Student Handbook

TEXAS A&M UNIVERSITY-SAN ANTONIO
COUNSELING PROGRAMS

2026-2027 Academic Year

This handbook is provided as a program-specific supplement to the University Graduate Student Handbook.

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Program Philosophy and Mission Statement

The Department of Counseling, Health and Kinesiology is committed to extending the knowledge base of counseling, health and kinesiology through a combination of scholarly inquiry, reflective practices and student-centered learning. The faculty and staff of the Counselor Education program are dedicated to preparing counselors to meet the challenges of a growing and diverse community.

The department offers a Master of Arts in Counseling and Guidance: School Counseling, a Master of Arts in Clinical Mental Health Counseling, and a Master of Arts in Marriage, Couple, and Family Counseling. It is the goal of the Counseling Program to serve the needs of the San Antonio community, local school districts, and our military community by developing highly skilled school counselors, clinical mental health counselors, and marriage, couple, and family counselors. The school counseling degree is designed for students wishing to work in the school setting. This degree emphasizes the implementation and management of school counseling programs while training highly skilled mental health professionals to utilize therapeutic and developmental principles to effect change.

Expectations of Program Students

Students are expected to demonstrate the acquisition and application of the counseling-related knowledge and skills essential to working with individuals, groups, and communities from various backgrounds. This includes meeting the academic standards associated with meeting the Council for Counseling and Related Education Programs (CACREP) Standards and university policies, as well as demonstrating adherence to the ethical and legal requirements detailed in the ACA Code of Ethics, the Code of Ethics of the Texas State Board of Examiners of Professional Counselors, and the ethical codes of other licenses and/or certifications applicable to their areas of emphasis (e.g., Texas State Board of Examiners of Marriage and Family Therapists and Texas Education Agency), and effective emotional well-being and self-care practices.

Ethical Standards

All students are expected to understand and demonstrate their understanding of the counseling code of ethics for their specific program of study and practice setting. These may include the ACA Code of Ethics, the Licensed Marriage and Family Code, ASCA Ethical Standards, Texas Administrative Code, and the Texas A&M University-San Antonio Graduate Student Handbook.

As part of the admission requirements, students in all programs of study are required to sign a document acknowledging that the appropriate code of ethics has been received and reviewed. Violations of the university code of conduct or professional ethical standards could result in a student being dismissed from the program.

Admission to the College of Graduate Studies

Students seeking admission to the university must meet the basic requirements outlined in the University Catalog under “Graduate Admission Requirements.” Students apply through GradCAS. Initial evaluation of the applicant’s documents is processed by Graduate Admissions

and routed to the counseling program for an admission recommendation. Please be aware that the counseling program has additional requirements for admission.

Students who are Texas A&M University-San Antonio alumni and have a GPA of 3.0 or higher may complete the expedited application form Expedited Admission Application.

Students who wish to change their graduate program after admittance to a specific program, must reapply for admission, pay the application fee and meet the new program's specific admission requirements.

Admission to the Counseling Program

Standards for admission to the counseling programs are established by the counseling programs and the College of Education and Human Development. In addition to those requirements outlined by the Office of Graduate Admissions, requirements include:

1) An undergraduate cumulative GPA 2.75 or higher or an undergraduate/graduate GPA of 3.00 or higher for the last 60 semester credits.
2) A three-page written Statement of Purpose is required.
3) An interview with the Counseling program faculty is required.
4) International students must have a minimum score of 70 on the TOEFL Internet-based test, 213 on the TOEFL computer-based, 550 on the TOEFL paper-based test, or 6 on the IELTS. Students admitted will meet requirements as outlined in the university catalog, including GPA, personal statement, and TOEFL requirements.

***Admission Deadlines for Graduate Counseling Programs*:**
Fall admissions: March 15th
Spring admissions: November 15th
Summer admissions: None

Statement of Purpose
In 3 pages that are written in a professional manner, grammatically correct, and proof-read, please discuss the following questions.

What in your background has prepared you for a future in the field of counseling?
Also Include:

- Your career objectives if you are accepted
- Counseling interests
- Areas you feel are strengths toward your counseling professional goals
- A description of your rational for wanting to pursue a master's degree in counseling at Texas A&M University-San Antonio.

When preparing your statement of purpose, please ground your response within the context of your chosen degree track:
Clinical Mental Health Counseling
Marriage, Couple, and Family Counseling
School Counseling

Counseling Program Admissions Interview
Once the application and the Statement of Purpose are completed and received, a pre-admission, on-campus interviews scheduled through the counseling admission committee chair. The applicant will be notified by the counseling admissions committee chair of the appointment

for the admission interview.

The in-person interview with counseling program faculty will include questions and discussion of 1) relevance of career goals, 2) aptitude for graduate level studies, 3) potential success in forming effective counseling relationships, and 4) respect for cultural differences. Questions for candidates will be selected from a pool of appropriate pre- established interview questions. Faculty committee will consist of selected full-time counseling faculty and may vary from semester to semester.

After collecting all documents and conducting the interview, the counseling program admission committee will make a recommendation concerning admission to the department. Graduate Admissions will then send an official notification to the applicant. The applicants who have been admitted into the program may then schedule an appointment with their graduate advisor to plan classes and sign a degree plan.

Timeline for Interviews and Admission Decisions

- Fall Interviews-Second week in April with decisions sent to Graduate Admissions in the last week of April
- Spring Interviews- Last week in November with decisions sent to Graduate Admissions in the first week of December

Re-Applying to the Counseling Programs

Students who are inactive in the counseling program for one year or more must complete the application process. They will be able to apply for up to 9 credit hours from their previous coursework, unless approved by the program coordinator and department chair. If a student is returning after seven years, they must begin the program from the beginning. To be considered for admission into any of the counseling programs, students with previous graduate coursework must be in good standing with their prior university and meet the Texas A&M University-San Antonio's Counseling program requirements. Any student transferring into the graduate counseling program may transfer up to 9 credit hours that have not been applied to an earned degree.

Applying as a Non-Degree Seeking Student

Only Alumni are considered for Non-Degree Seeking credits from the Graduate Counseling Program. To ensure a solid foundation for counseling coursework, the admissions committee has the right to examine an applicant's undergraduate transcript and require additional prerequisite coursework. Applicants without an appropriate background may be required to complete additional preparatory coursework.

Admission to School Counseling Program

Once fully admitted to Texas A&M University-San Antonio Department of Counseling, Health and Kinesiology (CHK), the school counselor candidate may apply for the School Counseling Track. In addition to full admission to the CHK, the candidate must complete the School Counselor Application through the Educator Preparation Program Admissions. The application is only available through the graduate advisor. Upon receipt of the application and teaching documentation (if applicable), an appointment will be scheduled between faculty and the prospective school counseling applicant. This appointment will include an oral interview, discussion of supply and demand, verification of GPA and academic standing, personal vision statement, review of code of ethics, and notice that criminal record check is required prior to practicum and internships.

To be fully admitted to the school counseling program, the applicant must meet all university program requirements as well as admission requirements specified by the State Board of Educator Certification (SBEC) and the Texas Administrative Code 227. Once school counseling admission requirements have been completed, the student will receive either a) an offer of formal admission in writing or b) denial to the school counseling program. (TAC §227.17) This formal offer will be dated and must be accepted or denied in writing by the student by the date specified in the letter. If the CHK does not receive a written communication of acceptance by a specified date on letter, the department will consider that the student has declined the offer. For an applicant to be considered formally admitted to the school counseling program, the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or an electronic notification. The certification officer must notify the Texas Education Agency within seven calendar days of a candidate's formal admission to the school counseling track.

Until formally admitted to the school counseling program, students may not take coursework, training, or receive examination approval specific to the school counseling certification program. The coursework for the school counseling program is rigorous, interactive, student-focused, and performance-based.

- Candidates to the school counseling program, pursuant to TEC §22.0835, must undergo a criminal history background check prior to clinical teaching. Students applying to program or planning to take the certification examination, may request a preliminary criminal history evaluation letter from TEA (TAC §227.101[c])

- School candidates must undergo a criminal history background check prior to their practicum and internships.

- School counseling candidates may request a preliminary criminal history evaluation letter regarding their potential ineligibility for school counseling certification due to a conviction or deferred adjudication for a felony or misdemeanor offense (TAC §227.101[c]).

Orientation to Graduate Studies and Counseling Program

Each semester, before the beginning of the first term of enrollment, an orientation will be conducted by the College of Graduate Studies and members of the Counselor Education program faculty to disseminate and discuss guiding documents and policies including the professional counseling student handbook. Student ethical and professional obligations and growth expectations as a counselor-in-training will be explained. The process for licensure/certification will also be reviewed in the orientation. Students may contact the College of Graduate Studies and their academic advisor for details regarding the date, time, and location of Fall and Spring orientation. Orientation dates and times are established by the College of Graduate Studies, vary by semester, and may be provided either face-to-face or virtually.

Degree Requirements

Typical course loads consist of six to nine hours per semester. Candidates for all Master of Arts degree programs (Clinical Mental Health Counseling; Counseling and Guidance: School Counseling; Marriage, Couple, and Family Counseling) must earn a minimum of 60 semester hours and maintain a minimum overall GPA of 3.0. All students must pass a comprehensive examination as part of the requirements for graduation with a Master of Arts degree.

Master of Arts in Counseling & Guidance: School Counseling

Sixty semester hours are required for the Master of Education in Counseling and Guidance with professional school counselor certification. The School Counseling degree is designed for students wishing to work in a school setting. The degree emphasizes the implementation and management of school counseling programs while training highly skilled mental health professionals to utilize therapeutic and developmental principles to effect. The 60 - hour School Counseling degree satisfies academic requirements for School Counselor Certification in the State of Texas, as well as the academic requirements to become a Licensed Professional Counselor (LPC) in the state of Texas.

Course Code		Course Name
EDCG	5311	Theories of Counseling
EDCG	5335	Human Development Across the Lifespan
EDCG	5333	Research in Counseling
EDCG	5313	Professional Orientation and Ethics
EDCG	5342	Counseling Diverse Populations
EDCG	5314	Theoretical Foundations of Individual, Couples and Family Counseling
EDCG	5328	Group Counseling Techniques
EDCG	5327	Abnormal Human Behavior
EDCG	5336	Abnormal Conditions and Interventions
EDCG	5339	Legal Issues in Counseling
EDCG	5325	Assessment
EDCG	5332	Substance Abuse and Process Addiction Disorders
EDCG	5317	Counseling Techniques
EDCG	5353	Career Counseling
EDCG	5316	School Counseling: Leadership and Advocacy
EDCG	5352	Counseling Curriculum and Systemic Interventions
EDCG	5350	School Counseling Practicum (100 hours)
EDCG	5362	School Counseling Internship (200 hours)
EDCG	5362	School Counseling Internship (200 hours)
EDCG	5362	School Counseling Internship (200 hours)

Master of Arts in Clinical Mental Health

The Master of Arts degree in Clinical Mental health Counseling requires 60 hours of counseling coursework. This degree is designed to satisfy the 60-hour Licensed Professional Counselor (LPC) academic requirements in the State of Texas.

Course Code		Course Name
EDCG	5311	Theories of Counseling
EDCG	5335	Human Development Across the Lifespan
EDCG	5333	Research in Counseling
EDCG	5313	Professional Orientation and Ethics
EDCG	5342	Counseling Diverse Populations
EDCG	5314	Theoretical Foundations of Individual, Couples and Family Counseling
EDCG	5328	Group Counseling Techniques
EDCG	5327	Abnormal Human Behavior
EDCG	5336	Abnormal Conditions and Interventions
EDCG	5339	Legal Issues in Counseling
EDCG	5325	Assessment
EDCG	5332	Substance Abuse and Process Addiction Disorders
EDCG	5317	Counseling Techniques
EDCG	5353	Career Counseling
EDCG	53XX	Elective
EDCG	53XX	Elective
EDCG	5360	Clinical Mental Health Practicum (100 hours)
EDCG	5385	Clinical Mental Health Internship (200 hours)
EDCG	5385	Clinical Mental Health Internship (200 hours)
EDCG	5385	Clinical Mental Health Internship (200 hours)

Master of Arts in Marriage, Couple and Family Counseling

The Master of Arts in Marriage, Couple, and Family Counseling requires 60 hours of counseling coursework. This degree is designed to satisfy the 60-hour Licensed Professional Counselor (LPC) academic requirements in the State of Texas.

Course Code		Course Name
EDCG	5311	Theories of Counseling

EDCG	5314	Theoretical Foundations of Individual, Couple, and Family Counseling
EDCG	5335	Human Development Across the Lifespan
EDCG	5333	Research in Counseling
EDCG	5342	Counseling Diverse Populations
EDCG	5325	Assessment
EDCG	5327	Abnormal Human Behavior
EDCG	5313	Professional Orientation and Ethics
EDCG	5332	Substance Abuse and Process Addiction Disorders
EDCG	5328	Group Counseling Techniques
EDCG	5308	Clinical Treatment: Couples, Families
EDCG	5309	Counseling Individuals, Couples and Families
EDCG	5317	Counseling Techniques
EDCG	5353	Career Counseling
EDCG	5339	Legal Issues in Counseling
EDCG	5336	Abnormal Conditions and Interventions
EDCG	5365	Marriage, Couple, and Family Practicum (100 hours)
EDCG	5359	Marriage, Couple, and Family Internship (200 hours)
EDCG	5358	Marriage, Couple, and Family Internship (200 hours)
EDCG	5359	Marriage, Couple, and Family Internship (200 hours)

Course Sequencing

Courses are organized in a coherent sequence and that sequence should be followed. Course sequence suggestions are listed on the Clinical Mental Health, School, and Marriage, Couple and Family Counseling degree plans. Suggestions include both part-time and full-time recommendations.

Transfer Coursework/Course Longevity

In accordance with the University graduate catalog policy, graduate courses completed at other accredited colleges and universities may be applied as transfer credit toward the Master of Arts counseling degrees. The counseling program allows for up to nine (9) hours of graduate courses to be transferred in for credit. Practicum and Internship hours may not be transferred. Transfer credit cannot be previously used in other graduate degrees and must be made in the first semester of enrollment. All coursework, including transfer credits, must be completed within 5 years from the earliest date of coursework.

The courses submitted for transfer credit review must be appropriate to the Counseling Program

course requirements and key performance indicators. Students hoping to transfer credits must follow College of Graduate Studies policies and use the appropriate forms. https://www.tamusa.edu/academics/college-of-graduate-studies/policies.html

Program Standards

Students enrolled in the Counseling Program at Texas A&M University-San Antonio must maintain high scholastic standards and develop the dispositions and skills necessary to work with clients from diverse backgrounds. Students are expected to demonstrate emotional and mental fitness in their fields and classes and conform to the ACA Code of Ethics (2014) and the Code of Ethics of the Texas State Board of Examiners of Professional Counselors. In addition, students are expected to conform to the ethical codes of other licenses and/or certifications in the State of Texas which are applicable to their areas of emphasis such as the Texas State Board of Examiners of Marriage and Family Therapists and the Texas Education Agency.

Academic Appeal Policy

A graduate student pursuing a specific counseling program is placed on scholastic probation if, at the end of semester, the cumulative graduate grade point average falls below a 3.0. If the probationary status is not removed during the next full semester, the student must be reinstated before registering for further graduate work. Students may appeal to the College of Graduate Studies through a petition process to address coursework dating over the 5-year limit. Students wishing to appeal must initially schedule an appointment with their academic advisor to receive information and orientation to the academic appeal process and compete the necessary forms. Appeals are evaluated on a case-by-case basis and must comply with the university posted term deadlines (June 15 for Fall, October 15 for Spring, and March 15 for Summer). Submission of an appeal does not guarantee a change in the decision.

Student Retention Policy/Reinstatement

The Counseling Program has a responsibility to the public and to the appropriate national and state professional associations to evaluate student ability and willingness to meet academic and interpersonal standards of conduct. These standards are set forth in the University Student Code of Conduct and in professional literature. Please be aware that these standards require practitioners to prevent personal problems and conflicts from harming a client or interfering in effective treatment. The standards also stipulate that practitioners must practice within their bounds of competence.

Student adherence to these standards will be continuously monitored by program faculty through coursework, advising, and other professionally related interactions. Should faculty become concerned about a student's conduct during professional interactions, they will request time to discuss their concerns at the next program faculty committee meeting. Following discussion of a student's conduct, the faculty member may fill out the fitness-to-practice section within a Clinical Competencies Scale (CCS-R) form and a committee will be formed to meet with the student. Committee recommendations may include, but are not limited to, taking no action, educational remediation within the department, or dismissal. Educational remediation within the department may include assisting the student in identifying a more appropriate alternative career choice. University sanctions may include, but are not limited to, written warnings, reprimands, behavior contracts, probation, or suspension and/or dismissal from the university. Students may appeal the decision of the committee to the Graduate Advisor of Record. If the student wishes to further appeal, they may contact the Department Chair.

Reinstatement
A student who was dismissed from the program may not be considered for reinstatement or readmission until one long semester (Fall or Spring) has elapsed following dismissal from the program. For instructions on petitioning for readmission, go to the College of Graduate Studies Website: https://www.tamusa.edu/academics/college-of-graduate-studies/policies.html

Evaluating Student Performance

The counseling program faculty systematically assesses each student's progress in every core class and throughout the program by examining student learning in relation to demonstration of requisite knowledge, skills, and fitness to practice. Assessments include both objective and subjective measures occurring over multiple points within class and across the program of study. Examples of measurement tools include direct observations, formative and summative evaluations, practice simulations, and skill checklists, as well as key performance indicators in each of the core curricular areas. Students will receive feedback from faculty, supervisors, and advisors about their performance.

Academic Course Load

A full-time graduate student is one registered for 9-12 semester credit hours in a fall or spring semester, 3 semester credit hours in each summer term or 6 semester credit hours during a ten-week summer semester. No graduate student may enroll in more than 15 semester credit hours during the fall or spring semester or 6 semester credit hours in each summer term. Students are encouraged to complete coursework part-time or full-time in response to their personal career goals, time and financial resources, ability to effectively manage academic workload with non-academic commitments, capacity for maintaining personal well-being, and the availability of required courses. Students whose admission status is completed and are in good academic standing may complete registration through the Jagwire student portal (https://jagwire.tamusa.edu/).

Course Sequencing

Each of the counseling program degree plans includes an illustration of a recommended sequence of courses for part-time and full-time student course loads that were developed to account for current pre-and co-requisite courses and ensure that courses are taken in the recommended order. Following the recommended course sequence is imperative given that students will not be able to register for courses without satisfying pre- or corequisite conditions. Specific skill classes (e.g. Group Counseling, Counseling Techniques) and field experience courses (Practicum, Internship) will require that students receive a registration permit granted by the course instructor.

The most accurate and current source of class schedules and offerings are found online through Jagwire. When preparing for registration, students are encouraged to plan ahead, take advantage of Fall and Spring advising events offered within the counseling program, and contact their faculty adviser or the College of Graduate Studies advisor in advance of registration.

The availability of counseling classes cannot be guaranteed and is based on factors such as curriculum schedules, adequate student enrollment, and availability of faculty. Additionally, course sections can fill quickly, and, in such cases, it is recommended that students request a position on the waitlist.

Student Advising Support

Graduate success coaches and faculty advisers are available to assist students with a number of advising supports. Graduate success coaches from the College of Graduate Studies (CGS) are available to provide students with degree audit, general advising, outreach, service referral, need-based scholarships, access to the CPCE modules, loaner laptops, access to the lending library, and issues related academic probation and dismissal. The CGS Graduate Success Coach for the 2026-2027 academic year is Andrew San Miguel (asanmiguel@tamusa.edu). Counseling program faculty advisers are available to provide program-specific supports regarding coursework, certification, and licensure requirements, program policies and procedures, changes in degree plans, and career / educational needs. Specifically, faculty advisers are available to all students enrolled in the Counselor Education program to provide those students:

- Support students with decision making related to their degree plan such as program progression and course selection;
- Clarify institutional policies, timelines, and administrative procedures;
- Lifting academic holds during the registration process as appropriate;
- Identify professional development opportunities such as conferences and workshops;
- Connect students with professional associations and related opportunities;
- Provide advocacy for access to eligible resources;
- Link students to appropriate academic resources;
- Provide informal support for professional well-being;
- Support job market preparation and transition planning; and
- Provide letters of support/ recommendation as appropriate.

As other non-faculty needs arise, students will be able to find supports in the following areas from other points of contact:

Non-Faculty Adviser Activities	Alternative Points of Contact
Changing academic major	College of Graduate Studies
Applying for graduation	College of Graduate Studies
Lifting holds related to academic probation	College of Graduate Studies
Registering and verifying successful completion of the comprehensive examination (CPCE)	CPCE Coordinator
Processing financial aid eligibility verification	Office of Enrollment Services
Lift holds related to tuition payments	Office of Student Business Services
Lifting holds related to parking violations	Jaguar FlexPort
Registration permits for Practicum or Internship	EDCG Practicum and Internship Coordinator
Lifting holds for undergrad requirements in degree	Registrar's office

works	
Financial aid advising	Office of Enrollment Services
Assigned faculty advisor or other point of contact is not responding in a timely manner	Program Coordinator or Department Chair

Students in the Counselor Education program are encouraged to identify their faculty adviser using the table below and schedule a meeting with them during their first semester of enrollment to discuss academic and professional goals, inquire about opportunities to support their success, and provisionally plan for their degree completion. Additional student-faculty adviser meetings are encouraged as needed and in response to the activities identified above.

Program	Last Name	Faculty Adviser	Adviser Email
CMH	A-B	De Vries	sdevries@tamusa.edu
CMH	C-D	Ball	ktran@tamusa.edu
CMH	E-G	Gill	vgill@tamusa.edu
CMH	H-K	Kurz	ikurz@tamusa.edu
CMH	L-M	Lenz	slenz@tamusa.edu
CMH	N-P	Moyer	mmoyer@tamusa.edu
CMH	Q-S	Peters	speters@tamusa.edu
CMH	T-Z	Wong	cwong@tamusa.edu
MCFC	A-H	Fleming	mfleming@tamusa.edu
MCFC	I-Z	Wooten	hwooten@tamusa.edu
SCH	A-Z	Flores	dflores1@tamusa.edu

Registering for Courses

The university has a computer-assisted registration system and is designed to support an opportunity to review academic programs and select the specific sections of the courses desired for during the upcoming academic terms.

Priority Registration

Currently registered students will register for classes according to a priority registration schedule, which will be posted on the university's home webpage and on the Registrar's website. The schedule will provide the time and date for registration. Students are encouraged to schedule an appointment with their academic advisor prior to registering for courses.

New Student Registration

New First-Time admitted students will attend a New Student Orientation. The New Student Orientation serves as an opportunity for new graduate students to receive information on academic expectations, university policies, campus resources, and registration. New Transfer admitted students are highly suggested to visit with an Academic Advisor and New Student Orientation must be completed prior to registering for classes. Specific registration dates will be posted on the university webpage (Academic Calendar).

Former/ Returning Student Registration

Former/Returning students may need to reapply for admission or reactivate their records by reapplying through ApplyTexas application prior to the term of enrollment. As a rule, students who have previously attended classes at the University, but who have not been enrolled for two consecutive long semesters, need to reapply for admission. Former/Returning students are required to meet with an Academic Advisor. New Student Orientation must also be completed prior to registering for classes. Specific registration dates will be posted on the university webpage (Academic Calendar).

Lifting Holds and Requesting Registration Permits
Pre- and co-requisite-related permits are sometimes necessary in instances such as those when a student is attempting to register for a Fall course that requires completion of a course they are scheduled to take during the summer. All the program faculty can provide this permit. In such instances, students should contact the faculty who is scheduled to teach the desired course by email. In this email, provide a brief synopsis of your registration hold scenario and include the course name, CRN, and your J#. The program faculty members will review the information and determine whether a permit is indicated. If the course is taught by an affiliate faculty member or is not assigned a course number, contact the coordinator of counseling programs who will review the request.

Instances When a Required Course Is at Enrollment Capacity
If a required course has reached enrollment capacity and is imminently required in your course sequence, there are several possibilities to consider. In some cases, this can be addressed by adding seats to a class; other cases such as practicum and internship are more restrictive in their enrollment ceiling. The first thing to do is join the course section waitlist. Waitlists help our program faculty demonstrate need and advocate for additional sections to be approved. Requests to increase seats in a class should be addressed to the faculty who are scheduled to teach the course. The program coordinator and department chair monitor waitlists weekly once registration opens and are proactive in adding sections once possible.

Temporary Assignment of an “Incomplete” Grade

The temporary grade of "I," or Incomplete, may be granted under extenuating circumstances, such as when the student’s academic life is interrupted by a verifiable illness, accident, or personal emergency. The "I" provides additional time for the student to complete the requirements for a course. To be eligible for an "I," 70% of the course must be completed and the student must be passing the course. The instructor and the student are required to complete the university incomplete contract form for each course in which the temporary grade of "I" is assigned. Students should not enroll in the course for the subsequent term unless the deadline for the completion of outstanding coursework has passed and the student has received a grade of "F."

For the student, outstanding course requirements must be completed within the time specified by the instructor not exceeding 12 months from the date the "I" was recorded. If the course requirements have not been satisfied by the specified time, the grade of "I" reverts to a grade of "F." Extensions of time, when merited, may be granted by the Provost and Senior Vice President for Academic Affairs after consultation with the college dean.

When the student completes the work for the course, the instructor submits a change of grade through the chair of the department to the Registrar. Grades of "I" must be completed prior to graduation. "I" grades not completed by the end of the semester in which the student is scheduled to graduate will turn into grades of "F" and will be calculated into the cumulative

grade point average.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for removing (i.e., *dropping*) a student from a course. Please be aware that if you do not formally drop a course and do not fulfill the academic requirements, the professor will submit the grade earned.

Completing Practicum and Internship

To complete Counseling Practicum and Internships at Texas A&M University-San Antonio, students must have demonstrated proficiency in benchmark assessments spaced throughout the Counseling Program as evidenced by completion of all prerequisite courses, no outstanding incompletes, and good standing with no fitness to practice issues pending to be eligible for practicum and internship. Additionally, students must have a 3.0 grade point average in all graduate courses (i.e., "B" or better in each class). All courses with a “C” or below must be repeated before a student is eligible for practicum and internship.

Two semesters prior to enrollment in practicum, students should attend the Practicum and Internship Orientation that is offered in the Fall and Spring academic semesters. The orientation provides information on practicum/internship application deadlines, approved practicum/internship sites, and required paperwork for admission to practicum/internship.

Students may apply for internships at sites on the approved list. School Counseling internship students may do their school internship in their school/district of employment. All application documents for practicum and internship are completed electronically via Tevera. Tevera documents will be reviewed/approved by the internship coordinator. Documents include the practicum/internship commitment form completed, signed by student and site supervisor with attached copy of resume for site supervisor. Please note that the site supervisor must have: 1) minimum of a master’s degree, preferably in counseling; 2) relevant certifications and/or licenses; 3) minimum of two years pertinent experience (3 years for school counselors [TAC §228.99(a)(1)]) 4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and 5) relevant training in counseling supervision.

Students submitting clearance forms on Tevera after the deadline will not be guaranteed placement or registration in a practicum/internship class. Please contact the Practicum/Internship Coordinator with any additional questions.

***Application Deadlines*:**

- Fall Registration: July 1
- Spring Registration: October 1
- Summer Registration: March 1

Practicum

The clinical practicum is conducted under the direct supervision of the Counseling Program faculty. It is a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge in environmental settings appropriate to the professional interests of the counseling student. It is completed prior to internship. The practicum consists of a minimum of 100 hours of clinical work over a full academic term, including at least 40 hours of direct service in addition to supervision and

administrative responsibilities. Not fulfilling the requirements for direct and indirect hours will result in course failure.

Practicum students will participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the term. They will also have weekly individual and/or triadic supervision with site supervisors that average one hour per week.

Internship
The clinical internship is a defined, supervised clinical experience after practicum in which the student refines and enhances basic counseling knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. All students will complete their choice of two or three internship semesters. Each internship semester consists of a minimum of either 200 or 300 hours of clinical work over a full academic term, including at least 80 or 120 hours of direct service in addition to supervision and administrative responsibilities. Not fulfilling the requirements for direct and indirect hours will result in course failure.

Internship students will participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the term. They will also have weekly individual and/or triadic supervision with site supervisors that average one hour per week.

Clinical Mental Health Internship. The purpose of the internship is to provide the student with the opportunity to use preventative, developmental, and remedial counseling interventions with clients. For specific amount of direct and indirect hours per internship, see Internship syllabi. Interns must earn 200 or 300 hours per semester for a total of 600 hours.

Marriage, Couple and Family Internship. The purpose of the internship is to provide the student with the opportunity to demonstrate systemic approaches, primarily with couples and family. Each internship requires either 200 or 300 hours with at least 80 or 120 of those hours being direct contact with clients. For specific amount of direct and indirect hours per internship, see Internship syllabi. Interns must earn 200 or 300 hours per semester for a total of 600 hours.

School Counseling Internship. The purpose of the internship is to provide the student with the opportunity to use preventative, developmental and remedial counseling interventions with clients. The student intern will have the opportunity to demonstrate competency in the areas of responsive services, guidance curriculum, individual student planning, and system support to enhance the personal, academic, and career success of K-12 students. For specific amount of direct and indirect hours per internship, see Internship syllabi.

Professional Liability Insurance

During practicum and internship courses, interns in all three programs will be held responsible legally and financially for the results of their professional activities. Each student/intern will be required to obtain professional liability insurance which is designed to provide a level of coverage for acts of malpractice, error, or omission in the performance of their duties. Students are required to upload proof of liability insurance and internship documents through Tevera.

Insurance can be purchased from a variety of sources and professional organizations (see below) at a reasonable cost. Interns who are members of professional organizations of TCA, ACA, or AACC may obtain liability. Students are also

responsible for renewing the insurance as needed.

- Texas Counseling Association (TCA student membership + insurance): https://txca.org
- American Counseling Association (ACA student membership + insurance): https://counseling.org
- Healthcare Service Providers Organization (insurance only): https://hpso.com

Additional Site Requirements

Please note that some practicum/internship sites have additional requirements for interns, which may include criminal history check, immunizations, random drug testing, orientations, and interviews. It is the student's responsibility to check with site supervisors to ensure that all site requirements are met prior to the start of the practicum/internship semester.

In addition to submitting the university documentation, each school counseling student should check to see whether their district has specific requirements for an internship. This may include a form for their district's counseling/human resources department and/or attendance at a district orientation.

Fitness to Practice

Admission to the program does not guarantee fitness to remain in the program. Only students who meet program standards will be allowed to continue to progress through the program. Students must meet fitness to practice standards that are assessed periodically by faculty throughout the program.

Fitness to practice (FtP) refers to a student's capacity to successfully complete the curricular requirements associated with their program of study and demonstrate the dispositional characteristics associated with a competent, ethical, and responsible counselor-in-training. A students' FtP is a dynamic status based on the attitudes, behaviors, knowledge, and skills that could be reasonably expected given their current stage of professional development and encompasses:

- Academic integrity
- Counseling skill acquisition and application
- Respectful interactions with peers, faculty, staff, supervisors, and colleagues
- Appropriate responsiveness to feedback and supervision
- Adherence to ethical and legal requirements
- Personal well-being and self-care

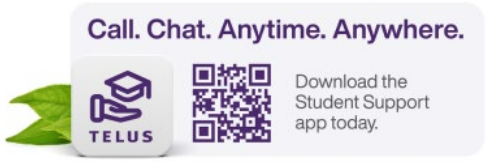
See the appendix for a description of the FtP Policy and Guidelines.

Personal Counseling and Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and

prevention services. For more information on SCC services visit tamusa.edu/studentcounseling. *Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').*

Additionally, the TELUS Student Support App provides a variety of mental health resources including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Requesting a Change of Counseling Program Concentration

Students admitted to the Counselor Education Program are expected to remain in the counseling concentration to which they were originally admitted (CMHC, MCFC, SCH). However, the program faculty also recognizes that a student's professional goals may change during the course of graduate study, and, in some cases, students may wish to change their declared concentration. Therefore, students who choose to change their declared counseling concentration must adhere to the following policies and procedures.

Relevant Policies

- Students are permitted one (1) change of program concentration during their graduate studies.
- Students may request a change of counseling track only before the completion of 48 graduate credit hours and before beginning practicum, whichever occurs first.
- A request to change tracks is not automatically approved. Students must meet all admission, academic, and program-specific requirements associated with the requested counseling track.
- Students are responsible for completing all requirements associated with the newly approved track.
- Approval of a track change may affect the student's degree plan, required coursework, clinical experiences, graduation timeline, financial aid status, and eligibility for professional certification or licensure. Students are responsible for considering all these variables prior to submitting a request for change of program.
- While not required by A&M-SA College of Graduate Studies policy, students are encouraged to consult with their faculty adviser and the intended counseling program point of contact prior submitting a change of program concentration request.

Procedure for Requesting a Change of Concentration

1. Students initiate a change of concentration via the A&M-SA College of Graduate Studies website using the online graduate form for Change of Major/Concentration/Catalog Year. The online form will require students to provide student ID#, current degree (i.e. MA), current program concentration, and a justification for the request.
2. When submitting the justification for a change of concentration, students should address the following areas: (a) Identify the requested change, (b) Explain the rationale for the request, (c) Describe the fit with professional goals, (d) Demonstrate an understanding of the new concentration, (e) Address any academic implications based on current progress through the program of study, (f) Describe any relevant preparation or experiences, and (g) Identify any requested support.
3. Completed requests will be routed to the counseling program point of contact for the concentration of interest who will review the request and, if needed, obtain any additional information from the student via email or consultation. The point of contact will determine whether to approve or deny the request and provide a justification for the decision within the JIRA form.
    - ***Considerations for School Counseling.*** Students who are requesting a change into or out of the School Counseling track must meet with the school counseling point of contact and complete additional documentation required by the College of Education and Human Development and the Educator Preparation Program before the change of concentration with A&M-SA College of Graduate Studies and
4. Approved requests will be routed to the Coordinator of Counseling Programs for secondary review and approval. The determination of the Coordinator represents the determination to be recognized by the College of Graduate Studies.
5. Students will be notified by the College of Graduate Studies regarding the final determination, and any necessary re-assignments of faculty advisors will be made at that time.

Statement of Student Responsibility

Students considering a track change are strongly encouraged to initiate the process as early as possible in their graduate program. Students are encouraged to consult with the appropriate program faculty and/or advisor to determine how a proposed track change may affect their academic progress, course sequencing, clinical requirements, and anticipated graduation date. Students should not assume that previously completed coursework will satisfy all requirements of the newly selected counseling track. Any additional coursework or program requirements resulting from an approved track change are the responsibility of the student.

Comprehensive Examination

All program students must pass the Counselor Preparation Comprehensive Exam (CPCE) for their specific degree program to be awarded the Master of Arts degree. To qualify to take the Comprehensive examination, students must:

- Must be enrolled in practicum or internship prior to applying for the exam;
- Have a graduate program GPA of 3.00 or better;

- Have good academic standing and not on scholastic probation or enforced withdrawal;
- Have good standing in the department.

The CPCE covers the core coursework:

- Human Development Across the Lifespan
- Theories of Counseling
- Abnormal Human Behavior
- Research in Counseling
- Assessment
- Group Counseling Techniques
- Career Counseling
- Counseling Diverse Populations
- Professional Orientation and Ethics

Registration for the CPCE

Students who are eligible for the CPCE will initiate the process directly through the testing service which can be accessed at https://home.pearsonvue.com/cpce where they will be asked to create an account including log in credentials and submission of a request to test. Once an account has been created, the CPCE Coordinator, Dr. Wooten, will be notified to review the request and confirm the students' eligibility. Once approved, students will be notified by Pearson Vue to create a testing date. Testing registration must be for a date within 6 months of approval.

Fee for Examination

Students are responsible for all CPCE exam fees.

Reporting & Processing CPCE Scores Following Test Completion

Students are required to provide a CPCE test score report to the CPCE Coordinator by email (hwooten@tamusa.edu) within 3 business days of test completion. Students who earned a passing score will be notified of their status by the CPCE Coordinator who will also update their Degree Works profile to indicate fulfillment of this requirement for graduation. Students who did not earn a passing score will be directed to their faculty adviser to schedule a meeting for review of their score report and the development of a personalized plan intended to support the likelihood of success in a subsequent attempt which will be possible 30 days from the prior attempt and require an additional testing registration and fee renumeration.

Availability of Testing Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. Students needing accommodation for the exam must be registered actively with the University's Disability Support Services (DSS) office. The DSS will provide the program point of contact with an accommodation sheet detailing the support provided to students. If you believe that you have a disability which may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in Suite 210. The phone number for DSS is (210) 784-1335 and email is disability.services@tamusa.edu.

Study Resources

Several study guides for comprehensive exam and licensing exams are available for check-out from the Counseling program office. E-books are also available through the university library with multiple copies available upon request from the reserve collection.

Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Exam published by Pearson and available for individual purchase.

Encyclopedia of Counseling published by Routledge and available for individual purchase. This resource also has an app available for purchase and download to iOS and Android devices.

Family Solutions Institute MFT Study Guide offered in bunded study materials delivered through self-study and virtual workshops, See https://www.fso.com/main/StudyGuide.aspx

CertifyTeacher.com Software for #252 School Counseling. The University EPP department provides an access code for students interested in purchasing the software at a significant discount to prepare for the school counseling certification exam. Each semester's code is provided through the Educator Preparation Program office.

Counseling Advocacy and Professional Organizations

Counselors are charged with the responsibility of counseling advocacy, the act of promoting the counseling profession and the well-being of clients. To promote the development of a strong professional identity and join advocacy efforts, students are encouraged to join professional counseling organizations. In addition to advocacy opportunities, professional organizations offer continuing education and access to counseling publications. Examples of professional counseling organizations include:

- American Counseling Association (www.counseling.org)
- Texas Counseling Association (www.txca.org)
- American School Counseling Association (www.schoolcounselor.org)
- Texas School Counseling Association (www.txca.org/membership/tca-divisions)

Student Travel/Conferences

There are limited funds available within the university College of Education and Human Development for student travel/attendance to area professional organization conferences. Budget may vary annually. The counseling department offers student travel funds so students may access learning resources which are appropriate and relevant to the field of counseling, whether research, scholastic inquiry or professional activities. Students must submit a travel support request to the department chair for review a minimum of four weeks prior to travel or attendance at conferences/meetings.

Resources / Library Support Services

The University Library at Texas A&M University – San Antonio fosters collaboration among faculty, staff, and students to create an atmosphere of academic excellence and provides the university community with tools for lifelong learning. The library is actively engaged in the teaching, research, and outreach activities of A&M-SA. Library staff promote an inclusive culture through services, resources, and support. The University librarian for the College of Education conducts office hours each semester in the library (BLH) on the second floor.

Several study guides for the comprehensive exam and licensure exams are available for

checkout from the University Reserve Desk. Study materials are also available for semester checkout through the graduate advisor for counseling. For additional information, please see https://www.tamusa.edu/library/

Lumivero Software Program

Lumivero is a software program specifically for use by counseling students on all three counseling degree plans. It provides students, alumni, and program faculty/staff a secure, digital record of professional and program competence. It is available to students during program and after graduation to maintain records/logs/portfolios electronically accessible for licensure and practice. Key Performance Indicators and grading rubrics for core classes will be maintained in Lumivero.

Through this program, students track their progress toward graduation and licensure with lifetime access to this counseling program records. It contains necessary forms for each counseling class, practicum, internship, fitness to practice, class rubrics/assignments, etc. It also contains a variety of time log reports with electronic signatures that allow students to submit cumulative hours online for supervisor sign-off during practicum and internships.

National Counselor Examination

Counseling Students at Texas A&M University - San Antonio can attempt the National Counselor Exam (NCE) prior to graduation. The NCE is the exam currently required by the Texas State Board for Professional Counselors to become a Licensed Professional Counselor (LPC). The NCE is also required for anyone who wants to pursue the National Board for Certified Counselors (NBCC) credential.

Completing the NCE is not a graduation requirement. Requirements are listed below:

- Students must pass the Comprehensive Exam/CPCE prior to registering for the NCE exam.
- Students must be enrolled in the Texas A&M University–San Antonio Counseling Program during the semester in which they plan to sit for the NCE exam.
- Students must pay a fee for the exam to NBCC.
- Students are required to complete an ethics attestation as part of the registration process. Please click on the following link for important information pertaining to the required ethics attestation: www.nbcc.org/ethics
- Students who have been dismissed from the counseling program or have withdrawn from the counseling program are not eligible for this testing opportunity.

Applying for Licensure

Clinical Mental Health Counseling

Students completing the 60-semester hour Clinical Mental Health degree plan meet the academic requirements needed to apply for the LPC Associate of the State of Texas. To apply for LPC Associate license, graduates must document coursework, face-to-face counseling hours and supervision time on forms available from the Texas State Board of Examiners for Licensed Professional Counselors. https://www.bhec.texas.gov/texas-state-board-of-examiners-of- professional-counselors/index.html. The board issues LPC Associate credentials to counselors in training that successfully complete required coursework, supervised counseling experience, pass the appropriate state examinations, and meet additional requirements.

Upon graduation, each student is responsible for taking steps necessary to apply for the associate license. Further information is available at the link above. Students may also contact the program coordinator for information about licensure or course requirements.

Marriage, Couple and Family Counseling

Students completing the 60 semester hours MCFC degree plan meet the academic requirements to apply for the LPC Associate in the State of Texas. To apply for LPC Associate license, graduates must document coursework, face-to-face counseling hours and supervision time on forms available from the Texas State Board of Examiners for Licensed Professional Counselors. https://www.bhec.texas.gov/texas-state-board-of-examiners-of-marriage-and-family- therapists/index.html MFT Rules February 2025
The board issues LPC-Associate credentials to counselors in training that successfully complete required coursework, supervised counseling experience, pass the appropriate state examinations, and meet additional requirements.

Upon graduation, each student is responsible for taking steps necessary to apply for the associate license. Further information about licensure is available at https://www.bhec.texas.gov/texas-state-board-of-examiners-of- marriage-and-family-therapists/index.html

Students may also contact the Marriage, Couple and Family Counseling Program Coordinator for information about further coursework/requirements for additional licensure.

School Counselor Licensure as an LPC

Students on the School Counseling degree plan complete a 60-hour program which includes hours required to apply for the LPC Associate license in the state of Texas. Beginning September 2023, the state of Texas no longer required applicants to have two years of classroom teaching experience in a public or accredited school. Certification requirements for a Texas School counselor certificate still include: 1) successful completion of an approved school counseling preparation program, 2) passing score on the TExES #252 School Counseling exam, and 3) a master's degree from an Accredited Institution of Higher Education (TAC §239.20).

Admission to the school counseling track will still follow the requirements outlined in the university catalog. For specific information, please contact the department coordinator. The university and department do not screen for felony or misdemeanor convictions which may prohibit students from licensing or certification. Candidates who have been formally admitted to the Educator Preparation Program and have concerns about their background check may submit a Preliminary Criminal History Evaluation to TEA at any time to determine their eligibility for certification. Visit the TEA Fingerprinting FAQ page for additional information at: https://tea.texas.gov/texas-educators/investigations/fingerprinting/fingerprinting-process-for-texas-educator-certification

The Counseling program and program faculty neither endorse nor invalidate students for licensure or credentialing post-graduation. The program provides supportive documentation for the students' completion of all necessary requirements for licensure and/or certification. Students should contact the Associate Department chair or program faculty when needing such documentation.

School Counselor Certification

Certification requirements for a Texas school counselor certificate:

1) Successfully complete an *approved* school counseling preparation program
2) Pass the TExES #252 School Counseling exam
3) Hold a master's degree from an Accredited Institution of Higher Education

For further questions on school counseling certification, please see: https://tea.texas.gov/academics/learning-support-and-programs/school-guidance-and-counseling/school-counseling-general-faqs

Certification Test

To sit for the TExES #252 school counseling exam, a candidate must meet academic competency requirements by:

- Passing the comprehensive exam (CPCE),
- Scoring an 80 or better overall on school counseling practice exam, and
- Receive approval to test from the school counseling program faculty.

The practice TExES #252 exam will be administered while the student is enrolled in EDCG 5362.

TAC §228.33(c) All coursework and TEA required trainings shall be completed prior to program completions and standard certification.

If the student is not successful on the TAMUSA practice #252 exam, remediation will be provided through online learning modules, and the student will be able to complete an additional #252 practice exam after successful completion of the testing modules.

Once the student has scored 80% or higher on the practice exam, the school counseling coordinator will provide the TExES State Exam Approval Form to the student. Students are responsible for completing the form and uploading it to the JAGS Educator Portal (educators.tamusa.edu). Students will receive notification of approval to register for the TExES exam from the Coordinator of Testing, Accountability, Accreditation, & Compliance. Students have 30 days from the approval date to register for the exam. If a student does not successfully pass an exam, the student must participate in test remediation activities prior to being approved for the subsequent attempt. Students cannot retake a certification exam more than four times TAC §230.31(a). It is the student's responsibility to proactively sign up and pay for the TExES 252 exam once university approval has been given. When applying for certification, students are required to provide their TEA ID number on all official paperwork. Students who need assistance acquiring a TEA ID number can work with the school counseling faculty or the Educator Preparation Program (EPP) office.

Program completers who have not yet obtained Texas School Counselor certification may request EPP approval to take the current state-required School Counselor certification examination.

Completion of the School Counseling EPP does not automatically expire solely because five or more years have elapsed. However, because educator standards, state law, professional practices, and certification examination requirements may change over time, the program may require a returning completer to demonstrate current readiness before

test approval is granted.

The following procedures apply:

1. Requests made within five years of program completion. A completer requesting certification examination approval within five years of completing the EPP must satisfy the School Counseling Program's current certification examination readiness requirements. If the state certification standards or examination have changed since the individual's program completion, the Program Coordinator may require additional preparation or evidence of readiness appropriate to those changes.

2. Requests made five or more years after program completion. A completer returning five or more years after completion of all EPP requirements will undergo an individualized certification-readiness review conducted by the School Counseling Program Coordinator or designee. The passage of five years does not, by itself, require the completer to repeat the School Counseling graduate degree or entire EPP.

3. Verification of EPP completion. The program will verify, to the extent records are available, that the individual successfully completed the coursework, training, and clinical experience required by the EPP at the time of completion. The returning completer may be required to provide transcripts or other documentation necessary to verify prior program completion.

4. Readiness assessment. A returning completer may be required to complete a current diagnostic or practice examination aligned with the current Texas School Counselor certification examination and meet the readiness benchmark established by the EPP.

5. Individualized remediation plan. When the readiness assessment, changes in state standards, changes in the certification examination, or other documented factors indicate that additional preparation is needed, the Program Coordinator will develop a written individualized remediation plan. Requirements may include targeted test-preparation activities, professional development, training modules, review of current Texas law and professional standards, or completion of one or more relevant School Counseling courses. Requirements will be based on identified areas of need and will not require unnecessary repetition of previously completed program requirements.

6. Test approval. Upon satisfactory completion of the program's established readiness requirements and any assigned remediation, the EPP will grant approval for the completer to take the current Texas School Counselor certification examination.

7. Unsuccessful examination attempts. A completer who does not pass the certification examination may be required to meet with the Program Coordinator and complete additional targeted preparation before approval for a subsequent examination attempt is granted. Any additional requirements will be based on available examination performance information and identified areas requiring further preparation.

8. Changes in certification requirements. All requests for certification examination approval are subject to current Texas Administrative Code (TAC), Texas Education

Agency (TEA), State Board for Educator Certification (SBEC), and EPP requirements in effect at the time the completer requests test approval. If state law, certification standards, examination requirements, or certification rules change, the program may modify the requirements necessary to establish current readiness.

This policy is intended to implement the requirements of 19 Texas Administrative Code §228.31, including the EPP's responsibility to ensure candidates are adequately prepared for certification examinations and its authority to require additional coursework and/or training when certification standards or examinations have changed or when a completer returns for test approval after program completion. The policy will be administered consistent with the current TEA and SBEC requirements.

Applying for Certification

Once a student has completed all required documentation in the JAGS Educator Portal and successfully passed the TExEX 252 exam, the university certification officer will recommend the student for certification. The certification officer may contact the student if additional information is required for certification. Please allow 7 business days for the certification officer to process and approve your certification once all documents and required forms are received.

Once courses are completed and degree conferred (master's degree plan) and the TExES #252 has been passed, the student may go online to their TEAL account and apply for their professional certification. A fee for adding the professional certification is paid through the TEAL account and is the student's responsibility.

NOTE: For verification purposes, ALL identification information MUST REMAIN CONSISTENT between SBEC/TEA and ETS. You will be required to show your driver's license or similar photo ID upon your arrival at the test site. You cannot have one name on your TEA account and a different one on your driver's license or ID.

Complaints Regarding the COEHD EPP

TAC §228.70. Complaints and Investigations Procedures.

(a) Purpose. An applicant for candidacy in an educator preparation program (EPP), an employee or former employee of an EPP, a cooperating teacher, a host teacher, a mentor, a site supervisor, or an administrator in a public or private school that serves as a site for clinical teaching, residency, internship, or practicum experiences may submit a complaint about an EPP for investigation and resolution.

Follow this link to the EPP Complaints and Investigations Procedures website

Note. Prior to clinical teaching and employment as an educator, candidates must undergo a criminal history background check. An individual convicted of a felony or misdemeanor offense may be ineligible for issuance of a certification. According to TAC §227.101(c), "A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense."

Written Endorsement Policy

Permission should be sought and secured by students prior to listing or designating a faculty member as a reference. Counselors-in-training and graduates seeking endorsements, letters of recommendation or reference, credentialing, and/or employment letters should provide the respective faculty member(s) two weeks' written notice through written (i.e., email) request.

Students should provide faculty members with relevant information, dates and documents about the endorsement including, but not limited to job description, addressee, curriculum vitae, and relevant enrolled courses. The counseling faculty will only endorse or recommend a student or graduate for employment opportunities, licenses, certifications and/or other credentials to which the individual is adequately prepared through knowledge, coursework and experience.

No individual or graduate should expect any counseling faculty to recommend or verify training, experience, or expertise that the individual does not possess or to which the faculty do not have personal knowledge. However, the counseling faculty will advise, teach, supervise and make every effort to help the student obtain the knowledge, skills and experience that would be most beneficial to the student professionally. The program faculty are also required to follow the procedures and agreements of the various licensing and certifying bodies in Texas. It is also expected that students and graduates become familiar with these procedures before requesting endorsement and that amble time is allowed for faculty to complete these requests. All graduates applying for licensure and requiring departmental signatures should contact the chair's administrative assistant.

Care/Maintenance of Records

All records are confidential and contained within a locked file accessible to authorized personnel of the Counseling Practicum/Internship Faculty. Records may contain confidential fitness to practice documents, practicum/internship documentation, etc. No information from the record can be released without the written consent of the client as per Chapter 611 of the Texas Health and Safety Code.
https://statutes.capitol.texas.gov/Docs/HS/htm/HS.611.htm

Telephone/electronic/written requests for information concerning students and their internships/practicum will be forwarded to the department chair. Requests for release of information must be made in writing by an individual authorized to such a request. All records are the property of the Counseling Department and must not be removed/ copied without the consent of the clinical coordinator. Times logs required for licensure will be available on Tevera to students beginning Spring 2021. Internship hours completed prior to Spring 2021 can be requested through the coordinator of counseling programs.

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Appendices

Program Dispositions Chart

Professional Disposition Domain	Descriptors of Disposition Characteristics
Professional Role / Ethics	Adheres to ethical guidelines of ACA, NBCC, TEA, and LPC board.
Professional Behavior Professional/Personal Boundaries	Includes interpersonal functioning/relationships. Awareness of self and others, communication, engagement. Judgment, and collaboration. Appropriate boundaries with supervisors, peers and clients.
Knowledge and Adherence to Site Policies	This includes all policies (university, agency, site, course).
Record Keeping & Task Completion	Completes all accurate time logs, treatment plans, case notes, psychosocial reports, consents, releases.
Multicultural Competencies	Demonstrates appreciation, commitment, respect and value for human diversity in words and behaviors. Displays inclusive behavior that is sensitive to age, gender, sexual orientation, language, ability/disability, culture, religions, race, ethnicity, and nationality.
Flexibility & Adaptability	Students' ability to handle different sources of stress associated with graduate study and practice, congruence between mood and affect, impulse control; ability to adapt to new situations within the environment and with others, or unexpected events.
Academic and Emotional Engagement	Demonstrates active engagement in learning and development, sets goals, strengthens weaknesses; openness to growth, alters behavior in response to supervisor feedback

Clinical Mental Health Program Objectives

1. To develop reflective, technologically competent, clinical mental health counselors who understand the multiple roles and responsibilities of counselors as well as the strategies necessary for client advocacy, personal self-care, and legal/ethical behavior.

2. To develop the multicultural counseling competencies of clinical mental health counselors to include knowledge of cultural identity and development, social justice and advocacy as well as strategies for addressing barriers, prejudices, oppression and discrimination.

3. To prepare clinical mental health counselors to utilize knowledge of lifespan development, learning theory, personality development and addiction in order to facilitate behavioral change, well-being and resilience in clients.

4. To develop clinical mental health counselors' knowledge of development, theories, skills and technological resources needed to effectively assist diverse clients in goal setting, decision-making, and career planning.

5. To prepare self-aware, skilled clinical mental health counselors who are cognizant of theories, models and strategies for understanding, planning and practicing counseling and consultation within a variety of settings/situations.

6. To develop skilled clinical mental health counselors' knowledge of group dynamics, stages, theories, and techniques needed for designing, facilitating and leading ethnically and culturally diverse groups.

7. To train clinical mental health counselors in formal and informal assessment methods to assess, and interpret clients' abilities, aptitudes, interests, and achievement for the purpose of diagnosis and intervention planning

8. To instruct clinical mental health counselors to understand and implement various research designs/methodology, to evaluate counseling services and to make informed counseling treatment/intervention decisions

Marriage, Couple, and Family Counseling Program Objectives

1. To develop marriage, couple and family counselors, who are professional, ethical problem-solvers that are aware of roles, policy, technology and legalities relevant to the counseling field.

2. To train marriage, couple and family counselors to be culturally competent and able to modify their counseling approaches and knowledge to diverse groups / cultures and who promote social justice.

3. To prepare marriage, couple and family counselors to utilize knowledge of human growth and development when designing and implementing techniques/plans to improve their clients' well-being and understanding.

4. To develop marriage, couple and family counselors knowledgeable in career development, theories, and skills to better assist their clients in career planning.

5. To prepare marriage, couple and family counselors who are cognizant of and can apply established and emerging counseling theories/techniques to empower their diverse client(s).

6. To educate marriage, couple and family counselors in group dynamics, theories, and techniques appropriate for effective application with diverse groups.

7. To train marriage, couple and family counselors in formal and informal assessment methods to assess and interpret couples and families' abilities, aptitudes, interests, and achievement.

8. To instruct marriage, couple and family counselors to understand and implement various research designs/methodology to evaluate counseling services and make relevant counseling applications.

School Counseling Program Objectives

1. To develop reflective, technologically competent, school counselors who understand the multiple roles and responsibilities of counselors as well as the strategies necessary for client advocacy, personal self-care, and legal/ethical behavior.

2. To develop the multicultural counseling competencies of school counselors to include knowledge of cultural identity and development, social justice and advocacy as well as strategies for addressing barriers, prejudices, oppression and discrimination.

3. To prepare school counselors to utilize knowledge of lifespan development, learning theory, personality development and addiction in order to facilitate behavioral change, well-being and resilience in clients.

4. To develop school counselors' knowledge of development, theories, skills and technological resources needed to effectively assist diverse clients in goal setting, decision-making, and career planning.

5. To prepare self-aware, skilled school counselors who are cognizant of theories, models and strategies for understanding, planning and practicing counseling and consultation within a variety of settings/situations.

6. To develop skilled school counselors' knowledge of group dynamics, stages, theories, and techniques needed for designing, facilitating and leading ethically and culturally diverse groups.

7. To train school counselors in formal and informal assessment methods to assess, and interpret clients' abilities, aptitudes, interests, and achievement for the purpose of diagnosis and intervention planning

8. To instruct school counselors to understand and implement various research designs/methodology, to evaluate counseling services and to make informed counseling treatment/intervention decisions.

9. To train school counselors to collaborate with all stakeholders in schools to achieve common goals for K-12 students, school improvement and of community.

10. To prepare schools counselors with theory and skills necessary to provide a Texas model of comprehensive school counseling programs in K-12.

Master of Arts in Clinical Mental Health Counseling

Student Name _____ **Student ID #** _____

Email _____ **Telephone #** _____

Program Advisor _____ **Catalog of Admission** _____

60 Credit Hour Degree Plan

Course Number		Course Name	Course Prerequisites	Grade	Semester Completed
EDCG	5333	Research in Counseling			
EDCG	5335	Human Development Across the Lifespan			
EDCG	5311	Theories of Counseling			
EDCG	5342	Counseling Diverse Populations and Military Cultures			
EDCG	5313	Professional Orientation and Ethics	EDCG 5333, EDCG 5311, EDCG 5335		
EDCG	5314	Theoretical Foundations of Individual, Couples, and Family Counseling	EDCG 5311, EDCG 5333		
EDCG	5327	Abnormal Human Behavior	EDCG 5335, EDCG 5311, EDCG 5342		
EDCG	5317	Counseling Techniques	EDCG 5311, EDCG 5335, EDCG 5342 EDCG 5313 or Co-requisite EDCG 5313		
EDCG	5325	Assessment	EDCG 5333		
EDCG	5328	Group Counseling Techniques	EDCG 5317, EDCG 5313		
EDCG	5353	Career Counseling	EDCG 5333, EDCG 5311		
EDCG	5332	Substance Abuse and Process Addiction Disorders	EDCG 5327		
EDCG	5336	Abnormal Conditions and Interventions	EDCG 5327, EDCG 5328		
EDCG	5339	Legal Issues in Counseling	EDCG 5313, EDCG 5328		
EDCG	53__	(Counseling Elective)			
EDCG	53__	(Counseling Elective)			
EDCG	5360	Clinical Mental Health Practicum (100 hours)	EDCG 5317, EDCG 5328		
EDCG	5385	Clinical Mental Health Internship (200 hours)	EDCG 5360		
EDCG	5385	Clinical Mental Health Internship (200 hours)	EDCG 5360		
EDCG	5385	Clinical Mental Health Internship (200 hours)	EDCG 5360		

Student Signature: _____ Date: _____

Academic Advisor Signature: _____ Date: _____

N O T E S

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1. Students are expected to limit coursework to courses outlined on their signed degree plan.
2. Students may petition to transfer in a maximum of 6 hours of graduate level work from an accredited university. Students should initiate the request with the academic advisor during their first semester of enrollment. Coursework applied toward another degree may not be used to satisfy degree requirements.
3. Students must maintain a graduate GPA of 3.0 in order to maintain "good standing" in the counseling program
4. Practicum and internship applications must be completed/approved by the departmental deadlines for enrollment in EDCG 5360 and EDCG 5385. Practicum/Internship forms must be completed on TEVERA and approved by the Practicum/Internship coordinator prior to enrollment in EDCG5360, EDCG 5350, EDCG 5362, and EDCG 5385. Approximate deadlines for submission of forms on TEVERA are Nov 1st for Spring, April 1st for Summer and July 1st for Fall.
5. All Master's degree candidates must pass the Comprehensive Preparation Counseling Exam in order to be awarded the Master's degree. The exam is to be scheduled by the student after successful completion of all core curriculum and prior to graduation. More information is available in the handbook and at the site below.

https://www.cce-global.org/assessmentsandexamination/cpce

Counselor Preparation Comprehensive Examination | CPCE
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www.cce-global.org

6. Only grades of "A" or "B" will be accepted toward this degree.
7. Application for graduation must be completed online through your Jagwire account.
8. Course Longevity: As stated in the Graduate Catalog, "A master's degree student must complete all requirements for each specific graduate degree within five years of initial registration for that degree. Graduate credits older than those stipulated are not applicable toward a graduate degree without written approval from the Director of Graduate Studies."
9. Normal course loads consist of 6-9 hours per semester with a minimum grade of "B" required for all courses.

Suggested Course Sequence:

Part-Time Semester 1 Semester 2	Semester 3 Semester 4	Semester 5 Semester 6	Semester 7 Semester 8	Semester 9 Semester 10
EDCG 5333 EDCG 5335	EDCG 5314 EDCG 5327	EDCG 5328 EDCG 5353	EDCG 5360 EDCG 5385	EDCG 5385 EDCG 5385
EDCG 5311 EDCG 5342	EDCG 5313 EDCG 5317	EDCG 5325 EDCG 5332	EDCG 5336 EDCG 5339	EDCG Elective EDCG Elective

Full-Time Semester 1 Semester 2	Semester 3 Semester 4	Semester 5 Semester 6	Semester 7 Semester 8
EDCG 5333 EDCG 5342	EDCG 5327 EDCG 5328	EDCG 5360 EDCG 5385	EDCG 5385 EDCG 5385
EDCG 5311 EDCG 5313	EDCG 5317 EDCG 5353	EDCG 5336 EDCG 5339	EDCG Elective EDCG Elective
EDCG 5335 EDCG 5314	EDCG 5325 EDCG 5332		

Master of Arts in Marriage, Couple, and Family Counseling

Student Name _____ **Student ID #** _____

Email _____ **Telephone #** _____

Program Advisor _____ **Catalog of Admission** _____

Course Number		Course Name	Course Prerequisites	Grade	Semester Completed
EDCG	5333	Research in Counseling			
EDCG	5335	Human Development Across the Lifespan			
EDCG	5311	Theories of Counseling			
EDCG	5342	Counseling Diverse Populations and Military Cultures			
EDCG	5314	Theoretical Foundations of Individual, Couples, and Family Counseling	EDCG 5311, EDCG 5333		
EDCG	5308	Clinical Treatment: Couples, Families & Military Populations	EDCG 5314		
EDCG	5313	Professional Orientation and Ethics	EDCG 5333, EDCG 5311, EDCG 5335		
EDCG	5327	Abnormal Human Behavior	EDCG 5335, EDCG 5311, EDCG 5342		
EDCG	5317	Counseling Techniques	EDCG 5311, EDCG 5335, EDCG 5342 EDCG 5313 or Co-requisite EDCG 5313		
EDCG	5325	Assessment	EDCG 5333		
EDCG	5328	Group Counseling Techniques	EDCG 5317, EDCG 5313		
EDCG	5353	Career Counseling	EDCG 5333, EDCG 5311		
EDCG	5309	Counseling Individuals, Couples & Families in the Military Community	EDCG 5308, EDCG 5328		
EDCG	5332	Substance Abuse Counseling & Process Addiction Disorders	EDCG 5327		
EDCG	5336	Abnormal Conditions & Interventions	EDCG 5327, EDCG 5328		
EDCG	5339	Legal Issues in Counseling	EDCG 5313, EDCG 5328		
EDCG	5365	Marriage, Couple & Family Practicum (100 hours)	EDCG 5308, EDCG 5328		
EDCG	5359	Marriage, Couple & Family Internship (200 hours)	EDCG 5365		
EDCG	5359	Marriage, Couple & Family Internship (200 hours)	EDCG 5365		
EDCG	5359	Marriage, Couple & Family Internship (200 hours)	EDCG 5365		

Student Signature: _____ Date: _____

Academic Advisor Signature: _____ Date: _____

N O T E S

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1) Students are expected to limit coursework to courses outlined on their signed degree plan.
2) Students may petition to transfer in a maximum of 6 hours of graduate level work from an accredited university. Students should initiate the request with the academic advisor during their first semester of enrollment. Coursework applied toward another degree may not be used to satisfy degree requirements.
3) Students must maintain a graduate GPA of 3.0 in order to maintain "good standing" in the counseling program
4) Practicum and internship applications must be completed/approved by the departmental deadlines for enrollment in EDCG 5360 and EDCG 5385. Practicum/Internship forms must be completed on TEVERA and approved by the Practicum/Internship coordinator prior to enrollment in EDCG5360, EDCG 5350, EDCG 5362, and EDCG 5385. Approximate deadlines for submission of forms on TEVERA are Nov 1st for Spring, April 1st for Summer and July 1st for Fall.
5) All Master's degree candidates must pass the Comprehensive Preparation Counseling Exam in order to be awarded the Master's degree. The exam is to be scheduled by the student after successful completion of all core curriculum and prior to graduation. More information is available in the handbook and at the site below.

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6) Only grades of "A" or "B" will be accepted toward this degree.
7) Application for graduation must be completed online through your Jagwire account.
8) Course Longevity: As stated in the Graduate Catalog, "A master's degree student must complete all requirements for each specific graduate degree within five years of initial registration for that degree. Graduate credits older than those stipulated are not applicable toward a graduate degree without written approval from the Director of Graduate Studies."
9) Normal course loads consist of 6-9 hours per semester with a minimum grade of "B" required for all courses.

Part-Time Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Semester 9	Semester 10
EDCG 5333	EDCG 5342	EDCG 5313	EDCG 5308	EDCG 5317	EDCG 5328	EDCG 5309	EDCG 5336	EDCG 5332	EDCG 5339
EDCG 5311	EDCG 5335	EDCG 5314	EDCG 5327	EDCG 5325	EDCG 5353	EDCG 5365	EDCG 5359	EDCG 5359	EDCG 5359

Full-Time Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
EDCG 5333	EDCG 5342	EDCG 5308	EDCG 5328	EDCG 5309	EDCG 5336	EDCG 5332	EDCG 5339
EDCG 5311	EDCG 5314	EDCG 5327	EDCG 5353	EDCG 5365	EDCG 5359	EDCG 5359	EDCG 5359
EDCG 5335	EDCG 5313	EDCG 5317	EDCG 5325				

Master of Arts in School Counseling

Student Name _____ **Student ID #** _____

Email _____ **Telephone #** _____

Program Advisor _____ **Catalog of Admission** _____

Core Coursework

Course Number		Course Name	Course Prerequisites	Grade	Semester Completed
EDCG	5333	Research in Counseling			
EDCG	5335	Human Development Across the Lifespan			
EDCG	5311	Theories of Counseling			
EDCG	5342	Counseling Diverse Populations and Military Cultures			
EDCG	5316	School Counseling: Leadership and Advocacy	EDCG 5333		
EDCG	5313	Professional Orientation and Ethics	EDCG 5333, EDCG 5311, EDCG 5335		
EDCG	5327	Abnormal Human Behavior	EDCG 5335, EDCG 5311, EDCG 5342		
EDCG	5317	Counseling Techniques	EDCG 5311, EDCG 5335, EDCG 5342 EDCG 5313		
EDCG	5325	Assessment	EDCG 5333		
EDCG	5328	Group Counseling Techniques	EDCG 5317, EDCG 5313, EDCG 5327		
EDCG	5353	Career Counseling	EDCG 5333, EDCG 5311		
EDCG	5332	Substance Abuse and Process Addiction Disorders	EDCG 5327		
EDCG	5352	Counseling Curriculum and Systemic Interventions	EDCG 5335, EDCG 5328		
EDCG	5350	School Counseling Practicum (100 hours)	EDCG 5317, EDCG 5328		
EDCG	5362	School Counseling Internship (200 hours)	EDCG 5350		
EDCG	5362	School Counseling Internship (200 hours)	EDCG 5350		
EDCG	5362	School Counseling Internship (200 hours)	EDCG 5350		

*** * * * *Note: Beginning Fall 2017, students will need a total of 60 hours of counseling coursework to satisfy LPC academic requirements. In addition to the required 51 hours listed above, the following courses will need to be included to meet LPC academic requirements:**

EDCG 5336 Abnormal Conditions and Interventions (prerequisites EDCG 5327, EDCG 5328)

EDCG 5339 Legal Issues in Counseling (prerequisites EDCG 5313, EDCG 5328)

EDCG 5314 Theoretical Foundations of Individual, Couple and Family Counseling (prerequisites EDCG 5311, EDCG 5333)

Student Signature: _____ Date: _____

Academic Advisor Signature: _____ Date: _____

N O T E S

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6. Only grades of "A" or "B" will be accepted toward this degree.
7. Application for graduation must be completed online through your Jagwire account.
8. Course Longevity: As stated in the Graduate Catalog, "A master's degree student must complete all requirements for each specific graduate degree within five years of initial registration for that degree. Graduate credits older than those stipulated are not applicable toward a graduate degree without written approval from the Director of Graduate Studies."
9. Normal course loads consist of 6-9 hours per semester with a minimum grade of "B" required for all courses.

Suggested Course Sequence:

Part-Time Semester 1 Semester 2	Semester 3 Semester 4	Semester 5 Semester 6	Semester 7 Semester 8	Semester 9 Semester 10
EDCG 5333 EDCG 5335	EDCG 5314 EDCG 5327	EDCG 5328 EDCG 5353	EDCG 5360 EDCG 5385	EDCG 5385 EDCG 5385
EDCG 5311 EDCG 5342	EDCG 5313 EDCG 5317	EDCG 5325 EDCG 5332	EDCG 5336 EDCG 5339	EDCG Elective EDCG Elective

Full-Time Semester 1 Semester 2	Semester 3 Semester 4	Semester 5 Semester 6	Semester 7 Semester 8
EDCG 5333 EDCG 5342	EDCG 5327 EDCG 5328	EDCG 5360 EDCG 5385	EDCG 5385 EDCG 5385
EDCG 5311 EDCG 5313	EDCG 5317 EDCG 5353	EDCG 5336 EDCG 5339	EDCG Elective EDCG Elective
EDCG 5335 EDCG 5314	EDCG 5325 EDCG 5332		

Fitness to Practice Policy & Guidelines

MA- Guidance and Counseling Programs

Texas A&M University-San Antonio

I. Purpose

This policy outlines the scope, standards, procedures, and support mechanisms to ensure that students in the Master of Arts in Guidance and Counseling programs at *Texas A&M University-San Antonio* demonstrate the fitness to practice (FtP) necessary for professional and ethical counselor development. This includes both academic performance and the personal dispositions that are consistent with the roles and responsibilities of professional counselors across practice settings.

II. Scope

This policy applies to all graduate students enrolled in the Master of Arts in Guidance and Counseling programs (Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; School Counseling) within the Department of Counseling, Health and Kinesiology at *Texas A&M University-San Antonio* and applies to conduct in academic and non-academic settings.

III. Definition of Fitness to Practice

Fitness to practice (FtP) refers to a student's capacity to successfully complete the curricular requirements associated with their program of study and demonstrate the dispositional characteristics associated with a competent, ethical, and responsible counselor-in-training. A students' FtP is a dynamic status based on the attitudes, behaviors, knowledge, and skills that could be reasonably expected given their current stage of professional development and encompasses:

- Academic integrity
- Counseling skill acquisition and application
- Respectful interactions with peers, faculty, staff, supervisors, and colleagues
- Appropriate responsiveness to feedback and supervision
- Adherence to ethical and legal requirements
- Personal well-being and self-care

IV. Standards of Professional Behavior

Students are expected to demonstrate the acquisition and application of the counseling-related knowledge and skills essential to working with individuals, groups, and communities from various backgrounds. This not only includes meeting the academic standards associated with meeting the Council for Counseling and Related Education Programs (CACREP) *Standards* and university policies, but also demonstrating adherence to the ethical and legal requirements detailed in the *ACA Code of Ethics,* the *Code of Ethics of the Texas State Board of Examiners of Professional Counselors*, and the ethical codes of other licenses and/or certifications applicable to their areas of emphasis (e.g., Texas State Board of Examiners of Marriage and Family Therapists and Texas Education Agency), as well as emotional well-being and self-care practices.

V. Student Monitoring, Evaluation, and Indicators of Concern

Student progress is continuously monitored and evaluated through informal and formal methods which are formative and summative in nature. The outcomes of these activities may be reviewed and discussed among faculty-of-record and coordinators, within program-level reviews, and/or in consultation with university. It is the duty of faculty members in the Guidance

and Counseling programs to evaluate all students according to the FtP definition and standards identified in Sections IV and V across all settings in which faculty members and students interact such as advising appointments, course instruction, consultation activities, clinical supervision, and personal conversations. During these activities faculty will respect the students' right to privacy; however, within these boundaries students are expected to engage with and respond to evaluations in appropriate ways and, in all cases, demonstrate consistency with the standards for practice and performance as explained. At the onset of their academic program and throughout their course of studies, students are directed to review these standards and seek clarification when needed.

Positive, developmental indicators of a students' fitness to practice includes knowledge and adherence to course and field experience site policies; acquiring counseling skills and demonstrating sufficient use during course simulations and field experience practice; demonstrating collegiality, respect for differences, and supporting peers; proactively seeking feedback and integrating support into learning experiences; knowledge and demonstration of ethical practices; engaging in self-reflection and utilizing available resources to maintain personal well-being. Indicators that are contrary to estimations of a student's FtP that may arise from regular monitoring and evaluation activities include, but are not limited to:

Academic integrity

- Plagiarism and/or submitting the work of others as your own
- Unauthorized use of generative AI to complete course requirements and assignments
- Forms of cheating or misrepresenting effort toward course requirements
- Disruptions to the learning environment

Counseling skill acquisition and application

- Using skills in a judgmental manner
- Ineffective or harmful session management skills
- Use of skills or strategies that are harmful to clients
- Inadequate demonstration of client-student boundaries

Respectful interactions with peers, faculty, staff, supervisors, and colleagues

- Attire that is inconsistent with university and site policies
- Using dismissive or disrespectful communication
- Poor engagement in promoting the personal and professional growth of others
- Insensitivity to the learning experiences of others

Appropriate responsiveness to feedback and supervision

- Responding defensively to feedback
- Non-observance of feedback in subsequent activities
- Persistence of negative or harmful activities following feedback
- Does not show flexibility or adaptability to changing circumstances or feedback

Adherence to ethical and legal requirements

- Insufficient demonstration of awareness and implementation of relevant ethical codes and laws
- Avoiding or not seeking consultation with supervisors and/or university instructors
- Timely and effective documentation practices
- Inappropriate breach of confidentiality

Personal well-being and self-care

- Inconsistent engagement in practices to develop self-awareness and self-reflection
- Failure to monitor, acknowledge, or disclose signs of impairment
- Not seeking assistance for problems that reach the point of impairment
- Failure to maintain sufficient self-care practices

VI. Reporting and Documentation of an FtP Concern

Faculty who have concerns about a student meeting any of the Fitness to Practice criteria may take any or all the following steps as necessary:

- Discuss the concerns directly with the student and seek to work with the student to resolve the difficulties.
- Advise the FtP coordinator and coordinator of counseling programs of the concern(s) to identify potential patterns and issues related to the student.
- Document dates and FtP concerns with students using Counseling Competencies Scale-Revised (CCS-R) and provide a copy of the signed form to the FtP coordinator and coordinator of counseling programs for documentation purposes.
- If an FtP issue arises at a field-based site, the site supervisor may discuss concerns directly with the A&M-SA faculty member. The student may also be included in this meeting.

When a faculty member determines that a reasonable or persistent FtP concern is present outside of academic policies, the faculty member will complete and submit a CCS-R through Tevera and notify the FtP coordinator which will prompt a formal, responsive review.

VII. Responsive Review and Support Processes

A formal review will be initiated by the FtP coordinator within 10 business days of receiving the completed CCS-R referral through Tevera. In response to this action, the following steps will guide the process:

1) The FtP coordinator will review all submitted documentation and assign a minimum of three faculty as members of the FtP review committee for the case.
2) The FtP coordinator will inform the student by email that an FtP case has been opened and provide details about the related process, timeline, and possible outcomes associated with any FtP review.
3) The assigned committee members review the CCS-R and related case documentation and determine whether additional materials are required. If additional materials or information are required, the committee members will make a request for those items within the boundaries of the students' rights to privacy and confidentiality.
4) FtP committee members will schedule a meeting with the student to review the CCS-R and related case documentation. The students will respond to the meeting request within 5 business days and make a reasonable effort to meet with the committee members. Non-responsiveness will not delay the FtP procedure and may be regarded as non-compliance with these procedures.
5) FtP committee members will formulate recommendations for support, remediation, or dismissal. Support and remediation plans will be aligned with the indicators of concern.
6) The student will meet with FtP committee members to review the summary findings and recommendations for support, remediation, or dismissal. The student will be provided an opportunity to discuss and respond to the committee's findings and recommendations. If a student has additional information regarding the FtP referral following this meeting, they should submit a written statement to the FtP Chair who will share the materials with the assigned committee members and include as an addendum to the corpus of documents.

7) If support or remediation is indicated, the committee members and students will collaborate to finalize an individualized support or remediation plan which will include related activities, resources, supports, outcomes, and a timeline.
8) Students who receive a support or remediation plan may be required to adhere to meet with the FtP committee members or Chair at follow up intervals to provide evidence of progress or completion of the activities detailed in their individualized plan. During these meetings, additional activities, resources, supports, outcomes, and timelines may emerge in response to student development and needs. Failure to meet the goals or expectations outlined in the student's individualized plan, or to demonstrate adequate progress, may result in further action by the FtP committee. This may include the development of a revised FtP plan or, in more serious cases, a recommendation for dismissal from the program.
9) The FtP coordinator will draft a summary memo of the proceedings to the Department Chair.

VIII. Student Appeal of Review Disposition

Students have the right to appeal the determination of the FtP Committee. In these instances, the student may submit an appeal to the Department Chair within 10 business days of receiving the decision from the FtP Committee. The Department Chair will have an opportunity to meet with the student, FtP Chair, and committee members to understand the context, process, and outcomes of the review process. Based on the information provided by the student, FtP Chair, and committee members, the Department Chair will communicate their decision to the student in writing. If the student is not satisfied with the chair's assessment of the issue or if the FtP Committee refuses to alter their decision and recommendations after discussing it with the chair, the student may request a review of the decision by the Dean for the College of Education and Human Development. This step is the final step of the process. The decision of the Dean (or Dean’s designee) will be final.

IX. Confidentiality

All FtP activities will honor confidentiality in accordance with FERPA guidelines, as well as A&M-SA and Texas A&M University System policies.

X. Policy Review

The Guidance and Counseling policy Fitness to Practice Policy & Guidelines are reviewed biennially, at a minimum, by the program faculty to ensure alignment with current best practices, accreditation standards, ethical and legal codes, and university policies.