects of the American Counseling Association *Code of Ethics* (2014), the *Ethical Standards of the Texas State Board of Examiners of Professional Counselors*, Texas penal code, and standards relevant to one's specialty area of practice (e.g., school, couple, or group counseling); (2) demonstrate multicultural competence; (3) communicate, cooperate, and relate with others in meaningful ways; (4) think concretely and reason abstractly; (5) accept and make use of feedback in supervisory and other experiences; (6) develop appropriate boundaries with clients, supervisors, and/or colleagues; (7) show initiative and motivation; and (8) be dependable in meeting professional expectations and obligations.
3. **Personal development** includes intrinsic dispositions, self-reflective abilities, and skills in managing personal wellness and life difficulties. **Intrinsic dispositions** include openness to new ideas, tolerance of ambiguity, future-mindedness, patience, humor, creativity, self-acceptance, maturity, flexibility, ability to express feelings appropriately, and integrity. **Self-reflective abilities** include self- and other-awareness, openness to self-examination, awareness of emotional limitations, and acceptance of personal responsibility. **Skills in managing wellness** include demonstration of emotional stability, personal security, strength, and confidence; capacity to handle stress, frustration, and conflict; and ability to recognize and minimize impact of impairment.

Methods for Student Review & Retention

It is the objective of the Counseling Program faculty to identify concerns about student competency as early as possible and to initiate necessary procedures for addressing the concerns. To implement this procedure in a systematic manner, the Counseling Program Faculty engages in a series of activities to review each student on the criteria of academic performance, professional development, and personal development. At each review, the faculty determines whether progress is adequate, if remedial work is needed, or if the student should be withdrawn from the program. The Counseling Program faculty uses the following methods to engage in systematic, developmental assessment of progress:

1. Prior to admission, the Master's Admissions Committee conducts a holistic review of academic and professional credentials and interview interactions. If the committee believes the student has probability of success and space allows, the student is provisionally accepted to the program.
2. At the conclusion of the first semester of the program, COUN 5680 and 5710 instructors document observations in Foliotek using the End of Course Student Evaluation (COUN 5680 and 5710) and Professional Counseling Performance Evaluation (PCPE) (COUN 5680). If the student earns grades of B or higher in both courses and faculty members believe the student has reasonable probability of success in the program, the student is fully accepted to the program. Otherwise, the faculty will determine whether the invitation for provisional admission be rescinded or the student be placed on a remediation plan with probationary period and conditions extended.
3. The full faculty, with input from adjunct faculty members, reviews all students on an annual basis. Students who begin in Summer or Fall semesters are reviewed no less than each Spring for the duration of their programs. Students who begin in Spring semesters are reviewed no less than each Fall for the duration of their programs. **All students must meet in person with their faculty advisors or major professors to receive written notice regarding the annual review, discuss progress in the program, and explore resulting recommendations.** Any decision involving remediation or withdrawal follows the *Procedures for Student Review & Retention* on the following page.
4. Individual faculty members are responsible for reviewing student progress and, if necessary, initiating remediation efforts in specific courses or experiences. This evaluation is particularly stringent in master's level clinical courses (COUN 5680, 5660, 5740, 5690, 5720, 5721) and the doctoral level CPP sequence where progress is documented in Foliotek via completion of the final PCPE. In addition, the Counseling Program faculty has adopted a series of Foliotek key assessments that require students to demonstrate learning outcomes for courses. Students not meeting learning outcomes may be required to do additional work before moving on. Any decision involving remediation or withdrawal follows the *Procedures for Student Review & Retention* on the following page.
5. At any faculty meeting, a faculty member may bring up a student about whom the faculty member has concerns. Concerns may be experienced by the faculty member directly or reported by staff members, doctoral student supervisors, site supervisors, and/or peers. Depending on the nature of the concern, the faculty may charge the reporting faculty member and/or a faculty review committee with initiating student review procedures. Any decision involving remediation or withdrawal follows the *Procedures for Student Review & Retention* on the following page.

Procedures for Student Review & Retention

1. Faculty members who identify concerns via any of the review mechanisms outlined in the *Methods for Student Review and Retention* are responsible for initiating remediation of concerns as soon as possible. Depending on the context and nature of the concerns, an initial meeting with the student may be conducted one-on-one with the faculty member or may include other relevant parties designated by the faculty member. Typically, these parties include site supervisors, doctoral student supervisors, teaching assistants, or other faculty members.
2. At the initial meeting or within one week of the initial meeting, the faculty member(s) will develop a *Professional Competency Report and Requirements* form in which the concern is summarized and a plan for addressing the concern is presented.
 - a. If the student decides to follow the counsel of the instructor regarding the remediation plan or withdrawal from the program, procedures outlined in 2b will not be implemented.
 - b. If the student believes the evaluation and/or remediation plan is inequitable and is unwilling to follow the specifications on the *Professional Competency Report and Requirements* form, the student must contact the Program Coordinator within three (3) UNT business days to discuss appeal procedures. If the student does not contact the Program Coordinator within three (3) UNT business days following the conference with the faculty member, the student forfeits the right to an appeal, and the faculty member's specifications stand. Students who refuse to sign receipt of plan and/or do not respond to faculty members' attempts to remediate concerns are subject to the same time limits.
 - i. In cases of appeal, the Program Coordinator will seek a resolution with the faculty member(s) and student. If no resolution is reached, or if the Program Coordinator was involved in the development of the plan, the Program Coordinator will refer the matter to the Department Chair who will appoint an ad hoc committee of three (3) faculty members, normally within three (3) UNT business days of receipt of the student's appeal. The committee will be composed of one faculty member designated by the faculty member, one faculty member designated by the student, and one faculty member designated by the Department Chair who will serve as chair of the ad hoc committee.
 - ii. The committee will require a written statement from the faculty member(s) and the student and will hold an oral hearing where the views of involved parties will be heard.
 - iii. The committee will determine whether the student will continue in the program without restriction, continue in the program with remedial work, or be withdrawn from the program. The committee will make specific recommendations related to their findings within ten (10) UNT business days of its appointment. The decision will be conveyed to the faculty member(s), the student, and the Department Chair in writing.
 - iv. All records in the case will be filed in the student's departmental file.

The faculty member(s) will provide the student and the Program Coordinator with a copy of the form. The concern will be presented at the next regular faculty meeting as an information item.
3. Once a *Professional Competency Report and Requirements* form has been completed for a student, the student will be required to initiate and follow through with a meeting with his or her faculty advisor each Fall and Spring semester. In addition, future instructors will be asked to complete a *Professional Competency Progress Report* form at about midterm and final each semester. To facilitate smooth communication, we urge students to approach their faculty members at the beginning of each semester to discuss any existing reports, areas of focus for the semester, and needs for support.
4. Students must earn grades of A or B in all COUN degree plan courses. Ordinarily, students who receive two unsatisfactory grades (grades other than A or B) in any combination of clinical courses (COUN 5660, 5680, 5740, 5690, 5720, 5721; CPP 1-6) will be withdrawn from the program. When instructors indicate a clinical competency concern associated with grades of W or WF, grades of W or WF count as a failed attempts for clinical courses. A student who receives a second unsatisfactory grade in the clinical sequence and who would like to continue in the program may request a faculty review by contacting the Counseling Program Coordinator within three (3) UNT business days. The faculty review committee will be charged with reviewing the student's holistic progress and recommending whether circumstances warrant an exception to the program policy of automatic withdrawal. Due to the holistic nature of review, students are not *guaranteed* second attempts at a clinical course.
5. Faculty members will initiate these procedures at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and depending on the level of perceived threat, the Counseling Program Faculty may recommend dismissal from the Program without opportunity for student remediation.

Professional Competency Report and Requirements

Student Name _____

Faculty Member(s) _____

Student ID # _____

Course or Experience _____

Date _____

1. The following concerns regarding the above student's professional counseling competency have been noted. If appropriate, a *Student Review & Retention Checklist* and/or copy of PCPE is attached.
- _____ Academic Performance _____ Professional Development _____ Personal Development

2. The following constitute:
- _____ the requirements for the student to continue in this course and/or the Counseling Program. These requirements may change as the student's progress is assessed.
- or
- _____ the specification of student withdrawal from the program.

Faculty member's signature

Date of conference with student

Student initial all that apply:

_____ I understand and have received a copy of this *Professional Competency Report and Requirements* form.

_____ I have received a copy of the *Procedures for Student Review & Retention*.

_____ I agree to the requirements as specified above.

_____ I do not agree to the concern and/or requirements as specified above. I understand I have three (3) UNT business days to contact the Counseling Program Coordinator to initiate an appeal.

Student's signature

Date of conference with faculty member

Student Review & Retention Checklist

Student Name _____

Faculty Member _____

am

Student ID # _____
_____ Date _____

Course or Experience _____

ple

ACADEMIC PERFORMANCE	Does Not Meet	Meets	Not observed
Successfully complete academic course work required in the program			
Abide by academic policies			
Demonstrate academic integrity			
Participate fully in learning experiences			
Comments:			

PROFESSIONAL DEVELOPMENT – CLINICAL	Does Not Meet	Meets	Not observed
Meet clinical requirements for developmental level (attach PCPE)			
Communicate empathy and understanding in a genuine manner			
Provide unconditional acceptance of others and others' values			
Respect the uniqueness and inherent worth of individuals			
Demonstrate confidence in others' potential for growth			
Comments:			

PROFESSIONAL DEVELOPMENT – PROFESSIONAL BEHAVIOR AND DISPOSITIONS	Does Not Meet	Meets	Not observed
Respect and adhere to all aspects of the American Counseling Association <i>Code of Ethics</i> (2005), the <i>Ethical Standards of the Texas State Board of Examiners of Professional Counselors</i> , Texas penal code, and standards relevant to one's area of practice			
Demonstrate multicultural competence			
Communicate, cooperate, and relate with others in meaningful ways			
Think concretely and reason abstractly			
Accept and make use of feedback in supervisory and other experiences			
Develop appropriate boundaries with clients, supervisors, and/or colleagues			
Show initiative and motivation			
Be dependable in meeting professional expectations and obligations			
Accept personal responsibility			
Comments:			

PERSONAL DEVELOPMENT	Does Not Meet	Meets	Not observed
INTRINSIC DISPOSITIONS			
Be open to new ideas			
Tolerate ambiguity			
Project a future-mindedness			
Exhibit a high degree of patience			
Exhibit a sense of humor			
Demonstrate creativity			
Demonstrate self-acceptance and self-confidence			
Show maturity			
Be flexible			
Express feelings appropriately			
Demonstrate integrity			
Maintain objectivity			
Exhibit personal courage and strength			
SELF-REFLECTIVE ABILITIES			
Exhibit self- and other- awareness			
Be open to self-examination			
Recognize personal and emotional limitations			
SKILLS IN MANAGING PERSONAL WELLNESS AND LIFE DIFFICULTIES			
Demonstrate emotional stability and personal security			
Handle stress			
Handle frustration and conflict			
Recognize and minimize impact of impairment			
Comments:			

Faculty member's signature

Date of conference with student

Student's signature

Date of conference with faculty member

Criteria Adapted From:

Frame, M. W., & Stevens-Smith, P. (1995). Out of harm's way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education & Supervision*, 35, 118–129.

Henderson, K. L., & Dufrene, R. L. (2012). Student behaviors associated with remediation: A content analysis. *Counseling Outcome Research & Evaluation*, 3, 48-60. doi:10.1177/2150137812437364

Professional Competency Progress Report

Please indicate the level of progress toward professional counseling competency demonstrated in your class by the student named below.

Student Name _____ Faculty Member _____

Student ID # _____ Course or Experience _____ Date _____

Opportunity to Assess

To what degree have you had an opportunity to assess progress toward the concern(s) noted in the *Professional Competency Report & Requirements* form?

_____ High _____ Moderate _____ Low/No

Level of Progress

How do you estimate student progress toward concern(s) noted in the *Professional Competency Report & Requirements* form?

_____ Satisfactory _____ Moderate _____ Unsatisfactory _____ N/A

Comments

Faculty Member Signature _____

Date & Method of Communication to Student _____

Academic Report

Student Name _____ Faculty Member _____

Student ID # _____ Course _____ Semester _____

Please complete this form for each student who did not earn a grade of A or B in your course.

Final Grade

C D F I WP WF

If WP or WF, were clinical concerns noted: Yes No

Please indicate your professional opinion regarding the student's potential for success in the Counseling Program:

	No reservations	Some reservations	Major reservations	No opportunity to assess
Academic Performance				
Professional Development – Clinical				
Professional Development – Other				
Personal Development				

If you indicated some or major reservations, have you completed *Professional Competency Report and Requirements*?

Yes No

Comments:

Student Evaluation of Courses and Instruction

Students have the opportunity to provide comprehensive, anonymous feedback on all courses through the department's approved course evaluation process. Results of student evaluations are among the data used to improve instruction, evaluate faculty members' performance, salary increases and other personnel decisions. Students are encouraged to complete an evaluation for each course.

SPOT. UNT requires that all courses be evaluated using Student Perceptions of Teaching (SPOT). Access to evaluations is through myunt.edu, and students typically have access to evaluation during the end of the semester. Information regarding the completion timeline and access site will be distributed via EagleConnect, and most instructors will announce the URL to students in the final weeks of class. An independent office computes responses to quantitative items; results are reported to the instructor and the instructor's department chair as averages for each item, the class overall, and all of that instructor's classes. To protect student anonymity, instructors and their department chair receive students' responses in an aggregate, typed format.

Student Evaluation of Supervisor. Students also have a right to provide anonymous feedback regarding supervisory experiences with faculty supervisors, doctoral student supervisors, and internship site supervisors. Typically, Student Evaluations of Supervisors are administered through Foliotek or provided to students to complete anonymously during the last class meeting of the semester. To protect student anonymity, instructors and their Department Chair receive students' responses in an aggregate format.

CLINICAL INSTRUCTION

STATEMENT OF LIABILITY AWARENESS

In light of the prevailing legal climate and increased litigation in the United States today, it is increasingly apparent that students in training for the helping professions must have adequate liability coverage for themselves during the training period. The University of North Texas and the State of Texas do **NOT** provide legal protection for students in the event of legal problems arising in counseling practicum or internship settings.

Given this background and to protect students in training who are providing direct client services that the Counseling Program requires each student to present evidence of adequate personal liability coverage. The student's insurance program must cover the counseling curriculum including on- and off-campus courses. Students must have insurance coverage in the minimum amount of \$1,000,000 incident/\$1,000,000 aggregate.

Students in training will choose their own insuring company. Sources that will insure students include:

ACA Insurance Trust, Inc.
5999 Stevenson Avenue
Alexandria, VA 22304
800/347-6647 X284
www.hpsso.com

Texas Counseling Association
1204 San Antonio, Suite 201
Austin, TX 78701
800/580-8144
www.txca.org

The foregoing sources may require that the student be a member of the respective professional organization (ACA or TCA) in order to receive coverage. In providing the names of the foregoing companies, the University is not endorsing them. It is the student's responsibility to evaluate the insurance available prior to choosing a particular company. The student may choose to use his/her own personal insuring agent if that company can provide satisfactory coverage.

Students will be asked to present evidence of coverage at the first class meeting of each course involving a clinical component. Evidence of coverage consists of a photocopy of the cover page of the insurance policy that shows the student's name, social security number, policy number, and dates of coverage. Courses involving a clinical component include but are not limited to:

Master's Students: COUN 5680, COUN 5700, COUN 5740, COUN 5660, COUN 5690, COUN 5720, COUN 5721

Doctoral Students: COUN 6210, 6220, 6230, 6240, 6250, 6260

Application forms for professional organization membership and professional liability insurance coverage are available in the Counseling Program office.

If a change occurs in a student's insurance during clinical course work, the student is required to notify the current instructor(s) immediately.

TIMELINE FOR CLINICAL COURSEWORK IN COUNSELING

We recommend that students take all clinical coursework during the long semester (fall or spring) so they have time to accumulate the required number of hours of experience and to integrate their experiential learning. Please note that the Counseling Program has discontinued summer practicum due to ethical and professional responsibilities.

1. **COUN 5660 Advanced Counseling Skills** is designed to be taken just prior to COUN 5690 Practicum and COUN 5740 Group Counseling. In COUN 5660 students refine Essential Skills in Counseling and techniques associated with their guiding theories. Students provide counseling for a fellow counseling student for at least five counseling sessions under close supervision. COUN 5660 must be completed with a grade of B or higher in order for the student to enroll in COUN 5690. Students have up to two opportunities to achieve the required grade. **Prerequisites:** COUN 5710, 5680, and 12 additional hours of COUN coursework.
2. **COUN 5740 Group Counseling Theories and Techniques** can be completed prior to COUN 5690 Practicum or concurrently with COUN 5690 Practicum. Students who take COUN 5690 Practicum in the spring semester but will not start COUN 5720 Internship until Fall can take COUN 5740 in the summer. In COUN 5740, the student participates in a process group with peers and conducts a counseling group related to his or her track. Students are also required to co-facilitate a group with a licensed mental health professional or certified school counselor. **Prerequisite:** COUN 5660.
3. **COUN 5690 Practicum in Counseling** is designed to be taken just prior to COUN 5720 Internship in Counseling I. In COUN 5690 students provide counseling under close supervision to clients from the community and COUN 5710. The 3-credit-hour class meets at the CHDC for 5 hours per week during the fall or spring semester. Students must provide at least 40 hours of counseling to clients and must participate in weekly group supervision, as well as individual and/or triadic supervision, in addition to other course requirements. In all, students complete 100 hours of counseling (40 direct). See the Practicum Handbook for details. **Prerequisites:** EPSY 5050; COUN 5710, 5680, 5670, 5470, 5790, 5660, 5460/5290/5780, 5760/5730, 5700 or 5200 (if applicable)

Application for Practicum: To be considered for practicum, students must submit a Practicum Application via Foliotek. Typically, deadlines are October 1 for Spring practicum and March 1 for Fall practicum. Announcements regarding specific timelines will be distributed in COUN 5660, COUN 5740, and via EagleConnect. Once students are approved for practicum, students will receive instructions via EagleConnect regarding practicum registration procedures.

Required Orientation: All Practicum students are required to attend Practicum Orientation, *typically* held from 8:45 a.m. to 2:00 p.m. the Saturday after the last day of classes or the Saturday before the first full week of the Practicum semester. Students may see clients in practicum **only** after having attended Practicum Orientation.

4. **COUN 5720 Internship in Counseling I and COUN 5721 Internship in Counseling II.** Students must take COUN 5720 and 5721 in sequential semesters. Internship is the final activity in students' programs and is intended to provide an opportunity to engage in all of the activities of a regularly employed staff member in a community organization compatible with their program track. Students must provide at least 120 direct (and 300 total) hours of counseling services during *each* of two internship semesters. Counseling activities occur under supervision of approved supervisors at approved sites relevant to students' tracks. The Counseling Program faculty will provide opportunity for discussion of professional issues related to the practice of counseling through scheduled seminar and group supervision sessions. Because of the intensive time commitment required for internship, students may register for 3-5 credit hours; registering for 5 credit hours meets half-time requirements for financial aid purposes. More information regarding Internship is available online via our Counseling Program Blackboard Learn Organization Page. **Prerequisites:** COUN 5690 (for 5720) and 5720 (for 5721), remaining degree plan coursework (full-time MEd students may take 1 elective concurrent

with internship; MS students may take 2 electives concurrent with internship; all students may take 5740 concurrently with 5720).

Application for Internship must be filed via Foliotek by deadlines announced each semester. Typically, deadlines are July 15 for Fall internships, November 15 for Spring internships, and April 15 for Summer internships. To qualify for enrollment, students must have approved internship arrangements and have completed all other course work on their Degree or Deficiency Plan. Students may not begin internship hours without the direct approval of the Internship Coordinator and his or her internship instructor. Students will receive instructions for registering for internship when the site is approved.

Supervision of the student's counseling activities will be conducted by the site supervisor. Administrative supervision will be the responsibility of the program faculty and will include at least one visit each semester to the field site at which the student is working. The 3-hour biweekly group supervision class will primarily focus on professional ethics, issues, and practices.

Students are required to work 300 hours in both COUN 5720 and 5721 for a total of 600 hours. This is equivalent to a 20-hour/week job in the long semesters and a 25-hour/week job in the summer semester. A minimum of 240 of the 600 hours must be direct contact with clients. During some of the remaining hours, students are required to participate in individual and group supervision.

For students on the school counseling track or school certification deficiency coursework, students may be placed in the same school setting for both semesters of internship under the following conditions:

1. Students must be able to record counseling sessions for supervision by UNT internship supervisors.
2. Students are conducting counseling under responsive services component for their school counselor position. The percentage of responsive services conducted should meet TEA standards for school level (30-40% Elementary; 30-40% Middle School; 25-35% High School). Students also conduct the three additional components, Guidance, Individual Planning, & System Support, meeting percentages recommended by TEA. Students will need to provide evidence to the internship instructor regarding component breakdown.
3. If students cannot meet the requirements of 1 and 2, the student is allowed to complete a maximum of 80 hours of direct contact toward the 600 hour requirement with clients outside of the school setting in a community/agency setting to meet Responsive Services component requirements. The student must receive internship coordinator approval prior to agreement between student and site.

Observation of Counseling Sessions

At any time during the Counseling Program, students may observe counseling sessions of community clients (not other counseling students) at the Child and Family Resource Clinic. The CFRC is located in Matthews Annex, the one story building adjacent to the UNT Parking Garage. In addition to following the steps below, it is the student's responsibility to conform at all times to ACA ethical guidelines, including those that safeguard client confidentiality and that avoid dual relationships.

1. The student calls 940/565-2066 and informs the Office Manager of the type of session the student wishes to observe (play, activity, adolescent, adult, family, group, or assessment) and the time of the session to be observed.
2. The student leaves a message for the counselor to inform the counselor of the impending observation.
3. The student arrives 15 minutes early to the session and tells the staff person at the front desk in a low voice that she/he is there to observe and the name of the counselor. CAUTION--Please be discrete when speaking with the clinic staff. The front desk is right next to the waiting area where clients are sitting and can hear.
4. The student signs an observation sign-in sheet.
5. The student goes to the intern room and asks for the counselor. At this time that student and counselor discuss the upcoming session. If the counselor has just finished a play therapy session, the student helps the counselor with clean up in the playroom and discusses the next session.
6. The student goes to the tunnel to observe before the counselor brings the client to the counseling room. BE QUIET in the tunnel. Also, note the location of the camera, and be careful not to block the camera's view of the session.
7. After the session, the student discusses the session with the counselor and, in the case of play therapy, helps with clean-up of the playroom.

WITHOUT EXCEPTION, students MUST follow the steps listed above and conform to ethical guidelines to have the privilege of observing ongoing counseling sessions at the CFRC.

Policy on Practice of Animal Assisted Therapy In the Counseling Program and Counseling Clinics

Students and faculty must follow all UNT and COE policies, procedures, and guidelines related to allowing therapy assistance animals on campus and in campus facilities. The current UNT policy states:

ANIMALS IN BUILDINGS OR CLASSROOMS

In the interest of the comfort, health and safety of its faculty, staff and students, the university prohibits animals in classrooms and facilities, except animals assisting individuals with disabilities; assistance animals being trained by a qualified trainer; therapy assistance animals used for instruction purposes; and laboratory animals. (Chapter 121.003(g), Texas Human Resources Code)

The Counseling Program in the College of Education (COE) at the University of North Texas (UNT) recognizes the potential value of animal assisted therapy (AAT) in the counseling field. To support this recognition, students who are in training to be counselors will be allowed to practice AAT under the conditions listed below.

- a. No student may practice animal assisted therapy (AAT) in a counseling practicum or internship unless that student has completed sufficient graduate level training in animal assisted therapy, such as UNT's course COUN 5530, Animal Assisted Therapy. To clarify, AAT training in a brief (one or two-day) workshop format is not sufficient training to prepare a student to practice AAT in a counseling practicum or internship.
- b. No student may practice animal assisted therapy (AAT) in a counseling practicum or internship unless the student and animal have obtained the proper credentials, such as Delta Society's Pet Partners registration.
- c. No student may practice AAT in a counseling practicum or internship without the approval of the instructor for that practicum and/or internship.
- d. No student may practice AAT at an off-campus practicum or internship site without the approval of the site clinic director and the site supervisor for that experience.
- e. No student may practice AAT with a client without first obtaining permission from the client (and the client's legal guardian where appropriate). Prior to participation in AAT, all clients must be adequately screened and determined to be appropriate for AAT.
- f. No animal is allowed in a Counseling Program office, classroom, clinic or other related facility unless the animal is healthy, clean, obedient, nonaggressive, friendly and very well behaved.
- g. No student may bring an animal into a UNT counseling clinic without prior approval of the clinic director and informing the clinic receptionist, as well as other relevant staff, in advance of the animal's visits. In addition, no student may bring an animal into a UNT Counseling Program classroom without the permission of the instructor, and no student may bring an animal into a UNT Counseling Program office or other related facility without the permission of the office or facility administrator. **This condition does not apply to service/disability assistance animals.**
- h. A handler can be required to leave the premises with a pet at any time that a clinic director, site supervisor, instructor, administrator or other appropriate authority deems it necessary for the safety or welfare of any animal or persons.
- i. The type of AAT training a student has received must be approved by the clinic director before

- the student may practice AAT in that UNT campus counseling practice clinic.
- j. No animal is allowed in a UNT campus counseling practice clinic without the proper credential. Proper credential means that the animal has passed a standardized AAT evaluation and has been registered with a reputable AAT organization, such as Delta Society. **This condition does not apply to service/disability assistance animals.**
 - k. All animal handlers who accompany an animal in a UNT campus counseling practice clinic must have a proper AAT credential from a reputable organization, such as Delta Society.
 - l. An animal must be accompanied by an AAT credentialed handler at all times while in a UNT campus counseling practice clinic facility; or, if necessary, the animal may be properly and safely secured in a pet crate for a short period of time when the animal is not working. The crated animal should be located in a supervised, low traffic area. The pet is required to be quiet and well behaved while crated.
 - m. No animal should ever be left alone with a client. This same rule applies to any clinic or site where the student practices AAT, on or off campus.
 - n. No animal may participate in AAT, on or off-campus, unless the animal is obedient, friendly and very well behaved.
 - o. No animal may participate in AAT, on or off-campus, unless that animal is healthy, parasite free, clean and well-groomed (including good breath and clean teeth and clean ears).
 - p. A handler who accompanies an animal at an on-campus or off-campus counseling practice facility must always clean up after the animal and properly dispose of waste in receptacles outside of the facility (outdoors).
 - q. Students who are interested in practicing AAT in counseling practicum are required to attend the AAT practicum orientation.
 - r. Only faculty and supervisors who have had adequate training and experience in AAT may supervise a student's AAT practice.
 - s. Students who practice AAT must commit to following all policies, procedures and guidelines of their AAT credentialing organization(s), such as Delta Society, and the following entities: University of North Texas, College of Education, Counseling Program and any on or off-campus counseling practice facility where the student trains or practices AAT with an animal.
 - t. The Director of the UNT Consortium for Animal Assisted Therapy, or other qualified program designate, will serve as an on-going consultant for faculty, supervisors, students and staff regarding the practice of AAT.

Additional best practice guidelines and resources are available in the Practicum Handbook.

Skills Required For Successful Completion of the Program

The Counseling Program of study culminates in clinical courses COUN 5690 Practicum and COUN 5720/5721 Internship in Counseling I & II. The evaluation forms used for these courses appear on the following pages and summarize the type and level of skill acquisition required for successful completion of the courses and, therefore, the program.

**Professional Counseling Performance Evaluation (PCPE)*
Practicum**

Student _____ Sem & Yr _____

Faculty Supervisor _____ This evaluator (√) _____

Doctoral Supervisor(s) _____ This evaluator (√) _____

- Rating Scale: N - Not required and/or No opportunity to observe
 0 - Does not meet criteria expected for student's level of preparation and experience.
 1 - Minimally or inconsistently meets criteria expected for student's level of preparation and experience.
 2 - Consistently meets criteria expected for student's level of preparation and experience.
 3 - Exceeds criteria expected for student's level of preparation and experience

The student...

1. HELPING SKILLS AND ABILITIES					
a. Establishes relationships characterized by working alliance.	N	0	1	2	3
b. Creates appropriate structure: Sets and maintains boundaries such as meeting place, time, and duration.	N	0	1	2	3
c. Shows understanding of content of client's story – primary elements.	N	0	1	2	3
d. Shows understanding of context of client's story – uniqueness and underlying meanings. (SACC B2, F1)	N	0	1	2	3
e. Responds to feelings; identifies client affect and addresses feelings therapeutically.	N	0	1	2	3
f. Demonstrates congruence/genuineness; outer behavior consistent with inner affect.	N	0	1	2	3
g. Shows empathy: Takes client's perspective without over-identifying and communicates this experience to client.	N	0	1	2	3
h. Demonstrates effective nonverbal communication: use of body, voice, attire, etc.	N	0	1	2	3
i. Creates a psychologically safe environment.	N	0	1	2	3
j. Shows awareness of, and effectively manages, power differences in relationships.	N	0	1	2	3
k. Collaborates with client to establish clear and measurable counseling goals. (CMHC J2; SC J2; SACC J2)	N	0	1	2	3
l. Facilitates client's movement toward counseling goals and apprises client of progress. (CMHC D1; SC D2, D3; SACC D2, D3)	N	0	1	2	3
m. Promotes wellness through both intervention and prevention. (CMHC D1, D3; SC D2, D3; SACC D2, D3, D6)	N	0	1	2	3
n. Manages termination of counseling in a therapeutic manner. (CMHC D1, D2)	N	0	1	2	3
n. Identifies and consistently demonstrates one's guiding theory of counseling. (CMHC D1; SC D2, D3; SACC D2, D3)	N	0	1	2	3
2. PROFESSIONAL RESPONSIBILITY					
a. Conducts self ethically and in compliance with legal requirements so as to promote confidence in the counseling profession. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
b. Relates to peers, professors, and others according to stated professional standards. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
c. Keeps accurate and timely records. (CMHC B1, D7; SC B1; SACC B1)	N	0	1	2	3
d. Demonstrates sensitivity to real and ascribed power differences between self and others; does not exploit or mislead others during or after professional relationships. (CMHC D2, D5; SC F1; SACC D1, F4, F5)	N	0	1	2	3

3. COMPETENCE					
a. Demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to others. (CMHC D1; SC D2; SACC D2)	N	0	1	2	3
b. Recognizes and responds appropriately to cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. (CMHC D2, D5, F3; SC D1, F1; SACC D1, F4, F5)	N	0	1	2	3
c. Applies relevant research findings to the practice of counseling. (CMHC J1; SC J1; SACC J1)	N	0	1	2	3
d. Appropriately applies assessment and diagnostic tools both initially and throughout counseling through intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment. (CMHC D1, H1, H2, H3, H4, L1, L2, L3; SC H1, H2, H3, H5; SACC D5, F2, H1)	N	0	1	2	3
e. Identifies and responds appropriately to clients with addiction and co-occurring disorders. (CMHC D8, H3, H4)	N	0	1	2	3
f. Assesses and manages suicide risk. (CMHC D6, H3; SC D4; SACC D4)	N	0	1	2	3
g. Recognizes and responds therapeutically to crises, disasters, and other trauma-causing events in clients' lives. (CMHC C6, L3; SC C6; SACC B7, D3)	N	0	1	2	3
h. Involves others in client's life in the counseling process as clinically, ethically, and legally appropriate. (CMHC D4; SC F4, H4, N1, N3; SACC F3)	N	0	1	2	3
i. Recognizes the boundaries of one's particular competencies and the limitations of one's expertise. (CMHC D9; SC D5; SACC C5)	N	0	1	2	3
j. Provides only those services and applies only those techniques for which one is qualified by education, training, and experience. (CMHC B1, D9; SC B1, D5; SACC B1, C5, F3)	N	0	1	2	3
k. Takes responsibility for compensating for one's deficiencies. (CMHC D9; SC D5; SACC C5)	N	0	1	2	3
l. Takes responsibility for assuring others' welfare when encountering the boundaries of one's expertise, through such activities as consultation and referral. (CMHC D4, D9, F1; SC D5, H4, N2, N3, N5; SACC C5, F3)	N	0	1	2	3
4. MATURITY					
a. Exercises appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
b. Demonstrates honesty, fairness, and respect for others.	N	0	1	2	3
c. Demonstrates an awareness of one's own belief systems, values, needs and limitations and the effect of these factors on one's work. (CMHC D2; SC D1)	N	0	1	2	3
d. Seeks, welcomes, receives, integrates, and utilizes feedback from supervisors and others. (CMHC D9; SC D5; SACC C5)	N	0	1	2	3
e. Exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2	3
f. Follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
5. INTEGRITY					
a. Refrains from making statements that are false, misleading, or deceptive. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
b. Avoids improper and potentially harmful dual relationships. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
c. Respects the fundamental rights, dignity, and worth of all people. (CMHC B1, D2; SC B1, F1; SACC B1)	N	0	1	2	3
d. Respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
e. Advocates for policies, programs, and services that meet clients' unique needs. (CMHC F2; SC F3; SACC B3, F6)	N	0	1	2	3

COMMENTS:

Student Signature

Date

Faculty Signature

Date

Counseling Program
University of North Texas
Professional Counseling Performance Evaluation (PCPE)
Internship

Clinical Mental Health Counselor Candidate



Student: _____ Date: _____

Agency: _____ Supervisor: _____

UNT Faculty Supervisor: _____ This evaluator (√) _____

UNT Doctoral Supervisor: _____ This evaluator (√) _____

Average Hours per Week in Counseling and Related Activities: _____

Weekly Individual Evaluation Periods: Day(s) _____ from _____ to _____

- Rating Scale: N - Not required and/or No opportunity to observe
 0 - Does not meet criteria expected for student's level of preparation and experience
 1 - Minimally or inconsistently meets criteria expected for student's level of preparation and experience
 2 - Consistently meets criteria expected for student's level of preparation and experience
 3 - Exceeds criteria expected for student's level of preparation and experience

The student...

1. ADMINISTRATIVE RESPONSIBILITIES

- | | | | | | |
|---|---|---|---|---|---|
| a. Attends staff meetings regularly and makes appropriate contributions. | N | 0 | 1 | 2 | 3 |
| b. Completes weekly record sheets correctly and promptly. | N | 0 | 1 | 2 | 3 |
| c. Maintains good progress notes for each client according to current record-keeping standards related to clinical mental health counseling. (D7) | N | 0 | 1 | 2 | 3 |
| d. Maintains standing appointment records with secretarial staff. | N | 0 | 1 | 2 | 3 |
| e. Maintains group records. Completes group or program evaluations. (D7) | N | 0 | 1 | 2 | 3 |
| f. Directs attention to general administrative details. | N | 0 | 1 | 2 | 3 |

2. SUPERVISION

- | | | | | | |
|--|---|---|---|---|---|
| a. Keeps supervision appointments and participates actively and willingly. (D9) | N | 0 | 1 | 2 | 3 |
| b. Seeks feedback and accepts suggestions and criticism well. (D9) | N | 0 | 1 | 2 | 3 |
| c. Is open to self-examination, and assesses personal qualities to promote ability and willingness to work with individuals from diverse and multicultural backgrounds. (D9, E1, E2) | N | 0 | 1 | 2 | 3 |
| d. Is eager to learn new counseling skills and techniques. (A5) | N | 0 | 1 | 2 | 3 |
| e. Attends supervision meetings, presents cases, and contributes appropriately. | N | 0 | 1 | 2 | 3 |
| f. Demonstrates ability to evaluate counseling sessions and tapes and gain insight. (D9) | N | 0 | 1 | 2 | 3 |

- Rating Scale: N - Not required and/or No opportunity to observe
 0 - Does not meet criteria expected for student's level of preparation and experience
 1 - Minimally or inconsistently meets criteria expected
 2 - Consistently meets criteria expected for student's level of preparation and experience
 3 - Exceeds criteria expected for student's level of preparation and experience

3. COUNSELING, PREVENTION, AND INTERVENTION

a. Is warm, caring, empathic, accepting, and non-judgmental toward clients. (D1)	N	0	1	2	3
b. Respects client(s) rights and needs, and helps to determine their goals and to find ways to achieve goals. (D1)	N	0	1	2	3
c. Is a good, active listener. (D1)	N	0	1	2	3
d. Demonstrates ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (D5, F3)	N	0	1	2	3
e. Counsels proficiently with a variety of clients and concerns. (D1, D5)	N	0	1	2	3
f. Applies multicultural competencies involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (D2, D5, F2, F3, H1)	N	0	1	2	3
g. Collaborates with clients to develop measurable outcomes for counseling. (J2)	N	0	1	2	3
h. Demonstrates ability to apply a broad range of counseling modalities and techniques. (D1, D3, D5)	N	0	1	2	3
i. Paces and times interventions with skill. (D1)	N	0	1	2	3
j. Demonstrates skill in handling transference and countertransference issues. (D1)	N	0	1	2	3
k. Is observant and insightful regarding verbal and nonverbal behaviors, and communicates (verbally and nonverbally) in the language and culture of the population(s) being served. (D2, D5, F3)	N	0	1	2	3
l. Confronts appropriately and helpfully. (D1)	N	0	1	2	3
m. Gives positive suggestions to clients, and reviews expectations of success. (D1, D3)	N	0	1	2	3
n. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (D3)	N	0	1	2	3
o. Gives homework assignments when appropriate and uses resource material, including bibliotherapy, when necessary. (D1, D3, D4)	N	0	1	2	3
p. Understands and appropriately uses diagnostic tools, including the current edition of the <i>DSM</i> , to describe symptoms and clinical presentation of clients with mental and emotional impairments. (L1)	N	0	1	2	3
q. Conceptualizes an accurate multi-axial diagnosis of disorders clients present and discusses the differential diagnosis with collaborating professionals. (L2)	N	0	1	2	3
r. Differentiates between diagnosis and developmentally appropriate reactions during crisis, disasters, and other trauma-causing events. (L3)	N	0	1	2	3
s. Demonstrates the ability to use procedures for assessing and managing suicide risk. (D6)	N	0	1	2	3
t. Screens for addiction, aggression, and danger to self/others, as well as co-occurring mental disorders. (H3)	N	0	1	2	3
u. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. (F2)	N	0	1	2	3
v. Maintains information regarding community resources to make appropriate referrals. (D4, F1)	N	0	1	2	3
w. Uses data to assess effectiveness as a counselor and to adapt interventions accordingly. (I3, J3)	N	0	1	2	3

- Rating Scale: N - Not required and/or No opportunity to observe
 0 - Does not meet criteria expected for student's level of preparation and experience
 1 - Minimally or inconsistently meets criteria expected
 2 - Consistently meets criteria expected for student's level of preparation and experience
 3 - Exceeds criteria expected for student's level of preparation and experience

- x. Uses appropriate self-disclosure and sharing of feelings and experiences. (D1, D2, D5, F3) N 0 1 2 3
- y. Completes reasonable quantity of work by counseling a sufficient number of counselees. N 0 1 2 3
- z. Demonstration of skill level: Individual Counseling (D1, D3, D5) N 0 1 2 3
- aa. Demonstration of skill level: Consultation (A3)
- ab. Demonstration of skill level: Group Counseling (D1, D3, D5)
- ac. Demonstration of skill level: Appraisal/Assessment (H1, H2, H3, L1, L2, L3) N 0 1 2 3
- ad. Demonstration of skill level: Couple & Relationship Counseling (D1, D3, D5) N 0 1 2 3
- ae. Demonstration of skill level: Career Counseling (D1, D3, D5) N 0 1 2 3
- af. Demonstration of skill level: Addiction and Dual Diagnosis Counseling (D8, H4) N 0 1 2 3

4. PROFESSIONAL RELATIONSHIPS AND STAFF DEVELOPMENT

- a. Attends and/or presents in-service training seminars, workshops, programs, or activities to enhance skills or increase knowledge base; participates appropriately. (D9) N 0 1 2 3
- b. Demonstrates willingness to read recommended materials and to conduct relevant library research to inform the practice of clinical mental health counseling. (D9, J1) N 0 1 2 3
- c. Is involved in seminars, workshops, or activities to enhance skills or increase base of knowledge. (D9) N 0 1 2 3
- d. Relates well with professional and non-professional staff. N 0 1 2 3
- e. Understands, and appreciates professional, ethical, and legal issues and behavior while maintaining high ethical standards consistent with ACA Code of Ethics, TCA Guidelines, and LPC rules and regulations. (B1, A2) N 0 1 2 3
- f. Participates in professional counseling organizations. (A4) N 0 1 2 3
- e. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery options. (B2) N 0 1 2 3

ADDITIONAL COMMENTS: (A short overall assessment statement comparing this student with others you have supervised or your expectations of the student and the Internship will be most helpful.)

OVERALL EVALUATION:

- _____ A clearly superior student at this level of education.
- _____ Has met the requirements of this Internship in an above average manner.
- _____ Has met the requirements of this Internship in a satisfactory manner.
- _____ Needs to demonstrate an improved level of functioning to be considered satisfactory.
- _____ At this time an evaluation cannot be given. (The reasons are given under additional comments above.)

On-Site Supervisor: _____
 Signature Date

Student: _____
 Signature Date

Supervisors: Please go over evaluation with student. Have the student bring evaluation to end of semester meeting with UNT faculty member. Thank you.

**Professional Counseling Performance Evaluation (PCPE)
Internship**

School Counselor Candidate

Student: _____ Date: _____

Agency: _____ Supervisor: _____

UNT Faculty Supervisor: _____ This evaluator (√) _____

UNT Doctoral Supervisor: _____ This evaluator (√) _____

Average Hours per Week in Counseling and Related Activities: _____

Weekly Individual Evaluation Periods: Day(s) _____ from _____ to _____

- Rating Scale: N - Not required and/or No opportunity to observe
 0 - Does not meet criteria expected for student's level of preparation and experience
 1 - Minimally or inconsistently meets criteria expected for student's level of preparation and experience
 2 - Consistently meets criteria expected for student's level of preparation and experience
 3 - Exceeds criteria expected for student's level of preparation and experience

The student...

1. ADMINISTRATIVE RESPONSIBILITIES

- | | | | | | |
|--|---|---|---|---|---|
| a. Knows and supports the District's Comprehensive Developmental Guidance Program. | N | 0 | 1 | 2 | 3 |
| b. Attends staff meetings regularly and makes appropriate contributions. | N | 0 | 1 | 2 | 3 |
| c. Completes administrative forms correctly and promptly. | N | 0 | 1 | 2 | 3 |
| d. Maintains standing appointment records with secretarial staff. | N | 0 | 1 | 2 | 3 |
| e. Maintains good progress notes for each client. | N | 0 | 1 | 2 | 3 |
| f. Maintains group records. Completes group or program evaluations. | N | 0 | 1 | 2 | 3 |
| g. Directs attention to general administrative details. | N | 0 | 1 | 2 | 3 |
| h. Supervises paraprofessionals and clinical staff, as appropriate. | N | 0 | 1 | 2 | 3 |
| i. Participates in program evaluation. (C2, J3) | N | 0 | 1 | 2 | 3 |

2. SUPERVISION

- | | | | | | |
|--|---|---|---|---|---|
| a. Keeps supervision appointments and participates actively and willingly. | N | 0 | 1 | 2 | 3 |
| b. Seeks feedback and accepts suggestions and criticism well. (D5) | N | 0 | 1 | 2 | 3 |
| c. Is open to self-examination and assesses personal qualities to promote ability and willingness to work with students from diverse and multicultural backgrounds. (D5) | N | 0 | 1 | 2 | 3 |
| d. Is eager to learn new counseling and guidance skills and techniques. | N | 0 | 1 | 2 | 3 |

3. COUNSELING, PREVENTION, AND INTERVENTION

- | | | | | | |
|---|---|---|---|---|---|
| a. Is warm, caring, empathic, accepting, and nonjudgmental toward students. (D1) | N | 0 | 1 | 2 | 3 |
| b. Is a good, active listener. (D1) | N | 0 | 1 | 2 | 3 |
| c. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. (B2) | N | 0 | 1 | 2 | 3 |
| d. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (D1) | N | 0 | 1 | 2 | 3 |
| e. Provides individual and group counseling and classroom guidance to promote the academic, personal/social, and career development of students. (D2) | N | 0 | 1 | 2 | 3 |

- Rating Scale: N - Not required and/or No opportunity to observe
 0 - Does not meet criteria expected for student's level of preparation and experience
 1 - Minimally or inconsistently meets criteria expected
 2 - Consistently meets criteria expected for student's level of preparation and experience
 3 - Exceeds criteria expected for student's level of preparation and experience

3. COUNSELING, PREVENTION, AND INTERVENTION (cont'd)

f. Designs and implements prevention and intervention plans related to the effects of the following on student development: (D3)	N	0	1	2	3
(1) atypical growth and development. (D3)	N	0	1	2	3
(2) health and wellness. (D3)	N	0	1	2	3
(3) language. (D3)	N	0	1	2	3
(4) ability level. (D3)	N	0	1	2	3
(5) multicultural issues. (D3)	N	0	1	2	3
(6) factors of resiliency. (D3)	N	0	1	2	3
g. Demonstrates the ability to use procedures for assessing and managing suicide risk. (D4)	N	0	1	2	3
h. Is able to recognize limitations as a school counselor and to seek supervision or refer clients when appropriate. (D5, H4)	N	0	1	2	3
i. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (F1)	N	0	1	2	3
j. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (F2, F3)	N	0	1	2	3
k. Engages parents, guardians, and families to promote the academic, personal/social, and career development of students. (F4, N1)	N	0	1	2	3
l. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)	N	0	1	2	3
m. Makes appropriate referrals to school and/or community resources. (H4, N5)	N	0	1	2	3
n. Assesses barriers that impede students' academic, personal/social, and career development. (H5)	N	0	1	2	3
o. Works with parents, guardians, and families to address problems that affect student success. (N1)	N	0	1	2	3
p. Locates community resources to improve student achievement and success. (N2)	N	0	1	2	3
q. Consults with teachers, staff, and community-based organizations to promote student academic, personal/social, and career development. (N3)	N	0	1	2	3
r. Uses peer helping strategies in the school counseling program. (N4)	N	0	1	2	3
s. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. (H4, N5)	N	0	1	2	3
t. Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, staff, and faculty. (C6)	N	0	1	2	3
u. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling programs. (P1)	N	0	1	2	3
v. Plans and presents school-counseling related educational programs for use with parents and teachers. (P2)	N	0	1	2	3
w. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. (L2)					
x. Demonstration of skill level: Individual Counseling (D1, D2, D3)	N	0	1	2	3
y. Demonstration of skill level: Consultation (F4, N1, N2, N3)	N	0	1	2	3

PERSONAL & PROFESSIONAL CONSIDERATIONS

Possible Effects on Students' Personal Lives

In addition to the demands of graduate study on students' time, attention, and finances, the study of counseling involves additional potential demands. Effective counseling requires self-exploration and self-knowledge. It also often involves exploration of, and changes in, long-held values and beliefs. Counseling students often develop new levels of awareness of self and others. This awareness can change relationships with one's family of creation (spouse/significant other, children), one's family of origin (parents, siblings), one's friends, and other associates. These are often relatively easily incorporated, but they can sometimes be as profound as dissolution of relationships.

Counseling graduate students should be aware of the risks associated with enhanced personal and interpersonal awareness. They should monitor themselves and their relationships in this regard and, if they encounter problems that do not resolve relatively quickly, they should seek counseling through the UNT Counseling Center (8 free sessions each year for UNT students), the Counseling Program's Child and Family Resource Clinic (if not concerned about dual relationship [revealing information to a counselor, that counselor's supervisor(s), and that counselor's classmates who might be the student's classmates and/or supervisors in Counseling Program courses]), or outside UNT at their own expense.

In a recent study on personal and interpersonal development among counseling graduate students, participants reported an appreciation of personal growth experiences and their beneficial effect.

Tips for Success: Academic

1. **Take responsibility for your learning.** Ask lots of questions. Keep up with reading. Seek writing or other help when needed. Strive to go beyond expectations in the course.
2. **Prioritize your education.** Make an honest assessment about what you are able to do each semester. Commit only to those courses and experiences you will be able to prioritize.
3. **Plan early and plan often.** Map out an anticipated schedule of courses. Seek advising to ensure that your plan is realistic and complies with program policy. If you anticipate moving across state lines, consult licensure and certification requirements for the relevant state(s). Ensure your degree plan matches necessary educational experiences. When your life situation changes, revisit your plans.
4. **Take advantage of office hours.** Visit your instructors so they can get to know you – and you them. These relationships are important for personal and professional growth.
5. **Join professional associations.** Attend local meetings. Review websites. Read the journals and newsletters you receive as a member benefit. Look for ways to get connected.

6. **Attend professional conferences.** Develop a strong foundation for networking and continuous professional growth.
7. **Volunteer as a research assistant.** Even if graduate assistantships are not available, make connections with faculty who are researching in your specialty area. Offer your services on their projects.
8. **Observe sessions.** Observe counseling sessions at the CFRC or check out sample videos available through the Media Library.
9. **Expand your horizons.** Consider taking additional electives not on your degree plan.
10. **Document, document, document.** Begin preparing a vita or resume. Keep copies of your syllabi and UNT Graduate catalog (you never know when you'll need them for employers, licensing boards, or other graduate programs).

Tips for Success: Personal

1. **Keep a journal.** As you document your feelings, thoughts, beliefs, and experiences in the program, you'll be able to stay aware of progress in areas such as personal growth and theory development.
2. **Take advantage of personal growth experiences** in your coursework. The more you learn about yourself, the better counselor you will be.
3. **Connect and keep connected.** Make friends in the program to lean on for personal and professional support. Keep connections with family and friends outside the program. As discussed earlier, graduate school can result in substantial personal growth that may interfere with personal relationships. The best way to counteract potential difficulties is to keep significant others apprised of your growth and, when possible, invite them to join you in growth activities. In addition, it is helpful to prepare them for your level of time commitment. Write out a schedule and leave it with them so they know where to contact you.
4. **Be well.** How can we ask clients to be well if we aren't? Maintain a balanced lifestyle. Attend to physical activity, nutrition, and self-care. Make a commitment to engage in a healthy leisure activity at least once a week.
5. **Practice what you preach.** During stressful times, seek support including personal counseling.
6. **Keep perspective.** Commit to only as much as you can do well. Laugh and enjoy yourself. Do not be afraid to make mistakes, take risks, and try out new things. Try not to compare yourself to your peers. Each individual's journey is unique with different personal and professional experiences.
7. **Be flexible and open** to new ideas, perspectives, lifestyles, clients, and types of problems.

Scholarships Available to Counseling Program Students

The Student Financial Aid and Scholarships Office has made available a new computer lab to any student with a valid UNT ID card. Students may use the lab to access specific financial aid and scholarship resources, including electronically filing the Free Application for a Federal Student Aid (FAFSA), and filing a UNT Summer Aid application. Computer work that falls outside the realm of the specific financial aid or scholarships applications should be done at the General Access Labs across campus. The computer lab is located in ESSC room 136. Hours are Monday through Friday, 8:15 a.m. - 4:30 p.m.

There are a number of scholarships available to Counseling Program students. Counseling specific scholarships may require specific student status (master's, doctoral, CMHC, school, half-time, full-time) and/or interest areas. The existence and terms of scholarships are subject to change. For more information, please visit <http://www.coe.unt.edu/counseling-and-higher-education/scholarships>

Students may also wish to research scholarships available through:

- College of Education
- International Admissions & Advising Center
- Delta Theta Tau
- UNT Office for Nationally Competitive Scholarship (<http://www.opgf.unt.edu>) offers a web link to the Cornell Notebook, which contains descriptions of 300 national, graduate level fellowships in the following areas relevant to students majoring in Counseling

Professional Counseling Organizations

Counseling students are strongly encouraged to affiliate with professional counseling organizations including, but not limited to the American Counseling Association (ACA) and its divisions. Many of these organizations are listed on the following page.

National Level

American Counseling Association (ACA)
www.counseling.org

Association for Assessment and Research in Counseling (AARC)
<http://aarc-counseling.org>

Association for Child and Adolescent Counseling (ACAC)
www.acachild.com

Association for Adult Development & Aging (AADA)
www.aadaweb.org/

Association for Creativity in Counseling (ACC)
www.aca-acc.org/

American College Counseling Association (ACCA)
www.collegecounseling.org/

Military and Government Counseling Association (MGCA)
<http://acegonline.org>

Association for Counselor Education & Supervision (ACES)
www.acesonline.net

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGTBIC)
www.agblic.org/

Association for Multicultural Counseling and Development (AMCD)
www.amcdaca.org

American Mental Health Counselors Association (AMHCA)
www.amhca.org

American Rehabilitation Counseling Association (ARCA)
www.arcaweb.org

American School Counselor Association (ASCA)
www.schoolcounselor.org

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
www.aservic.org

Association for Specialists in Group Work (ASGW)
www.asgw.org

Association for Humanistic Counseling (AHC)
<http://afhc.camp9.org/>

Counselors for Social Justice (CSJ)
<http://counselorsforsocialjustice.com/>

International Association of Addictions and Offender Counselors
www.iaaoc.org

International Association of Marriage and Family Counselors
www.iamfc.com

National Career Development Association (NCDA)
<http://ncda.org>

National Employment Counseling Association (NECA)
www.employmentcounseling.org

State Level

Texas Counseling Association (TCA)
www.txca.org

Texas Association for Assessment in Counseling (TAAC)
www.txca.org/tca/TAAC_Home.asp

Texas Association for Adult Development & Aging (TAADA)
www.txca.org/tca/TAADA_Home.asp?SnID=1962583625

Texas College Counseling Association (TCCA)
www.txca.org/tca/TCCA_HOME.asp?SnID=1962583625

Texas Association for Counselor Education & Supervision
www.txca.org/tca/TACES_Home.asp?SnID=1962583625

Texas Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (TALGTBIC)
www.txca.org/tca/TALGTBIC_Home.asp?SnID=1962583625

Texas Association for Multicultural Counseling and Development (TexAMCD)
www.txca.org/tca/TEXAMCD_Home.asp

Texas Mental Health Counselors Association (TMHCA)
www.txca.org/tca/TMHCA_Home.asp?SnID=1962583625

Texas School Counselor Association (TSCA)
www.txca.org/tca/TSCA_Home.asp?SnID=1962583625

Texas Counseling Association for Humanistic Education and Development (T-AHEAD)
www.txca.org/tca/TAHEAD.asp?SnID=1962583625

Texas Counselors for Social Justice (TCSJ)
www.txca.org/tca/TXCSJ_Home.asp

Texas Association of Marriage and Family Counselors (TAMFC)
www.txca.org/tca/TAMFC_Home.asp?SnID=1962583625

Affiliate and Other Professional Organizations

Chi Sigma Iota International (CSI)
www.csi-net.org

Rho Kappa Chapter of Chi Sigma Iota International
<http://rho-kappa.csi-chapters.org/>

Council for Accreditation of Counseling & Related Educational Programs (CACREP)
www.cacrep.org

National Board for Certified Counselors (NBCC)
www.nbcc.org

American Association for Marriage & Family
Therapy (AAMFT)
www.amft.org

Texas Association for Marriage & Family Therapy (TAMFT)
www.tamft.org

Association for Play Therapy (APT)
www.a4pt.org

Texas Association for Play Therapy (TAPT)
<http://txapt.org/>

American Association of Sexuality Educators, Counselors, and Therapists
www.aasect.org

American College Personnel Association (ACPA)
www.myacpa.org

Association for Addiction Professionals (NAADAC)
<http://www.naadac.org/>

Texas Association of Addiction Professionals (TAAP)
<http://www.taap.org/>

Int. Association for Near-Death Studies (IANDS)
www.iands.org

Delta Society
www.deltasociety.org

Association for Transpersonal Psychology
www.atpweb.org/

American Association of Suicidology
www.suicidology.org



CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. Our mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling (www.csi-net.org).

To be invited to membership, candidates must identify as professional counselors, have earned or be pursuing a degree in professional counseling, and have demonstrated academic excellence. To date, over 96,000 people have been initiated to membership in the society's 366 chapters worldwide; over 15,000 members are still active today.

The UNT Counseling Program is home to Rho Kappa Chapter of Chi Sigma Iota. As a recognized student organization, Rho Kappa brings together students, alumni, and faculty to meet the mission and vision of CSI International.

Counseling program students and faculty who meet eligibility requirements to join CSI will be invited to membership by the chapter in spring semesters. Although members are eligible for additional benefits (e.g., elected office, grants, publications, internships, awards), all members of the Counseling Program community are welcome to participate in certain professional development and service events. These events will be advertised via our website, in classes, and through emails to members and Counseling Program community members. Events vary by year and tend to include

- Monthly professional development activities
- Master's and doctoral student-to-student orientation
- Master's and doctoral student mentoring
- Annual initiation and awards ceremony
- Annual nominations for awards and fellows programs
- Annual participation in ACA Ethics Competition
- Community engagement activities
- Social / community building activities (e.g., barbeques, bowling, welcome parties)

Please visit <http://rho-kappa.csi-chapters.org/> for more information.

UNT International Counseling Student Club (ICSC)

International Counseling Student Club welcomes the students coming to the UNT Counseling Program from all around the world. The main objectives of the club are to promote social support for international students by helping them to adjust to their new lives in the United States and assisting them with their studies in the Counseling Program. By arranging meetings and fun events, ICSC also aims to promote an environment where students make friends with the people from their own countries and from different cultures. The International Counseling Student Club is open to all international and non-international counseling students, as well as the visiting scholars and international researchers.

Website: <http://unticsc.blogspot.com>

E-mail address: unticsc@gmail.com

EXAMINATIONS

All examinations are controlled by the National Board for Certified Counselors and affiliates. Examinations are moving to a computer-format in which students will complete exams at testing centers in their local community. Please refer to www.nbcc.org for continued updates on the new examination procedures.

Master's Comprehensive Examination (MCE) Information and Steps on How to Take It

The Master's Comprehensive Examination (MCE) is **required for graduation** from the Counseling Program.

The MCE **should not be taken until** you are enrolled in or have completed Counseling Practicum.

When you are within 6 months of when you plan to take the Master's Comprehensive Exam (MCE), follow the instructions below.

(Note: The steps required for taking the **Master's Comprehensive Exam (MCE)** are different from the steps to take the National Counselor Exam (NCE). Also, some students choose to take these two exams close together since you study for them a similar way.)

Here are the 7 steps involved for taking the MCE and getting your results:

Step 1. **Twice per long semester** Dr. Chandler sends a program wide e-mail invitation to take the MCE to all masters students via their UNT e-mail account. Each student who plans to take the MCE within the next 6 months sends Dr. Chandler information via e-mail that he/she is interested in taking the MCE within the next 6 months. Dr. Chandler's e-mail address is: cynthia.chandler@unt.edu. Each student sends Dr. Chandler: legal first and last name, advisor's name, degree (M.S.?), track of study (child/adolescent/adult/college, etc.), expected date of graduation (month/year), and student's preferred e-mail address (make sure it is accurate as this is the e-mail address you will need to access the exam registration site).

Step 2. Then for the group of names Dr. Chandler collected, Dr. Chandler sends each student's name into the Center for Credentialing and Education (CCE).

Step 3. After a couple of weeks (sometimes sooner) CCE sends Dr. Chandler information on how the most recent group of students (the names just sent in to CCE) register on-line for the CPCE (this is the exam we use for the MCE) and Dr. Chandler forwards that information in an e-mail to each student who wants to register to take the exam on a date within the next 6 months. If a student changes his/her mind and does not want to take the exam yet (or within the next 6 months) then the student simply does not register for the exam on the website. The student can then re-submit her/his name and information some next time Dr. Chandler makes an invitation to take the MCE.

Step 4. Students use the information Dr. Chandler sends them (from step 3 above) to register and pay for the CPCE at a website. A 6-month window is allowed to take the CPCE at a testing site from the date the student pays for the exam. Students get to select their own date, time, and Pearson Testing Center location from those listed on the website when they register and pay for the exam. The testing site is in the Dallas/Ft. Worth area, but is not on the UNT campus.

Step 5. If a student **needs to cancel or change an exam** date, the student does that directly at the website where the student registered and paid for the exam (Dr. Chandler cannot cancel or change an exam for you). If a student needs to re-take the exam, the student registers to re-take the exam at the Pearson Testing Center website where the student originally registered and paid for the exam (not through Dr. Chandler).

Step 6. Each student shows up and takes the CPCE on the date and at the location and time the student signed up for at the CCE/CPCE website. Student **prints exam** results and **keeps** a copy of the results. Do not forget the next step, Step 7.

Step 7. Each student must then **send a copy of her/his CPCE results to Dr. Chandler (scan and e-mail it to her or drop off paper copy at office)**. After Dr. Chandler gets this copy from the student, she will then send each student via e-mail a letter of pass/fail results based on UNT Counseling Program criteria. Each student needs “passing” results to graduate. Dr. Chandler and Counseling Program staff will report MCE pass/fail results to the Graduate School when the student applies for graduation **and** the Graduate School request the results from the Counseling Program, this is the Graduate School procedure. Dr. Chandler cannot report to the graduate school if a student does not send her a copy of the CPCE results, which will delay student’s graduation date. See below the deadlines for sending CPCE results to Dr. Chandler.

Deadlines for Sending a Copy of CPCE Exam Results to the UNT Counseling Program MCE Coordinator (Dr. Chandler):

- The deadline for providing your CPCE exam results to the UNT Counseling Program MCE Exam Coordinator if you wish to **graduate in the fall** is the first business day following September 15 of any year.
- The deadline for providing your CPCE exam results to the UNT Counseling Program MCE Exam Coordinator if you wish to **graduate in the spring** is the first business day following February 15 of any year.
- The deadline for providing your CPCE exam results to the UNT Counseling Program MCE Exam Coordinator if you wish to **graduate in the summer** is the first business day following May 1 of any year.

Report CPCE Results:

If you e-mail results make sure you receive a confirmation e-mail; you are responsible for assuring your results were successfully received. E-mail results to: cynthia.chandler@unt.edu

OR

Mail results to: Dr. Cynthia Chandler, 1155 Union Circle, #310829, Dept. of Counseling and Higher Education, University of North Texas, Denton, TX 76203-5017

OR

Hand carry results to: Dr. Cynthia Chandler, Welch Street Complex 2, 425 South Welch Street, Denton, Texas.

National Counselor Examination (NCE)

1. The National Counselor Examination (NCE) is an exam used for the national certification as a National Certified Counselor (NCC). Furthermore, several states (including Texas) use the NCE for licensure purposes.
2. Students studying for the MCE are encouraged to also take the NCE for licensure and certification purposes, as the exams cover similar content. See a full list of study guide materials at www.nbcc.org/Exam
3. For more information on licensure, see page 87.
4. Taking the NCE is not required for graduation from the counseling program.

GRADUATION AND BEYOND

Applying for Graduation

The Application for Graduation may be obtained from the Graduate School. A completed application properly signed must be filed in the Graduate School by the date indicated on the academic calendar of the semester of graduation. You may apply for graduation up to one year prior to graduating. All fees must be paid by this deadline. See the Graduate Catalog for further information.

Employment Opportunities for Graduates

Employment prospects in the field of counseling vary from one year to the next based on several factors. The following is the faculty's best assessment of the employment situation.

- For graduates of the school counseling track, employment prospects are good. School counseling positions tend to be relatively secure, have good benefits, and involve good salaries. Any new counseling student who qualifies for school counselor certification is encouraged to pursue a school counseling track because it fulfills requirements for both school counselor certification and professional counselor licensure (with 1 additional course).
- For graduates of the community/clinical mental health counseling tracks, the job market in the DFW metro area appears to be saturated. Although positions are not impossible to find, an oversupply of mental health professionals makes competition extremely keen. One way to make oneself competitive in this tight job market is to develop expertise and seek certification in an area of counseling specialization such as play therapy, biofeedback, or sexual dysfunction therapy. The ability to move is another advantage because the counseling job market is more open in some other areas of the country. A combination of specialization and mobility places a graduate in the most favorable position to find employment.

To better assess employment demographics for graduates of the Counseling Program, the counseling faculty worked with Eduventures to administer questionnaires to alumni who graduated from our master's program between 2006 and 2009. Because approximately one-half of alumni ($n = 148$) responded, the results do not represent a complete picture but rather provide an indication of the post-graduation experience. Of these respondents, 89% reported working in counseling or related settings. Respondents indicated a wide range of salaries; 14% reported earning \$30,000-39,999, 21% earned \$40,000-49,999, and 21% earned \$50,000-\$59,999.

Faculty members in charge of Internship report they receive consistent positive feedback from field site supervisors. The supervisors report that UNT counseling interns are usually better prepared than interns from other mental health professional preparation programs. In the 2009 UNT counseling graduate study, 94% of respondents said they were satisfied or very satisfied with their program experience, and 97% said they were likely or very likely to recommend the program to others who trusted their opinion. It appears that most graduates of the UNT Counseling Program perceive positively their professional preparation and are perceived positively by professionals in the field, hence placing them in a competitive position for employment and advancement.

Requirements for Licensure or Certification

At this time, all U.S. states and most territories regulate the practice of counseling through licensure and certification. In general, a license is required to practice outside a public school or religious setting. A certification is required to practice as a school counselor. Definitions of counseling, educational requirements for licensure and certification, examination requirements for licensure and certification, and experience requirements for licensure and certification vary widely from state to state. In this handbook, we provide information regarding School Counselor Certification and Professional Counselor Licensure in Texas. Students who expect to practice outside the state of Texas are *urged* to investigate educational, experience, and examination requirements in states of interest so that they may customize their time in the program.

- To access a directory of state licensure boards, visit <http://www.nbcc.org/directory/Default.aspx> or <http://www.counseling.org/Counselors/LicensureAndCert.aspx>
- To access a directory of state school counselor certification requirements & contacts, visit <http://www.schoolcounselor.org/content.asp?contentid=242>

Certification. To practice counseling in the public school setting in Texas, one must obtain certification as a school counselor by the state of Texas. To be certified, one must have (a) a master's degree, (b) two years of creditable teaching experience in a State Board of Educator Certification (SBEC) or a Texas Private School Accreditation Commission (TEPSAC) approved school (for a list of TEPSAC schools, go to <http://www.tepsac.org/#/home> [Search Schools]), and (c) a passing score on the TExES: Counselor. Students may download the most recent copy of the Texas School Counselor Certification requirements by visiting http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/School_Guidance_and_Counseling/School_Guidance_and_Counseling/ (Texas School Counselor Certificate). Please note, two years of creditable teaching experience requires more than 180 days of employment per school year and does *not* include positions as substitutes or teacher's aide.

Licensure. To practice counseling outside the public school or religious setting in Texas, one must be licensed as a Professional Counselor. The Counseling Program prepares counselors to enter the field of counseling in the area for which their track prepared them. The Counseling Program faculty assumes that its graduates will pursue continuing education to develop beyond the level of minimum competence. Continuing education includes further coursework, attendance at workshops and conferences, participation in supervised practice, and reading current professional literature.

Some supervised clinical experience completed during the Counseling Program may apply toward post-degree clinical experience requirement for licensure. Students may download the most recent copy of the Texas LPC Code, application information, and application forms by visiting http://www.dshs.state.tx.us/counselor/lpc_forms.shtm. Please note, in order to be licensed in the state of Texas, applicants must pass the National Counselor Exam (NCE; www.nbcc.org).

The counseling faculty encourages its graduates to pursue certification in areas of **specialization**. Requirements for some of the more frequently sought licenses and certificates are reviewed on the following pages.

Supervised Clinical Experience Credit

Counseling program students at both the master's and doctoral level are required to document hours of supervised clinical experience. Students receive credit for only those hours they have recorded on appropriate program forms.

Master's Degree

Practicum. Both CACREP Accreditation Standards and LPC requirements specify the minimum amount and quality of supervised clinical experience to be included in the counseling master's course of study. Both specify a minimum of 100 hours of practicum, including 40 hours of direct client contact. Students may accrue up to 15 hours prior to enrollment in COUN 5690 Practicum in Counseling; see the *Advanced Counseling Skills Courses Taken Prior to COUN 5690* form on the following page. In addition, students may accrue hours from certain courses taken concurrently with COUN 5690; see the *Master's Practicum Clinical Experience Log (MPCEL)* form that appears among the next few pages.

Internship. CACREP also requires that the student who has successfully completed practicum must then complete 600 hours of internship, including 240 hours of direct client contact. Although CACREP does not allow students to carry over hours from practicum to internship, internship students who are concurrently enrolled in any courses listed on the MPCEL form may apply the specified hours toward their internship hours.

LPC-Intern Clinical Experience. After completion of the master's degree, the graduate must apply to the LPC Board to become an LPC-Intern. After receiving from the LPC Board notification of LPC-Intern status, the LPC-Intern may begin accruing the 3,000 hours of supervised practice required for licensure in Texas. At least 50% of the hours must involve direct client contact.

As of September 1, 2009, the TX LPC post-master's supervised experience requirement is 3,000 hours, including 1,500 direct contact hours. The master's degree must have included a 300-hour "practicum"; if it included more, the LPC Board will count up to 400 additional hours toward the 3,000 hours. As many of those hours that were direct contact may be applied to the post-master's direct contact hour requirement. Read through the following two hypothetical cases examples, referring to the table on the next page.

Maria took only COUN 5690 Practicum, 5720 Internship I, and 5721 Internship II for a total of 700 hours including 280 direct contact hours. Toward her 3,000 hours, she may count a total of 400 hours ($700 - 300 = 400$): for example, 120 hours and 280 direct contact hours, or 400 hours and 0 direct contact hours, or any combination in between, as long as the total does not exceed 400 hours.

John took COUN 5690, 5720, 5721, 5700 Play Therapy, and 5640 Play-Based Group & Family Counseling for a total of 735 hours including 294 direct contact hours. Toward his 3,000 hours, he may count a total of 400 hours ($735 - 300 = 435$, of which a max of 400 may count): for example, 106 hours and 296 direct contact hours, or 400 hours and 0 direct contact hours, or any combination in between, as long as the total does not exceed 400 hours.

Doctoral Degree

CACREP requires doctoral students to have a specific amount and quality of supervised clinical experience as part of the doctoral program coursework. Courses shown in bold in the table on the following page reflect this requirement. Doctoral students who are LPC-Interns may use supervised clinical coursework toward the required internship hours. See the table on the next page for a listing of courses (shown both in regular type and bold) that may apply and approximate amount of applicable credit per course.

Table of Credit for Supervised Experience by Counseling Program Course

COUN course number	Course Title	Description of Duties	Approximate Hours of Credit for Supervised Experience	Approximate Direct Contact Hours (40%)
5000	Filial/Family Therapy	Student	25	10*
5590	Couple Counseling	Student	8	3
5640	Play-Based Group & Family Counseling	Student	25	10
5660	Advanced Counseling Skills	Student	12	5
5680	Essential Skills in Counseling	Student	12	5
5690	Practicum in Counseling	Student	100	40*
		Graduate Assistant (non 6030/6090)	75	30
5700	Play Therapy	Student	10	4
5720/5721	Internship in Counseling	Student	600	240
		Graduate Assistant	TBA	TBA
5740	Group Counseling	Student	12	5
		Group Leader	25	10
5900	Special Problems	Student	TBA**	TBA**

* Minimum hours. Additional hours may vary by professor and by student's academic level.

** Hours specified in special problem contract.

*** Minimum of 40 hours of direct contact with clients and/or students

For further information, contact: Texas State Board of Examiners of Professional Counselors

1100 West 49th Street

Austin, TX 78756-3183

512/834-6658 or <http://www.dshs.state.tx.us/counselor/default.shtm>

Revised 07/10

University of North Texas
 Department of Counseling and Higher Education
 Counseling Program Clinical Services

Advanced Counseling Courses Taken Prior to COUN 5690

(See Instructions On Back)

5690 Instructor submits this form to the Counseling Office AT THE END of the SEMESTER.

Name: _____ Date: _____
 Track: _____

Course Title (possible contact hours)	Direct Hrs	Supervision		Instructor Signature / Date of Completion
		Triadic	Group	
COUN 5660 Advanced Counseling Techniques (5)				/
COUN 5740 Group Counseling (0-5)				/
COUN 5640 Play-Based Group/Family COUN (varies)				/
COUN 6630 Advanced Play Therapy (varies)				/
COUN 5000 Filial/Family Therapy (10)				/
COUN 5590 Couple Counseling (3)				/
Other:				/
TOTAL HOURS ACCRUED PRIOR TO COUN 5690				
TOTAL HOURS APPLICABLE TO PRACTICUM				
Max. 15 direct contact hours applied to practicum				

Key
Contact Hrs = Actual direct contact hrs accrued
Triadic = Triadic supervision with one instructor and 2 students
Group = Group supervision in small groups of up to ten students with one supervisor
Instructor Signature = The professor for the course must sign the log in the block for their course /date of completion
Do not fill in patterned area.

Instructions on the back of this form indicate that it requires faculty signature. You may personally secure the signature **OR** you may submit this form to the Counseling Program Office with a note indicating which faculty needs to sign for which class. The form will be processed and can be picked up from the Program Office in 10 business days.

**5690 Instructor submits this form to the Counseling Office
 AT THE END of the SEMESTER,
 after verifying & approving hours on TK20 Log.**

**Administrative
Procedures**

Step:	Instructions and Examples
1. Log your direct contact hours accrued in COUN 5660 Advanced Counseling Techniques (5) and COUN 5740 Group Counseling (0-5)	You should accrue 5 direct contact hours in COUN 5660. If you led a group under supervision during COUN 5740 , you may count a maximum of 5 direct contact hours. If you did not, you MUST lead a group during the practicum semester.
2. Log your accrued supervision hours	Triadic Supervision refers to a ratio of 1 supervisor per 2 students per one hour Group Supervision refers to 1 supervisor with up to ten students for a minimum of 1 hour
3. Instructor Signature	Have your instructor for that course sign in the appropriate block. (unsigned forms are invalid)
4. Repeat steps 1,2,& 3 for any of the listed electives where you gained direct clinical experience as a requirement for the course that you take BEFORE COUN 5690	Advanced Counseling Skills electives taken concurrently with COUN 5690 will be documented on another form
5. Log your total hours accrued before COUN 5690	Add down each column to find the total hours for each category (Contact Hrs, Triadic, and Grp Supv)
6. Log the total hours applicable to practicum	Total Hours Applicable to Practicum (up to 15)
7. Keep completed Advanced Counseling Skills Courses Log and attach it to your COUN 5690 Masters Practicum Log	

University of North Texas
 Department of Counseling and Higher Education
 Counseling Program Clinical Services

Name: _____

Master's Practicum Clinical Experience Log

Primary Clinic: CHDC

Faculty Supervisor: _____

(See Instructions on Back)

Semester: _____

Doctoral Supervisor: _____

Track: _____

	Weekly Direct Contact Hours by Type						Weekly Direct Contact Hours by Site			Ttl DC Hours	Supv Hours		Other Indirect Hours			Week Total	Supv Intl
	Date	Ind	PT	GRP	Cpl	PC	Filial	Prac	Course		Other	Triad	Group	Adm	Train		
1								/	/								
2								/	/								
3								/	/								
4								/	/								
5								/	/								
6								/	/								
7								/	/								
8								/	/								
9								/	/								
10								/	/								
11								/	/								
12								/	/								
13								/	/								
14								/	/								
15								/	/								
16								/	/								
Sem total								/	/								
Hours Accrued Prior to COUN 5690 (15 hours max applied to prac)																	
GRAND TOTAL:							Add your total hours down each column in the blocks provided here----->										

Key
Date= Date of practicum each week
Indiv=Individual Adult or Adolescent
PT= Play / Activity Therapy (group or individual)
GRP= Group Therapy (Adult and adolescent)
Cpl= Couple Therapy
PC= Parent Consult
Filial= Filial/ Parent Classes
Prac= Hours accrued during scheduled practicum meeting time
Course= Hours accrued in another clinical class during prac semester / instructors initials in the adjacent space
Other= Contact hours accrued in another setting besides practicum / Supv. Initials
Ttl DC Hours= Total direct contact hours added together for week
Triad= 1 supv w/ 2 students (triadic)
Group= Group supv. 1 supervisor : 10 students
Adm= Progress notes, scoring, etc.
Train= Research/ seminars, etc.
Obs= Observed sessions
= not applicable, do not fill in area

Approved advanced counseling skills courses from which direct contact hours may be accumulated concurrently during practicum semester (see "Course"):
 Highlight or circle clinical "Course" taken concurrently with practicum (if applicable)
 COUN 5640 Play-Based Group and Family (Varies)
 COUN 6630 Advanced Play Therapy (Varies)
 COUN 5000 Filial/Family Therapy (Varies)
 COUN 5590 Couples Counseling (3)
 COUN 5660 Advanced Counseling Skills (5)
 COUN 5740 Group Counseling (Varies)

Instructor: Please Sign below to verify that the student has completed the requirements of practicum (40 hours Direct Contact, with a minimum 5 Hours in Group Direct Contact Experience)

Instructor Verification Signature: _____ Date: _____

Weekly Administrative Procedures

Step	
<p>1. Log your hours for the week in the appropriate block by type.</p> <p>2. Group Counseling (COUN 5740) must be taken prior to Internship II (COUN 5721) Please note that Group Counseling must be completed prior to enrolling in COUN 5000 or 5640,.</p>	<p>Example: If you have a play therapy client and an individual client during your master's practicum course and you are leading a filial group in COUN 5000 Filial/Family Therapy this semester, and you are co-facilitating a group, with a licensed mental health professional, at an agency outside the university, you would;</p> <p>a) put a 1 in the Indiv block and a 1 in the PT block</p> <p>b) put a 1.5 in the Filial block</p> <p>c) put a 1.5 in the Grp block (if it is an hour and a half group)</p> <p>a) put a 2 in the Prac block</p> <p>b) put a 1.5 in the left half of the Course block (and have your instructor initial the second half of the block)</p> <p>c) put a 1.5 in the Other block</p>
<p>3. Fill in the total contact hours accumulated for the week in the Ttl DC Hours block.</p> <p>4. Fill in the Supv Hours you accumulated in group supervision as well as triadic (1:2) supervision. (Don't forget to count the supervision received in your course.)</p>	<p>Make sure the hours in the first three segments are all equal--</p> <p>Weekly Direct Contact Hours by Type= Weekly Direct Contact Hours by Site= Ttl DC Hours</p> <p>** The first the segments are three different ways to represent the same thing-- your hours for the week.</p>
<p>5. Fill in the Other Indirect Hours you accumulate.</p>	<p>Example: Adm includes: scoring/ reviewing tapes/ writing process notes/ etc. during practicum or at home</p> <p>Train is the time you spend researching issues pertaining to one of your clients as well as any training seminars or conferences you attend during the week that pertain to counseling.</p> <p>Obs includes observations of other counseling students you do during the week</p>
<p>6. Fill in the Week Total.</p>	<p>Ttl DC Hours + Supv Hours + Other Indirect Hours = Week Total</p>

End of Semester Administrative Procedure: Add down each column to tally the **Sem Total** (*semester total*) by category. In the Hours accrued prior to COUN 5690 row, add the direct contact and supervision hours from the **Advanced Counseling Skills** form by category with the total at the right (Maximum 10 Direct Contact Hours). For the **Grand Total**, add your total hours down each column in the blocks provided, then add the categories together to find the grand total of practical experience prior to internship.

Hours Applicable to Internship: See instructions on front of form to determine the total number of hours applicable to internship.

Note: Attach the Advanced Counseling Skills Courses form to this form, and turn in the original to your practicum instructor. (Be sure to make a copy to keep for your records.) The original goes in your permanent file.

School Counselor Certification in Texas

1. To be certified, one must have (a) a master's degree, (b) two years of creditable teaching experience in a State Board of Educator Certification (SBEC) or a Texas Private School Accreditation Commission (TEPSAC) approved school (for a list of TEPSAC schools, go to <http://www.tepsac.org/#/home> [Search Schools]), and (c) a passing score on the TExES: Counselor.
2. To take the TExES Counselor Examination
 - a. The test is administered in the spring and fall. You may apply at the start of internship and the successful completion of:
 - COUN 5710 Counseling Theories
 - COUN 5460 Prog Dev, Leadership and Ethics in School Counseling
 - COUN 5770 Professional School Counseling
 - COUN 5740 Group Counseling
 - COUN 5470 Career Development
 - COUN 5760 Child & Adolescent Appraisal
 - COUN 5690 Practicum in Counseling
 - COUN 5670 Developmental Processes & Practices
 - b. Obtain permission from Counseling Program, Stovall 155, to take the TExES.
 - c. Obtain a registration bulletin from the TExES Office in Matthews Hall 103/940-369-8601, your local ISD administration building, from National Evaluation Systems (NES) at 800-523-7088, or www.coe.unt.edu/TExES/.
 - d. Complete the scantron registration form, which is located in the registration bulletin. Submit this completed form along with payment to the TExES Office in MH 103 or mail the form to TExES Office, PO Box 311337, Denton, TX 76203. The TExES Office will verify eligibility by contacting the Counseling Office, attach a barcode and send the form to the state. You will be notified seven to ten days prior to the test date of your test site location.
 - e. The Prep Manual for the TExES can be printed or ordered at the following web address: www.sbec.state.tx.us.
3. Once your TExES scores are on file at UNT and you have completed all other requirements for certification, access the online application, sponsored by the College's Student Advising Office at <http://www.coe.unt.edu/student-advising-office/steps-teacher-certification>. The frequently asked questions webpage offers many answers to questions regarding the process.

The Student Advising Office strongly advises that you list your own address as recipient of the certification materials. School districts that receive your materials can misplace them. Be sure the address you list is the one where you will be living in five to eight weeks; the documents are not able to be forwarded.

4. Upon receipt of these forms, the State Board for Educator Certification will conduct a criminal history check. Application by someone who does not pass the check will be rejected.
5. Within five to eight weeks, your certification materials will arrive.

For further information about Public School Counselor Certification in Texas, contact the Student Advising Office, Matthews Hall 105, (940)565-2736; or State Board for Educator's Certification, 1001 Trinity, Austin, TX 78701, (512)469-3001.

For information regarding School Counselor Certification outside of Texas, contact the state in which certification will be sought.

This fact sheet is intended to provide basic information for consumers regarding the following mental health professionals that are licensed in Texas: marriage and family therapists, professional counselors, social workers, sex offender treatment providers, chemical dependency counselors, psychiatrists, and psychologists.

Marriage and family therapists

A licensed marriage and family therapist (LMFT) is a mental health professional who provides professional therapeutic services to individuals and groups that involve the application of family systems theories and techniques. Services may include marriage therapy, sex therapy, family therapy, child therapy, play therapy, individual psychotherapy, divorce therapy, mediation, group therapy, chemical dependency therapy, rehabilitation therapy, diagnostic assessment, hypnotherapy, biofeedback, and related services.

A licensed marriage and family therapist holds at least a master's degree in marriage and family therapy or its equivalent, and also must complete 3,000 hours of supervised experience in the field of marriage and family therapy services.

For more information about marriage and family therapists, visit the website of the Texas State Board of Examiners of Marriage and Family Therapists at www.dshs.state.tx.us/mft or call (512) 834-6657.

Professional counselors

A licensed professional counselor (LPC) is a mental health professional who provides professional therapeutic services to individuals and groups that involve the application of mental health, psychotherapeutic, and human development principles to facilitate adjustment and development throughout life. Services may include individual counseling, group counseling, marriage counseling, family counseling, chemical dependency counseling, rehabilitation counseling, education counseling, career development counseling, sexual issues counseling, psychotherapy, play therapy, diagnostic assessment, hypnotherapy, expressive therapies, biofeedback, and related services.

A licensed professional counselor holds at least a master's degree in counseling or a counseling-related field, and also must complete 3,000 hours of supervised experience in the field of professional counseling.

For more information about professional counselors, visit the website of the Texas State Board of Examiners of Professional Counselors at www.dshs.state.tx.us/counselor or call (512) 834-6658.

Social workers

A licensed social worker is a mental health professional who provides services to restore or enhance social, psychosocial, or biopsychosocial functioning of individuals, couples, families, groups, organizations, or communities.

A **licensed baccalaureate social worker (LBSW)** holds at least an undergraduate degree in social work from a four-year college or university or was previously licensed as a social work associate. A **licensed master social worker (LMSW)** holds at least a master's degree in social work. A **licensed master social worker-advanced practitioner (LMSW-AP)** has also completed at least two years of professional, supervised experience providing non-clinical social work services. A **licensed clinical social worker (LCSW)** holds at least a master's degree in social work. The LCSW has also completed at least two years of professional, supervised experience providing clinical social work services.

General social work services, which may be provided by all licensed social workers, include interviewing, assessment, planning, intervention, evaluation, case management, mediation, counseling, supportive counseling, direct practice, information and referral, problem solving, supervision, consultation, education, advocacy, community organization and the development, implementation, and administration of policies, programs and activities.

Master's social work services, which may be provided by an LMSW, LMSW-AP, or LCSW, include the application of specialized knowledge and advanced practice skills in the areas of assessment, treatment planning, implementation and evaluation, case management, information and referral, supervision, consultation, education, research, advocacy, community organization and the development, implementation, and administration of policies, programs and activities.

Clinical social work services, which may only be provided by an LCSW or an LMSW in an agency setting, include the application of specialized clinical knowledge and advanced clinical skills in the areas of assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders, conditions, and addictions, including severe mental illness in adults and serious emotional disturbances in children.

For more information about social workers, visit the website of the Texas State Board of Social Worker Examiners at

www.dshs.state.tx.us/socialwork or call (512) 719-3521 or (800) 232-3162.

Chemical dependency counselors

A licensed chemical dependency counselor (LCDC) is a mental health professional who assists individuals or groups to develop an understanding of chemical dependency problems, define goals, and plan actions reflecting the individual's or group's interest, abilities, and needs as affected by chemical dependency problems. Services may include the diagnosis of a substance abuse disorder. LCDCs are not authorized to treat individuals with a mental health disorder or to provide family counseling to individuals whose problems do not include chemical dependency.

A chemical dependency counselor must hold at least a two-year associate's degree with a course of study in human behavior/development and service delivery and must complete 4,000 hours of supervised experience working with chemically dependent persons.

For more information about chemical dependency counselors, visit the website of the Texas Department of State Health Services at www.dshs.state.tx.us/lcdc or call (800) 832-9623.

Sex offender treatment providers

A licensed sex offender treatment provider (LSOTP) is a mental health professional who provides services for the treatment of sex offenders. A sex offender is a person who has been convicted or adjudicated of a sex crime or a sexually motivated offense, or has received deferred adjudication for a sex crime or a sexually motivated offense. Sex offender treatment occurs through offense specific sex offender treatment, which is a long-term comprehensive set of planned treatment experiences and interventions that modify sexually deviant thoughts, fantasies, and behaviors and that utilize specific strategies to promote change and to reduce the chance of re-offending. The primary method of treatment is behavioral group treatment.

An LSOTP must hold a mental health license as a physician, psychiatrist, psychologist, professional counselor, marriage and family therapist, clinical social worker, or advanced nurse practitioner recognized as a psychiatric clinical nurse specialist or psychiatric mental health nurse practitioner. In addition to fulfilling education and training requirements for the primary license, an LSOTP must also complete a minimum of 1,000 hours of clinical experience and 40 hours of continuing education in sex offender assessment and treatment.

For more information about sex offender treatment providers, visit the website of the Council on Sex Offender Treatment at www.dshs.state.tx.us/csot or call (512) 834-4530.

Psychiatrists

A psychiatrist is a medical doctor (MD). For information concerning medical doctors, please refer to the website of the Texas Medical Board at www.tmb.state.tx.us or call (800) 248-4062.

Psychologists

For information concerning licensed psychologists in Texas, please refer to the website of the Texas State Board of Examiners of Psychologists at www.tsbep.state.tx.us or call (512) 305-7700.

SOURCES

Texas Occupations Code, Chapters 110, 502, 503, 504, and 505

Title 22, Texas Administrative Code, Chapters 681, 781, 801, 810 and Title 25, Texas Administrative Code, Chapter 450

Helpful Licensure and Certification Resources

Texas Counseling Association Licensed Professional Counselor Brochure

<http://www.txca.org/Images/tca/Documents/Brochures/TCALicensedProfessionalCounselor.pdf>

Texas Counseling Association Professional School Counselor Brochure

<http://www.txca.org/Images/tca/Documents/Brochures/TCAProfessionalCollegeCounselor.pdf>

Texas Counseling Association Professional College Counselor Brochure

<http://www.txca.org/Images/tca/Documents/Brochures/Revised.September%202007.pdf>

Directory of State Licensure Boards

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

Directory of State School Counselor Certification Requirements & Contacts

<http://www.schoolcounselor.org/content.asp?contentid=242>

Requirements for Texas Licensed Marriage and Family Therapist (LMFT)

<http://www.dshs.state.tx.us/mft/>

Requirements for Texas Licensed Chemical Dependency Counselor (LCDC)

<http://www.dshs.state.tx.us/lcdc/>

Requirements for National Certified Counselor (NCC)

www.nbcc.org

Requirements for Registered Play Therapist (RPT)

Association for Play Therapy <http://www.a4pt.org>

Information for UNT students about the RPT <http://cpt.unt.edu/about-us/faq/students-faq/>

Information for professionals about the RPT <http://cpt.unt.edu/about-us/faq/professionals-faq/>

Post-Graduation Considerations

The Counseling Program is designed to prepare professional counselors for entry level positions in the field of counseling. Elective courses do not constitute a “major.” For example, a student who has completed the courses in couple counseling and parent and family counseling has not “majored in marriage and family therapy.” All students in the Counseling Program are majoring in Counseling. Electives constitute the foundation of a specialization. Graduates are expected to practice only in areas of competency; the development of competency includes supervised experience in the use of a particular approach.

Post graduation supervision, such as that required for licensure is a Professional Counselor, is the responsibility of the graduate. For licensure in Texas, the supervision must be provided by a licensed mental health professional (LPC-S) who has been approved by the Licensure Board in Austin. For certification in areas of specialization, qualifications of approved supervisors are specified by the certifying organization. Many former students find post-graduate supervisors through their Internships. Others use a variety of resources such as networking and the listing of approved supervisors provided by the Licensure Board in Austin or by a certifying organization.

The faculty encourages graduates who achieve licensure to print out the phrase, “Licensed Professional Counselor” on their professional business cards, stationery, etc., rather than using the acronym, “LPC.” The use of the full title helps to familiarize the public with the counseling profession.

For graduates who may be seeking licensure in states other than Texas, see specific state licensure boards for licensure requirements. Graduates are strongly encouraged to keep course syllabi in case course content comes into question while pursuing licensure outside of Texas.

UNDERSTANDING AND ACKNOWLEDGMENT

(This form must be signed for placement in each Counseling Program student's file.)

(p. 1 of 2)

I, _____ (student name), have received and read the Master's Student Handbook from the University of North Texas Counseling Program.

- I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein. _____ *(initial)*
- I understand that it is solely my responsibility to meet the requirements of the Graduate School and the College of Education as outlined in the UNT Graduate Catalog and COE policies. _____ *(initial)*
- I understand the terms of my provisional admission to the University of North Texas Counseling Program. _____ *(initial)*
- I understand my degree requirements including courses, examinations, and field experiences. I understand that it is solely my responsibility to meet prerequisites and application requirements throughout my program of study. I understand I may contact my academic advisor or the Counseling Program office with questions. _____ *(initial)*
- I understand University of North Texas Counseling Program policies and procedures including those related to minority recruitment, disability accommodation, ethical/legal awareness, Foliotek, email communications, professional endorsement, required counseling experiences, and expectations for dress and conduct. _____ *(initial)*
- I understand University of North Texas Counseling Program academic policies and procedures including those related to time-to-completion, course sequencing and registration, incompletes, APA style, professional journal access, academic integrity, identification of a guiding counseling theory, grievance and appeals process, and student evaluation of courses and instruction. _____ *(initial)*
- I further understand that the faculty of the University of North Texas Counseling Program has the right and responsibility to monitor my academic performance, my professional development, and my personal development and, based on that monitoring, to make decisions about my standing in the Counseling Program—whether I will continue without restriction, will continue with restriction and/or remediation, or will withdraw from the program. I understand that remediation can include the requirement of personal counseling that I undertake at my own expense. _____ *(initial)*
- I understand that the University of North Texas Counseling Program faculty defines Satisfactory Progress as earning a B or higher in all COUN-prefix courses. I understand that I must complete each clinical course, including COUN 5680, 5660, 5740, 5690, 5720, and 5721, with a grade of B or higher before enrolling in the next course. Ordinarily, students who receive two unsatisfactory grades in any combination of clinical courses will be withdrawn from the program. Students who receive grades other than A or B in didactic courses must repeat the courses until they earn grades of A or B. _____ *(initial)*

UNDERSTANDING AND ACKNOWLEDGMENT

(p. 2 of 2)

- I understand that success in the sequence of clinical courses, including but not limited to COUN 5680, 5660, 5740, 5690, 5720, and 5721, requires some skills different from those required for success in didactic courses; thus, success in didactic courses does not guarantee success in clinical courses. I also understand that the sequence of clinical courses involves the demonstration of increasingly complex counseling competencies and, consequently, that success in earlier course(s) in the sequence does not necessarily indicate success in later course(s) in the sequence. _____ *(initial)*
- I understand both personal and professional considerations for enrolling in the University of North Texas Counseling Program. I take personal responsibility for managing possible effects on my personal life and developing a strong professional identity. _____ *(initial)*
- I understand that counselor licensure and certification requirements vary by state and are subject to change at any time. I understand I am responsible for customizing my program of study to match requirements for the state(s) in which I intend to practice counseling. _____ *(initial)*
- I understand that I must have a Teaching Certificate and at least two years of teaching experience in an EC-12 accredited school as the teacher of record in order to earn school counselor certification in Texas. (Student teaching, substitute teaching, teacher's aide, or university teaching cannot be applied toward these two years.) A creditable year equates to employment of more than 180 days. _____ *(initial)*
- I understand and acknowledge that neither the University of North Texas nor the Counseling Program will provide or pay for my legal counsel in the event I am sued for malpractice while doing my counseling practicum internship, guidance practicum, or other related laboratory experiences, nor will the University pay damages or other costs incurred by me in the event I am found liable. I hereby agree to provide proof of malpractice insurance and notification of any changes in my insurance coverage as specified on the "Statement of Liability Awareness" form. I will hold the University of North Texas harmless in the event I am sued and found liable. _____ *(initial)*
- I understand and acknowledge that my educational performance ratings may be included in research for the purpose of evaluation of the Counseling Program of the University of North Texas. I understand that my individual identity will not be revealed to the public as part of this research. _____ *(initial)*

Signature _____ Date _____

Print name _____