



TEXAS TECH UNIVERSITY

College of Education™

Counselor Education

*Admitted Student Handbook
for
Master of Education Program*

2008-2009

**Texas Tech University
College of Education
Counselor Education Program
(www.educ.ttu.edu/epce/)**

6-01-08

Preface

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

This *Handbook* is designed to provide masters level students (admitted to the Counselor Education Program) with information about the Counselor Education Program at Texas Tech University. This *Handbook* is intended to serve as a supplement to, not a substitute for, the *Texas Tech University Graduate Catalog*. Because graduate procedures, graduate course requirements and prerequisites may change, students are strongly encouraged to be familiar with the latest copy of the *Graduate Catalog* and meet with their faculty advisor each semester.

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

The provisions of this *Handbook* have been adopted by the Counselor Education faculty as the official procedures for graduate students majoring in counseling. This *Handbook* supersedes any previous Counselor Education Program guidelines, handouts, and/or brochures.

Students are responsible for adherence to the policies in the *Handbook* edition that was current the semester when the student was admitted.

6-01-08

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Introduction

The Counselor Education Program is one of six degree programs in the Department of Educational Psychology and Leadership (EP&L) in the College of Education (COE) at Texas Tech University. The program was established to prepare professional counselors at the masters (MEd) and doctoral (PhD) levels. The masters level counselor education program offers two counseling tracks, school counseling and community counseling. The doctoral level has one track, a basic counselor education program. The degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Mission

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

The Model

The Counselor Education Program model, based on the above mission, facilitates the training of counselors to be practitioners, researchers, and professors. Consistent with this training is the College of Education theme, Professional Educators Opening Doors to the Future. In this model, the Counselor Education faculty apply the principles of learning and reflective analysis to expose counselor education students to a variety of counseling research and practice modes, thus requiring counselor education students to critically analyze the cognitive, behavioral, and affective training components and appropriately implement that training in a variety of settings. Congruent with the theme is the faculty's emphasis on (a) exposing students to a variety of counseling theories and techniques, (b) offering students the opportunity to refine and implement their skills and knowledge in a variety of settings, (c) helping students develop an awareness and appreciation for diversity and (d) teaching and modeling the highest of ethical standards.

Program Objectives

It is expected that all counselor education students (masters, doctoral, and certification) will exhibit competence in the counseling core areas. Competence will be shown through didactic courses, experiential courses, field experiences, examinations, research, papers, presentations, supervised practice with clients, and successful completion of the Counselor Preparation Comprehensive Examination. Graduates of the Counselor Education Program are expected to have completed program objectives listed below:

Program Objectives for Counseling

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

- to learn a variety of skills and counseling techniques
- to facilitate development throughout the lifespan for self and for clients
- to learn to critically evaluate counseling approaches to determine the appropriate one(s) to use with clients
- to evolve a personal theory of counseling and develop the associated skills for implementation
- to understand and demonstrated adherence to the ACA Code of Ethics
- to engage in self-evaluation regarding the quality of their counseling skills
- to commit to increasing knowledge about human behavior and the conditions that influence it and acquire the necessary research
- to become an effective practitioner who will engage in caring, nurturing, and facilitating relationships with colleagues and clients
- to be prepared in a common core of knowledge and basic skills as prescribed by accreditation and licensing bodies. The core areas are:

- *Human growth and development* - studies that provide an understanding of the nature and needs of individuals at all developmental levels.
- *Social and cultural foundations* - studies that provide an understanding of issues and trends in a multicultural and diverse society.
- *Helping relationships* - studies that provide an understanding of counseling and consultation processes and theories.
- *Groups* - studies that provide an understanding of group development, dynamics, counseling theories, and group counseling methods and skills.
- *Career and lifestyle development* - studies that provide an understanding of career development and the interrelationships among work, family, and other life factors.
- *Appraisal* - studies that provide an understanding of individual and group approaches to assessment and evaluation.
- *Research and program evaluation* - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- *Professional orientation* - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

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

Competencies for School Counselors

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

Domain I: Understanding Learners

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

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

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

Domain II: Promoting Learners’ Growth and Achievement

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

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

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

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

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

Domain III: Counseling in the Learner-Centered Environment

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

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

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

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

Overview of Counselor Education Program

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

Master of Education (MED). This degree requires a minimum of 48 graduate semester hours. The master's degree emphasis is on the development of counseling competencies in such areas as human growth and development, professional orientation and ethics, career theory, appraisal, counseling theories, individual and group counseling, diversity, research, and practical skills related to counseling practice. Graduates of the master's program are equipped with entry-level skills to work as counselors in a variety of educational and agency settings.

Community Counseling. At the masters level, Community Counseling provides the academic training for counselors to work in a variety of positions in community agencies, such as counseling centers, drug and substance abuse centers, career counseling centers, community mental health programs, employee assistance programs in business and industry, adult probation offices, MHMR agencies, corrections, and private counseling practice. Completion of the master's degree in community counseling provides the graduate with the academic coursework requirements for Licensed Professional Counselor (LPC) in Texas.

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

Certificate. This post-masters counseling certificate, requires a minimum of 48 graduate counseling semester hours. All students desiring the certificate **must be admitted to the Counselor Education program.** Upon completion of coursework, students are recommended to the Texas Education Agency (TEA) for a Texas School Counselor Certificate providing they have a valid teaching certificate, teaching experience, and a passing score on the TExES examination. Students seeking certification must meet with the TTU Certification Officer at 742-1997 ext. 229 during their first month of enrollment after they have been admitted to the Counselor Education Program.

Mental Health Certificate. This is a 15 hour post-masters specialization in Mental Health Counseling. It is not a certification of any sort. For more information, contact Dr. L.J. Gould at (806) 742-1997 ext. 296.

Organization of Graduate Study at Texas Tech University

Texas Tech University Graduate School (www.ttu.edu/~gradsch/)

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

College of Education Office of Graduate Studies and Research

The College of Education Office of Graduate Studies and Research, located in ED, Room 106 (806-742-1998 x434), is directed by the Associate Dean for Graduate Education and Research. The Associate Dean reports to the Dean of the College of Education and is responsible for administering policies, rules, and regulations pertaining to graduate degree programs in the College of Education.

Department of Educational Psychology and Leadership (EP&L)

EP&L is one of two Departments (the other Department is Curriculum and Instruction) in the College of Education. EP&L consists of six programs granting degrees; counselor education is one of the six programs. The Department Chair is Dr. Fred Hartmeister.

Counselor Education Program (www.educ.ttu.edu/epce/)

The Counselor Education program is a graduate program located in the Department of Educational Psychology and Leadership. The Counselor Education Program is coordinated by Dr. Loretta Bradley who is responsible to the Department Chairperson. The Counselor Education Program policies and procedures are established and implemented by the faculty members (Drs. Bradley, Crews, Hendricks, Marbley, Parr, and Shen).

Probation, Suspension, and Dismissal

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

Immediate Dismissal

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

1. Dishonesty (cheating, plagiarism, etc.).
2. Disclosure of client confidential information with unauthorized individuals.
3. Negligence or misconduct.
4. Mistreatment of and/or disrespect for clients, fellow students, research participants, or faculty.

5. Abusing a client, fellow student, faculty member, or staff member, (including abusive language).
6. Violations of the rules, regulations, and principles in the *ACA Code of Ethics* and *Texas Tech Code of Student Affairs*.
7. Receipt of a Fail grade in Techniques, Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, examinations or dissertations.
9. Willful conduct that may cause injury to self or others.
10. Unethical behavior as defined by ethical guidelines and practice (e.g., ACA).
11. Sexual harassment as defined by Texas Tech University.

Academic Performance Evaluation

All students enrolled in the Counselor Education Program are expected to achieve and maintain a high level of academic performance. A Grade Point Average (GPA) of 3.0 (4.0 = A) is required for graduation. If a student earns a grade of C in any course required in the 48 hour Counselor Education Degree Plan, he or she must repeat the course and have other grades to balance the grade of C so that the overall GPA of 3.0 is maintained. Students earning a grade below C in a course are required to meet with their faculty advisor to discuss the circumstances resulting in the grade and to discuss their present and future status in the program. Following the meeting between the student and advisor (counselor education faculty), the counselor education faculty member discusses the meeting with the counselor education faculty who will review and make recommendations (e.g., remedial coursework, suspension, probation, dismissal) about the student's status in the Counselor Education Program. In instances where the student's GPA falls below 3.0 at anytime during the student's enrollment, the student can expect the faculty to recommend dismissal. Students earning a grade of Fail in a practicum or internship class graded pass/fail or a grade of C or below in a practicum/internship graded by letter grades A - F will be terminated from the counselor education program. Students terminated may file an appeal by following the Texas Tech University Grade Appeals Procedures available from the COE Office of Graduate Studies and Research (ED, Room 106) or the Student Appeals/Grievance Procedures outlined in this Handbook.

Non-Academic Performance Evaluation

At meetings during the year, the Counselor Education Program faculty will discuss the non-academic performance of students. Although not limited to the following, the faculty may discuss the student's academic integrity, professional attitude and behavior, ethical behaviors, and compatibility with the Counselor Education Program at Texas Tech University and the counseling profession. In instances where aspects of the non-academic performance are unsatisfactory, the faculty may decide on remediation, reprimand, probation, or dismissal from the Counselor Education Program. Students disagreeing with the decision may appeal the decision by following the Student Appeals/Grievance Procedures outlined in this handbook.

Retention Policy and Procedures

The Counselor Education faculty adhere to the Ethical Standards of the American Counseling Association which state:

Counselor Educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance (ACA, 2005).

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

Informal Procedures

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

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

Formal Procedures

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

1. The faculty member(s) will present their concerns to the Counselor Education faculty.
2. The coordinator will schedule a Counselor Education faculty meeting to discuss the concern(s).
3. The Counselor Education faculty will review the concern(s) and decide whether to proceed with the formal retention review. If the majority of the Counselor Education faculty decide the concern(s) is not of such a nature to require a hearing, then the procedure stops here. If on the other hand, the majority of the Counselor Education faculty decides the concern(s) is serious enough to warrant a hearing, a formal hearing will be scheduled. The concerned faculty member(s) will present a description of the concern(s).
4. At least ten working days prior to the formal hearing, the student(s) will be informed by the Counselor Education Coordinator of the formal Retention Review and the specific concerns.
5. The faculty member(s) initiating the hearing and the concerned student(s) will be invited to meet with the Counselor Education faculty to present pertinent information. When appropriate, other individuals may be asked to attend and provide information.
6. Following the Retention Review, the Counselor Education faculty will decide on a resolution that may include any of the following:
 - a. The concern(s) do not warrant further action; the student should remain in the counselor education program.
 - b. The student will be placed on probation. A written plan for removing the student from probation will be recommended by the counselor education faculty. The plan will be given to the student and will be monitored by the student's advisor. Progress reports will be submitted to the Counselor Education faculty according to the time schedule specified in the plan. The Counselor Education faculty will meet and decide if the student should be removed from probation.
 - c. The student will be recommended for dismissal from the Counselor Education Program and will not be permitted to enroll in further counselor education classes.

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

Student Appeals/Grievance Procedures

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

Purpose: It is the intent of the Counselor Education Program to provide graduate students the right to a fair hearing on academic and non-academic matters. Both informal and formal channels of due process are available to work with students on complaints, appeals, and grievances.

Academic Related Appeals

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

1. The student consults with the involved faculty member(s) to try to resolve the issue at an informal level. In instances like admissions and retention when the total program faculty is involved in the decision, the student contacts the program coordinator and requests a meeting with the total program faculty. Seven working days before the meeting with the faculty, the student provides a letter to the faculty explaining his/her concerns.
2. The faculty member(s) considers the student's petition and seeks a resolution of the issue. The student is informed in writing of the decision. In instances where the academic decision was made by the program faculty, the faculty members meet to resolve the issue. The student is informed in writing of the decision, and a copy of the letter is sent to the Department Chairperson.
3. If the student is satisfied with the outcome of the decision in Step 2, the procedure ends.
4. If the student is not satisfied with the outcome of the decision in Step 2, he/she may file a formal, written appeal/grievance to the Department Chairperson.
5. Students considering and/or deciding to file an appeal/grievance against a faculty member(s) contacts the Department Chairperson (ED, Room 103) and obtains information on procedures required for filing a grievance.
6. The Department Chairperson appoints a Program Appeals/Grievances Committee composed of at least two faculty and one student from the Counselor Education Program area. In instances like admissions, retention, etc. where the decision is made by the total program faculty and therefore the appeal/grievance is filed against several faculty members, the Department Chairperson will appoint an Appeals/Grievance Committee composed of at least two faculty and one student from the department.
7. Within ten working days of the date of the student's written formal appeal/grievance, the Committee will meet using the following guidelines:
 - a. It is the responsibility of the student to provide evidence to substantiate the grievance as valid.
 - b. The Committee will inform the student and involved faculty member(s) of the date, time, and place of the committee's meeting(s). Although not required to attend all meetings, the involved parties may attend.
 - c. The Committee will interview the student and involved faculty members(s).
 - d. Minutes of the meetings of the Committee will be filed in the Department Chairperson's office. Copies of the minutes will be available to the student filing the appeal/grievance and involved faculty member(s).
8. Within ten working days of its final meeting, the Committee will send a letter outlining its recommendations to the Department Chairperson.
9. Within ten days of receipt of the Committee's recommendation, the Department Chairperson will notify the student and involved faculty member(s) of his/her decision.
10. If the student is satisfied with the decision in Step 9, the procedure ends. If the student is not satisfied, he/she may appeal to the Dean of Education.

The Counselor Education Program endorses and implements the Admissions Appeals procedures established by the COE Graduate Studies Committee. Procedures for filing an appeal may be obtained from the Office of Graduate Studies and Research (ED, Room 106).

Non-Academic Related Appeals/Grievances

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

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

Counselor Education Program Requirements

The Counselor Education Program requirements are described in this section of the *Handbook*. For organizational purposes, the discussion will begin with the program requirements for a master's degree in counselor education. Requirements will be listed for the two master's level tracks, school counseling and community counseling. Although not a degree program, the 48-hour counselor education certificate will be discussed.

Master's Degree (MED) Programs

The master's degree programs in Counselor Education are designed around a core of classes, selected to be consistent with national standards for masters programs in counselor education, state training requirements for counselors, and Texas Tech University requirements for graduate programs. Two masters level programs, School Counseling and Community Counseling, are available. The masters program in School Counseling meets academic coursework requirements for certification as school counselor in the state of Texas. The Community Counseling program meets academic coursework requirements for licensure as a Licensed Professional Counselor (LPC) in Texas. In addition to 48 semester hours of graduate coursework, both programs require successful completion of the Master's Comprehensive Examination. Counseling students have a maximum of six (6) years to complete the MED degree. Figure 1 lists the course requirements for a degree in Community Counseling; Figure 2 lists the requirements for School Counseling. Students who seek both school counseling certification and LPC licensure must take a minimum of 63 semester credit hours including two (2) courses of practica (EPCE 5360), four (4) courses of Internship (EPCE 5094), and **both** EPCE 5352 and EPCE 5366. Please note that only students admitted to the Counselor Education Program may enroll in EPCE 5357, 5360 or 5094. Appendix B lists the planned 2-year sequence of Counselor Education courses. Please **NOTE this sequence is planned but cannot be guaranteed**. This sequence is dependent on resources available to offer the classes.

Application Deadlines

Students' applications deadlines are February 1, June 1, and October 1. The students must submit his/her applications to the Graduate School at least 4-6 weeks before the semester in which the student wants to be admitted. Failure to submit all of the admissions materials to the Counselor Education Program by the deadline will result in the student being delayed a semester for admissions review.

Figure 1
Community Counseling Course Requirements

		Hours
Area I	Professional Orientation (6 hours)	
	EPCE 5353 Community Counseling	3
	EPCE 5370 Ethical & Legal Issues in Counseling	3
Area II	Counseling Foundations (9 hours)	
	EPSY 5331 Human Development	3
	EPCE 5366 Dysfunctional Behavior	3
	EPCE 5371 Counseling Diverse Populations	3
Area III	Counseling Skills (18 hours)	
	EPCE 5354 Group Techniques in Counseling	3
	EPCE 5355 Introduction to Career Counseling	3
	EPCE 5357 Techniques of Counseling	3
	EPCE 5364 Theories of Counseling	3
	EPCE 5367 Family Counseling	3
	EPCE 5376 Fundamentals of Assessment for Professional Counselors	3
Area IV	Practicum and Field Experiences (9 hours)*	
	EPCE 5360 Practicum in Counseling	3
	EPCE 5094 Internship in Counseling	3
	EPCE 5094 Internship in Counseling	3
Area V	Research (3 hours)	
	EPSY 5379 Introduction to Educational Research	3
Area VI	Counseling Support Courses (3 hours)	3
	Choose from several classes including but not limited to:	
	EPCE 5352 Child Counseling	
	EPCE 5372 Addictions	
	EPCE 5373 Advanced Addictions	
	EPCE 5369 Seminar in Counseling	
	EPSY 5380 Introduction to Educational Statistics	
Minimum Semester Hours		48 Hours (non-thesis)

Note: Students must select practicum and internship field site placements emphasizing community counseling. If counseling skills are marginal, students will be required to complete additional practica, internship and/or techniques classes. Students should select electives that enhance their major emphasis in community counseling. Students may not enroll in more than 3 semester hours of Internship credit each semester.

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

Figure 2

School Counseling Course Requirements

		Hours
Area I	Professional Orientation (6 hours)	
	EPCE 5358 Comprehensive School Counseling Programs	3
	EPCE 5370 Ethical & Legal Issues in Counseling	3
Area II	Counseling Foundations (6 hours)	
	EPCE 5371 Counseling Diverse Populations	3
	EPSY 5331 Human Development	3
Area III	Counseling Skills (21 hours)	
	EPCE 5352 Child Counseling	3
	EPCE 5354 Group Techniques in Counseling	3
	EPCE 5355 Introduction to Career Counseling	3
	EPCE 5357 Techniques of Counseling	3
	EPCE 5364 Theories of Counseling	3
	EPCE 5367 Family Counseling	3
	EPCE 5376 Fundamentals of Assessment for Professional Counselors	3
Area IV	Practicum and Field Experiences (9 hours)*	
	EPCE 5360 Practicum in Counseling	3
	EPCE 5094 Internship in Counseling	3
	EPCE 5094 Internship in Counseling	3
Area V	Research (3 hours)	
	EPSY 5379 Introduction to Educational Research	3
Area VI	Counseling Support Courses	3
	Choose from several classes including but not limited to:	
	EPCE 5366 Dysfunctional Behavior	
	EPSY 5369 Seminar in Counseling	
	EPCE 5372 Addictions	
	EPCE 5373 Advanced Addictions	
	EPSY 5380 Introduction to Educational Statistics	
	Minimum Semester Hours	48 hours (non-thesis)

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

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

Beginning Courses

Students beginning their MED degree should initially enroll in EPCE 5353 & 5364 (if majoring in Community Counseling) or EPCE 5358 and 5364 (if majoring in School Counseling) because these courses are required prerequisite courses for many other counseling courses. Other beginning courses are listed in Figure 3.

Figure 3

Beginning Courses for Masters Students

EPCE	5353	Community Counseling
	5354	Group Techniques in Counseling
	5355	Career Counseling
	5364	Theories of Counseling
	5358	Comprehensive School Counseling Programs
	5376	Fundamentals of Assessment for Professional Counselors
EPSY	5331	Human Development
	5379	Introduction to Educational Research

To assist the student in planning a schedule, Appendix A contains a listing of recommended and/or required courses and prerequisites. It is the student's responsibility to be familiar with course prerequisites. Additional information may be obtained from the *Texas Tech University Graduate Catalog*.

Please note that Child Counseling (EPCE 5352) has a prerequisite EPCE 5364. Also please note that Child Counseling is usually offered Spring semester. Thus, it is imperative that if Child Counseling is required (e.g., required for School Counseling major) **the student should enroll in Child Counseling in Spring semester following completion of EPCE 5364 (Fall Semester)**.

Dual Focus

It is possible to major in both Community Counseling and School Counseling if the student has a valid teaching certificate. Students majoring in both areas will be required to complete a minimum of 15 additional semester hours (5 classes). **Students must complete two (2) separate classes in practica (EPCE 5360) and four (4) separate classes in internship (EPCE 5094)**. One practicum must be in a community agency, and the other practicum must be in a school setting in which the student is supervised by a certified school counselor. Likewise two (2) internship classes (5094) must be completed in a community agency and two (2) internship classes must be completed in a school setting in which the student is supervised by a certified school counselor. Students **may not** enroll in more than three (3) hours of internship during any semester. In addition, students must complete EPCE 5353 and 5358 and EPCE 5352 and 5366 (see Appendix A).

Advisors

Following admission to the Counselor Education Program, the Coordinator will assign an advisor for each student. The student may send a request in writing to the Coordinator to be assigned a different faculty advisor. However, a student should not assume that a faculty member will be able to serve as advisor. Decisions will be made based on several factors, including faculty members' current advising loads, committee assignments, and special responsibilities.

Degree Plan

The MED degree plan is filed on the form titled "Program for the Master's Degree and Admission to Candidacy". The degree plan for masters level students is available in the COE Office for Graduate Studies and Research (Ed, Room 106) or www.educ.ttu.edu. Dr. L.J. Gould will assist students in completing and filing the degree plan.

(Contact Dr. Gould at lj.gould@ttu.edu or (806) 742-1997 ext. 296.) **The plan must be filed during the first semester in which the student has been admitted to the Counselor Education Program.** To be an official contractual agreement, the plan must be signed by the Faculty Advisor, Department Chairperson, COE Associate Dean for Graduate Studies and Research, and the Dean of the Graduate School. Following approval, changes may be made in the degree plan by completing the "Form for Reporting Changes on Graduate Degree Programs" (available in Department Office ED, Room 103 or COE Associate Dean for Graduate Studies and Research, ED, Room 106).

Master's Comprehensive Examination

All students enrolled in the MED Counselor Education Program must pass a comprehensive examination prior to receiving their degree. Students are permitted to take the examination during their last semester of coursework. The examination is offered once each semester (usually March and October) and once during the summer (usually June). To be eligible to take the Counselor Preparation Comprehensive Examination (CPCE), students must be enrolled in at least one semester hour of coursework. Students must apply and pay \$40 (make check payable to NBCC, not TTU) to take the examination. **On the application, students must indicate their degree area as Counselor Education.** Information and applications are available at the office of the COE Associate Dean for Graduate Studies and Research, (ED, Room 106). Because deadlines apply, students are encouraged to inquire about the procedures early in their last year of course enrollment.

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

The CPCE consists of 160 multiple-choice questions of which 136 questions are scored. The remaining 24 questions are not scored but are used as pilot questions that may be used as future test items. The examination administration time is four hours. Students are asked to select the best response to each question from four alternative responses. To pass the Master's Comprehensive Examination, students must achieve a Z-score equivalent of $-.524$ or higher, i.e., the score must be at or above the 30th percentile. Students may take the evaluation a maximum of two times. In certain instances to be determined by the TTU Dean of the Graduate School, a student may take the evaluation three times. Students who must re-take the exam must meet with their advisors to develop a plan of study for the exam re-take. The student then presents this plan to the entire counseling faculty who will provide additional input and assistance. The entire exam is retaken with a passing score remaining at the 30th percentile. Any student failing the third administration of the exam will not be awarded a master's degree. After the examination has been administered and scored, a letter indicating the examination results (Pass or Fail) will be sent to students by the COE Associate Dean for Graduate Studies and Research (please do not contact Counselor Education Program faculty regarding examination results). After students have received the letter from the COE Associate Dean regarding the results of their examination, they may contact a member of the counseling faculty to obtain more specific feedback on their performance.

Students are responsible for completing the necessary paper work required for the Master's Comprehensive Examination. During the semester of graduation, students must be enrolled in at least one semester hour of graduate credit. All questions regarding applications for first and second administrations of the examination and graduation procedures should be directed to the COE Associate Dean's office ED Bldg. Room 106, (Phone 742-1998 x324).

Credentialing/Endorsement

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

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

Licensed Professional Counselor

By state law, with few exceptions (e.g., school counselors), all individuals who call themselves professional counselors or who practice counseling independently must be licensed. Holders of a masters degree in Community Counseling from TTU have met the academic requirements for licensure in the state of Texas. In addition to academic training, post masters supervision is also required. Students planning to be licensed should contact the Texas State Board of Examiners of Professional Counselors, 1100 West 49th Street, Austin, Texas 78756-3183 (512-834-6658) for additional information about licensure in Texas.

Students (not faculty) are responsible for obtaining copies of the counselor licensing law and license board regulations and for understanding and following their contents. The LPC Board in Austin grants licensure (not TTU).

Please note the Counselor Education Program is not designed for individuals having a Master's degree and desiring to only complete eligibility requirements for the LPC. Instead the program is designed for students seeking a Master's degree in Community Counseling. Thus, all students seeking licensure as an LPC must be admitted to the Counselor Education program and must complete the 48 hour program (see Figure 1).

School Counselor Certification - Degree Program

Upon completion of a 48 semester hours Master's Degree in School Counseling, students have the academic training for certification as a school counselor. Under the requirements of the State Board of Education, all prospective school counselors must have a valid Texas Teacher Certificate, full-time teaching experience, and a passing score on the TExES examination for school counselors. These requirements are in addition to the requirements of the Counselor Education Program (see Figure 2). Further information on school counselor certification may be obtained from the Texas Tech Certification Officer (ED, Room 107, 108).

School Counselor Certification Only

The Certification Only program is designed for students who already have a master's degree in an educational area and want certification in school counseling. This post-Masters counseling certificate requires a minimum of 48 graduate semester hours in counseling classes. All students desiring the certificate **must be admitted** to the Counselor Education Program. A maximum of 18 semester hours may be accepted for transfer providing the courses are equivalent to Texas Tech Counseling Program courses, are no more than six years old, and were obtained from a CACREP accredited university. Transfer credits will not be allowed for Techniques of Counseling (EPCE 5357), Practicum (EPCE 5360), or Internship (EPCE 5094). Transfer of credits will be decided by the Coordinator of the School Program and will be reflected on the certification plan. Further information on certification may be obtained from the Texas Tech Certification Officer (ED-AD, Room 107,108).

Mental Health Certificate

This Certificate, offered by the Graduate School in conjunction with the Counselor Education Program, is designed for individuals who already have a master's degree in counseling and want to expand their training. This is a certificate program not a certification of any sort. For more information about the Mental Health Certificate, contact your advisor or Dr. L.J. Gould at (806) 742-1997 ext. 296.

Registration

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

Process & Procedures

During the time set aside for registration and advisement, students may register using the website <http://www.techsis.admin.ttu.edu/student/>. A PIN and a list of computer labs available for students may be obtained in 100 West Hall. Students who do not have a PIN should contact the Registrar at 742-1488. Students may also register through the Department Office (ED, Room 103).

Students should obtain a Texas Tech University Schedule of Classes for the semester in which they plan to enroll. Following a review of the classes listed in the Schedule, students should schedule an appointment with their faculty advisor. Although advisors are knowledgeable about various policies and procedures, including registration, it is the student's responsibility to be cognizant of registration as well as other graduate policies and procedures. It is important that the student carefully follow registration procedures including the payment of fees. The student's registration will be cancelled if he/she does not meet the deadline for fee payment. **Please note only students admitted to the Counselor Education program are permitted to enroll in techniques (EPCE 5357), practicum (EPCE 5360), and internship (EPCE 5094).**

Change of Registration

Information concerning drop/add procedures, including deadlines, may be obtained from the Schedule of Classes, College of Education Office for Graduate Studies and Research (ED, Room 106) and the Department Office, EP&L (ED, Room 103) or from the TTU website.

Techniques, Practicum, and Internship Registration

Eligibility for enrollment in techniques, practicum, and internship classes requires admission to the Counselor Education Program and completion of all prerequisites. There are several course prerequisites required for techniques, practicum, and internship courses. The prerequisites are listed on page 21 of this Handbook. The prerequisites are strictly enforced by the Counselor Education faculty.

During enrollment in practicum, and internship classes, students **are required to purchase professional liability insurance**. Although the student may select his/her carrier for insurance, one source is the American Counseling Association, Insurance Trust Department (1-800-347-6647 ext. 284 or 703-823-9800 ext. 284).

Enrollment in techniques, practicum and internship is restricted. Students must obtain an override form from the departmental secretary in Room 106 in order to register. Because space in these courses is limited, students are encouraged to reserve space at least one semester before they wish to enroll.

Withdrawals

Following registration, students may decide to withdraw from the university. Students must contact both the Registrar's Office and the Graduate School to formally process withdrawal requests. Failure to formally withdraw from classes will result in a failing grade.

Leaves of Absence

Because of extenuating circumstances (usually medical, financial or personal), a student may request a leave of absence from the Graduate School. In requesting a leave of absence, a written request should be submitted to the Graduate School and a copy of the request should be sent to the Counselor Education Coordinator (ED, Room 103). Courses taken more than six years ago cannot be counted toward a degree. Thus any leave of absence should be considered carefully. Further an absence or non-continuous enrollment can prevent the student from making continuing progress toward his/her degree. When continuing progress is not made, the student may be dropped from the Counselor Education Program.

Course Load

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

Transfer Credit

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

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

Financial Assistance

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

University Scholarships

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

Student Loans

Students having a financial need may qualify for a student loan. Information about student loans may be obtained from the Office of Financial Aid (West Hall).

Graduate Research Assistantship

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

Ethics and Professional Development

The Counselor Education Program faculty endorses and implements the American Counseling Association *Code of Ethics* (2005). Students and supervisees preparing to become counselors are required to adhere to the *ACA Code of Ethics*, and have the same obligations to clients as those required of professional counselors.

Professional Associations

Students are encouraged to seek membership in the American Counseling Association and its divisions. The benefits of student membership are many, while the student membership fee is low. For more information, call 1-800-347-6647 ext. 222 or visit www.counseling.org. We also encourage students to be members of the Texas Counseling Association and the West Texas Counseling Association.

Chi Sigma Iota is the national counseling honor society. Students are eligible to apply after their first semester providing their GPA is 3.5 or higher. For more information, see www.csi-net.org or Dr. Bret Hendricks, faculty advisor (742-1997 ext. 230).

Liability Insurance

Before you can enroll in techniques, practicum, or internship, you must have **professional liability insurance**. Providing the insurance agreement lists your name as the policy holder, you may obtain the insurance from any provider. Please be sure that you have proof of insurance to show your professor the first day of class. Student insurance is available from ACA at 1-800-347-6647 x284 and other professional associations.

Affirmative Action

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

Sexual Harassment

The Counselor Education Program faculty support and endorse the Sexual Harassment Policy adopted by Texas Tech University. A copy of the policy is available from the Office of Student Affairs (West Hall).

Americans With Disabilities Act

The Counselor Education Program faculty support and endorse the Americans With Disabilities Act. A copy of the act is available from the Office for Student Affairs (West Hall) 806-742-2131.

Graduation

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

Appendix A

Prerequisites for Counseling Required/Recommended Courses

Prerequisites for Counseling Practicum

Prerequisites for Counselor Education Required/Recommended Courses
(Primarily for Masters level students)

Course	Title	Prerequisite(s)
EPSY 5331	Human Development	None
5379	Introduction to Educational Research	None
EPCE 5094	Internship in Counseling	EPCE 5360 & Admission to EPCE Program (see p. 27) Internship Form
5352	Child Counseling	5364
5353	Community Counseling	None
5354	Group Counseling	None
5355	Career Counseling	None
5357	Techniques of Counseling	EPCE 5353 or 5358 & EPCE 5364 & Admission to the EPCE Program (see p. 24) Techniques Form
5358	Comprehensive School Counseling Services	None
5360	Counseling Practicum	Admission to the EPCE Program & Completion of Prereq. and Coreq. (see pp. 25 & 26 Practicum Form)
5364	Theories of Counseling	None
5366	Dysfunctional Behavior	EPCE 5353 or 5358 & EPCE 5364
5367	Family Counseling	None
5369	Seminar in Counseling	Consent of Professor
5370	Ethical & Legal Issues in Counseling	EPCE 5353 or 5358 & EPCE 5364
5371	Counseling Diverse Populations	EPCE 5353 or 5358 & EPCE 5364
5372	Addictions	None
5373	Advanced Addictions	EPCE 5366 & EPCE 5372
5376	Fundamentals of Assessment for Professional Counselors	None

NOTE: Transfer credit (6-9 hours) is only accepted from a CACREP accredited program. Students may not transfer credit for EPCE 5354, EPCE 5357, EPCE 5360, EPCE 5366, EPCE 5370, and EPCE 5094. To enroll in EPCE 5357, 5360 and 5094 students **must** be admitted to the Counselor Education Program.

EPCE 5360 Practicum Course Requirements

School Counseling

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

Prerequisites

- EPCE 5352 - Child Counseling
- EPCE 5354 - Group Counseling
- EPCE 5357 - Techniques of Counseling
- EPCE 5358 - Comprehensive School Counseling Programs
- EPCE 5364 - Theories of Counseling

Co-Requisites

- EPCE 5367 - Family Counseling Applied to School Settings
- EPCE 5370 - Ethical and Legal Issues in Counseling
- EPCE 5371 - Counseling Diverse Populations for LPC
- EPCE 5376 - Fundamentals of Assessment for Professional Counselors

Community Counseling

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

Prerequisites

- EPCE 5353 - Intro. To Community Counseling
- EPCE 5354 - Group Counseling
- EPCE 5357 - Techniques of Counseling
- EPCE 5364 - Theories of Counseling

Co-Requisites

- EPCE 5366 - Dysfunctional Behavior
- EPCE 5367 - Family Counseling Applied to School Settings
- EPCE 5370 - Ethical and Legal Issues in Counseling
- EPCE 5371 - Counseling Diverse Populations for LPC
- EPCE 5376 - Fundamentals of Assessment for Professional Counselors

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

Appendix B

Reservation Forms for

Techniques, Practicum, and Internship

**EPCE 5357
MASTER'S TECHNIQUES IN COUNSELING
Reservation Form**

All Master's candidates in Counselor Education must complete and submit this form before enrolling in EPCE 5357, Techniques in Counseling. **All students enrolling in EPCE 5357 must be admitted to the Counselor Education Program. Completing this application form does not insure a place in the class.**

Name _____ SS# _____ E-mail _____

Phone (H) _____ (W) _____ (Cell) _____

Address _____

I plan to enroll in EPCE 5360 in (indicate the year): Fall 20____ Spring 20____ Summer20____

The following courses must be completed before enrolling in EPCE 5357. Please indicate the semester each course was taken and your grade:

<u>Course</u>	<u>Semester taken</u>
EPCE 5364 Counseling Theories	_____
EPCE 5353 Community Counseling <i>OR</i>	_____
EPCE 5358 School Counseling	_____

Return this form to Kerry Bartel, Department Secretary, before enrolling in EPCE 5357.

Return/send this form to: Kerry Bartel, Texas Tech University, College of Education, Room 103 or mail to Kerry Bartel
Texas Tech University
College of Education, Box 41071
Lubbock, TX 79409-1071 or
FAX: 806-742-2179

Please Note: To enroll in **EPCE 5360** Practicum in Counseling, you must earn a grade of B or higher in **EPCE 5357**.

EPCE 5360
MASTER'S PRACTICUM IN COMMUNITY COUNSELING
Reservation Form

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

Name _____ SS# _____ E-mail _____
 Phone (H) _____ (W) _____ (Cell) _____
 Address _____

Track: _____ School & Community Counseling _____ School Counseling _____ Community Counseling

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

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

<u>Course</u>	<u>Semester Taken</u>	<u>Grade</u>
EPCE 5353 Intro to Community Counseling	_____	_____
EPCE 5354 Group Counseling	_____	_____
EPCE 5357 Counseling Techniques	_____	_____
EPCE 5364 Counseling Theories	_____	_____

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

<u>Course</u>	<u>Semester Taken</u>	<u>Grade</u>
EPCE 5367 Family Counseling	_____	_____
EPCE 5370 Ethics & Legal Issues	_____	_____
EPCE 5371 Counseling Diverse Populations	_____	_____
EPCE 5376 Assessment for Counselors	_____	_____
EPCE 5366 Dysfunctional Behavior	_____	_____

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

Practicum Site _____ Site Supervisor _____ Phone _____

Return this form to Kerry Bartel, Department Secretary, **six (6) months** before beginning your practicum.

Return/send this form to: Kerry Bartel
 Texas Tech University
 College of Education
 Room 103
 FAX (806) 742-2179

or
 mail to

Kerry Bartel
 Texas Tech University
 College of Education, Box 41071
 Lubbock, Texas 79409-1071

Please Note: All prerequisites must be completed prior to enrollment in practicum. All co-requisite courses except two (2) must be completed prior to enrollment in practicum; that is, you may enroll in a maximum of two (2) co-requisite courses when you take 5360. **Dual Majors** (school and community) are required to meet the prerequisites and co-requisites for EPCE 5360 for both majors (school and community) and complete two (2) practica classes (one practicum in a school and one practicum in a community agency) and complete two (2) separate registration forms. **You cannot enroll in EPCE 5094 if you have an Incomplete (I) grade in 5360.**

EPCE 5360
MASTER'S PRACTICUM IN SCHOOL COUNSELING
Reservation Form

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

Name _____ SS# _____ E-mail _____
 Phone (H) _____ (W) _____ (Cell) _____
 Address _____

Track: _____ School & Community Counseling _____ School Counseling _____ Community Counseling

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

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

<u>Course</u>	<u>Semester Taken</u>	<u>Grade</u>
EPCE 5352 Child Counseling	_____	_____
EPCE 5354 Group Counseling	_____	_____
EPCE 5357 Counseling Techniques	_____	_____
EPCE 5358 Intro to School Counseling	_____	_____
EPCE 5364 Counseling Theories	_____	_____

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

<u>Course</u>	<u>Semester Taken</u>	<u>Grade</u>
EPCE 5367 Family Counseling	_____	_____
EPCE 5370 Ethics & Legal Issues	_____	_____
EPCE 5371 Counseling Diverse Populations	_____	_____
EPCE 5376 Assessment for Counselors	_____	_____

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

Practicum Site _____ Site Supervisor _____ Phone _____

Return this form to Kerry Bartel, Department Secretary, **six (6) months** before beginning your practicum.

Return/send this form to: Kerry Bartel
 Texas Tech University
 College of Education
 Room 103
 FAX (806) 742-2179

or
 mail to

Kerry Bartel
 Texas Tech University
 College of Education, Box 41071
 Lubbock, Texas 79409-1071

Please Note: All prerequisites must be completed prior to enrollment in practicum. All co-requisite courses except two (2) must be completed prior to enrollment in practicum; that is, you may enroll in a maximum of two (2) co-requisite courses when you take 5360. **Dual Majors** (school and community) are required to meet the prerequisites and co-requisites for EPCE 5360 for both majors (school and community) and complete two (2) practica classes (one practicum in a school and one practicum in a community agency) and complete two (2) separate registration forms. **You cannot enroll in EPCE 5094 if you have an Incomplete (I) grade in 5360.**

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

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

Name _____ SS# _____ E-mail _____

Phone (H) _____ (W) _____ (Cell) _____

Address _____

Track: _____ School & Community Counseling _____ School Counseling _____ Community Counseling

Practicum Completed in (check one): _____ School setting _____ Community Setting

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

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

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

EPCE 5360 Practicum in Counseling (semester and grade) _____

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

Internship Site _____ Site Supervisor _____ Phone _____

Return this form to Kerry Bartel, Department Secretary, **six (6) months** before beginning your practicum.

Return/send this form to:	Kerry Bartel		Kerry Bartel
	Texas Tech University	or	Texas Tech University
	College of Education	mail to	College of Education, Box 41071
	Room 103		Lubbock, Texas 79409-1071
	FAX (806) 742-2179		

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

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

Appendix C

Proposed Counselor Education 2-Year Course Sequence

Counselor Education Courses 2-Year Plan

FALL 2008	SPRING 2009	SUMMER 2009
5094 Internship 5094 Internship 5352 Adv. School Counseling 5353 Community Counseling 5354 Group Counseling 5355 Career Counseling 5358 Intro. to School Counseling 5360 Practicum 5360 Practicum 5364 Theories of Counseling 5366 Dysfunctional Behavior 5370 Ethical and Legal Issues in Counseling 5373 Adv. Addictions Counseling	5094 Internship 5094 Internship 5352 Adv. School Counseling 5355 Career Counseling 5357 Techniques of Counseling 5360 Practicum 5360 Practicum 5366 Dysfunctional Behavior 5367 Family Counseling 5370 Ethical and Legal Issues in Counseling 5371 Counseling Diverse Populations 5372 Addictions 5376 Assessment for Professional Counselors	5094 Internship 5094 Internship 5353 Community Counseling 5354 Group Techniques 5357 Techniques of Counseling 5358 Intro. to School Counseling 5364 Theories of Counseling 5367 Family Counseling 5369 Seminar: Assessment for Counselors 5371 Counseling Diverse Populations

NOTE: The above courses are proposed for Fall 2008, Spring 2009, and Summer 2009. Please note course offerings are dependent on available faculty, students, and financial resources.

I _____ hereby certify that I have read
(Print name)
and that I understand the information presented in this *Handbook*.

(Signature)

(Date)