STUDENT HANDBOOK

Doctor of Philosophy (Ph.D.)
in Counselor Education



DEPARTMENT OF COUNSELING & EDUCATIONAL PSYCHOLOGY
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Introduction

This handbook is designed to provide prospective and current students with information related to the Counselor Education doctoral program offered in the Department of Counseling and Educational Psychology (CNEP) at Texas A&M University-Corpus Christi (TAMU-CC). The handbook addresses all policies, procedures, requirements, duties, and expectations set forth by the Department of CNEP related to doctoral study in the counselor education program. Students admitted into the counselor education doctoral program are provided a copy of the handbook during the new student orientation meeting held each fall. A digital copy also is available for download on the Department of CNEP website http://cnep.tamucc.edu/current_students.html. At times, policy updates, curricular revisions, or accreditation changes may necessitate the Department of CNEP faculty making updates to this student handbook. In these situations, we will inform students of the changes and provide them a copy of the new handbook. Unless noted otherwise, modifications made to this handbook are effective immediately.

Students are responsible for reading and becoming familiar with the information contained in this handbook. Students must confirm acceptance of the duties, expectations, and responsibilities outlined in this handbook by signing the **Statement of Understanding (see Appendix F).** Signed copies of the Statement of Understanding **must** be submitted during the student's first semester of enrollment in the program. Specific instructions on submitting this form will be provided during the new student orientation session scheduled at the beginning of each semester.

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The Department of CNEP employs adjunct faculty on an as-needed basis. Please note that adjunct faculty course assignments are subject to change and should not be considered permanent assignments. While adjunct faculty do not maintain offices on campus, you can reach them through your Canvas course shell, or the e-mail contact information provided in your course syllabus. You also may contact the Department of CNEP main office to leave a message for your instructor to contact you as soon as possible.

General Program Information

Mission Statement

The Department of CNEP at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares graduate-level counselors and counselor educators, representing diverse backgrounds and experiences, to facilitate impactful societal changes at the local, state, national, and international levels.

Overview

Texas A&M University-Corpus Christi (TAMU-CC), through the College of Education and Human Development (COEHD), offers a **Doctor of Philosophy (Ph.D.) degree in Counselor Education** designed to prepare students for careers as counselor educators and supervisors. The Counselor Education program is a 69-semester-hour, CACREP-accredited program. Through curricular and extracurricular activities, program faculty strive to ensure program graduates are well-equipped to perform at the highest level of effectiveness in their anticipated work settings, functioning as competent classroom instructors, supervisors, researchers, clinicians, and leaders in the profession, and effectively utilizing their knowledge and skills in advocacy. Upon completion of the program, students find themselves competitive for placement in a variety of employment settings. Across the doctoral curriculum, students' personal and professional development will be periodically reviewed by the Department of CNEP faculty. Students who are unable to demonstrate mastery of the core components of counselor education training (counseling, supervision, leadership, research, and teaching), or who are observed to be experiencing challenges with appropriate personal and professional deportment, communication skills, interpersonal skills, and/or counseling skills will be asked to seek remediation or, in extenuating circumstances, may be dismissed from the program.

Accreditation

The Ph.D. in **Counselor Education** program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Consistent with CACREP Standards, the overall philosophy of the Department of CNEP is to prepare doctoral-level counselor educators with the academic, professional, and personal credentials needed to perform at a high level of effectiveness as educators, researchers, supervisors, and professional leaders. **The Department of CNEP's Counselor Education program's accreditation runs through 2028.**

Doctoral Program Objectives

The doctoral program in **Counselor Education** at TAMU-CC is at the forefront of meeting current training counselor educators' needs. As such, The Department of CNEP has identified several foundational programmatic, curricular, and professional objectives for each student enrolling in one of its master-level counseling programs. Each of these objectives has specific outcomes measures.

Program Objectives

The Department of CNEP faculty are committed to graduating competent and ethical counselor educators. As such, they strive to:

- Foster a learning community where students can develop professionally and personally and achieve their highest potential.
- Create a culture of accountability in which all students are expected to maintain high professional standards for ethical behavior, academic performance, clinical skill. development, interpersonal relationships, professional attitudes, and personal character.
- Provide curricular and extracurricular experiences for students to learn and demonstrate knowledge of the CACREP core standards.

Curricular Objectives

Graduates of the Counselor Education doctoral program will be able to:

- Knowledgeably integrate fundamental principles of **counseling service delivery** into a contemporary counselor educator identity
- Knowledgeably integrate fundamental principles of **clinical supervision** into a contemporary counselor educator identity
- Knowledgeably integrate fundamental principles of **curriculum development and classroom instruction** into a contemporary counselor educator identity
- Knowledgeably integrate fundamental principles of **scholarly inquiry** and professional writing into a contemporary counselor educator identity
- Knowledgeably integrate fundamental principles of **leadership and advocacy** into a contemporary counselor educator identity

These curricular objectives represent the Key Performance Indicators (KPIs) used by the Department of CNEP to track student learning throughout the program. Separate KPIs were developed for each of the five CACREP doctoral counselor education core areas. For each KPI, three separate types of data of increasing cognitive complexity are collected across the curriculum and serve as evidence of student learning (factual, conceptual, and procedural knowledge). Data represents student grades on signature assignments identified as the benchmarks by which students' depth of knowledge will be assessed. These signature assignments include quizzes, examinations, papers, applications, and skill demonstrations. The Department of CNEP faculty use this data to assess students' development of the critical thinking skills needed to function as an effective counselor.

Factual Knowledge – at this level, students are expected to demonstrate a familiarity, awareness, and understanding of the basic terminology, facts, and theories foundational to the counseling profession. Factual knowledge assignments typically are found in the introductory courses entry-level students take early in the curriculum.

Conceptual Knowledge – at this level, students are expected to demonstrate the ability to identify various principles, theories, and models as related elements part of a larger structure representative of the counseling process. Conceptual knowledge assignments are found in course typically taken toward the end of student's first year of training.

Procedural Knowledge – at this level, students are expected to demonstrate the ability to translate their understanding of specific techniques, processes, and methodologies into the

practice of counseling. Procedural knowledge assignments are typically found toward the end of students' programs where theory-to-application occurs (e.g., practicum, internship).

Professional Objectives

Throughout their program of study, across a variety of curricular and extracurricular experiences, doctoral students in the counselor education program will develop the ability to:

- Apply a scholarly approach to theory, research, and practice that allows for integrating the knowledge and skills needed to be successful educators, supervisors, researchers, and practicing counselors.
- Through reflection and insight, develop an understanding of oneself and the use of self in both instructional and clinical settings.
- Use critical thinking to make sound, responsible judgments and decisions when working with clients, students, peers, and other helping professionals.
- Develop ethical decision-making skills and function in a manner consistent with codes of ethics and standards of practice set forth by the American Counseling Association, National Board for Certified Counselors, and all applicable state regulatory agencies.
- Demonstrate multicultural competence and the ability to work with clients from diverse backgrounds.
- Advocate for clients, causes, social change, and the counseling profession itself.
- Self-monitor and engage in personal-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being.

These professional objectives are assessed as part of the Department of CNEP's systematic plan for faculty monitoring of students. A complete description of this plan can be viewed in **Appendix C**. Additionally, a copy of the Professional Issues and Behavior Rating Scale is included as **Appendix D** in this handbook.

Application Requirements

This section of the handbook includes standardized information about rules and policies pertaining to Graduate Education at Texas A&M University-Corpus Christi. It is not intended to be comprehensive. You are strongly encouraged to read the sections of the catalog pertaining to graduate students, which will provide more detail and additional topics that may impact you. You will also find information about your program.

Graduate Admissions

To be admitted to a program of graduate study, an applicant must hold a bachelor's degree from an accredited institution of higher education in the United States or an equivalent foreign institution. *(Note: The requirement to hold a bachelor's degree does not apply to students enrolling in the RN-MSN option in nursing.)* Decisions concerning admission to graduate study are based on all admission criteria. To be considered for a graduate program, a minimum last 60-hour GPA of 2.5 is required. Some programs may have higher GPA requirements; review specific program information in the graduate catalog or elsewhere in this handbook. All applications must be made through Apply Texas. For more information about the application

process, visit the Application Process page on the Graduate Education website or see the Catalog, Graduate Admissions section. .

Graduate students should be aware of their enrollment status, as it may impact financial aid, veterans' benefits, or other important aspects of graduate life. In addition, international students have specific requirements about enrollment status. Enrollment status for graduate students is defined as follows:

Full-time graduate student	Fall or spring term = 9 hours Combined summer terms = 6 hours
Three-quarter-time graduate student	Fall or spring term = 7 hours Combined summer terms = 5 hours
Half-time graduate student:	Fall or spring term = 5 hours Combined summer terms = 3 hours

Program Admissions

In addition to the above University requirements, students seeking to pursue a doctoral degree in Counselor Education must meet specific college (COEHD) and department (CNEP) doctoral requirements as specified in the COEHD and CNEP Graduate Policies and Regulations sections of the University's Graduate Catalog, including:

- Minimum GPA of 3.0 in the applicant's graduate coursework
- Valid score on the Graduate Record Examination (GRE) taken within the past five years.
- Three letters of recommendation
- Two-page professional goals statement
- Resumé or curriculum vitae documenting relevant professional experience
- Personal interview

Students who do not meet the requirements for full admission into the department may be admitted on a **conditional status** and take courses **approved by the CNEP faculty**. Conditionally admitted students are permitted to register for nine (9) semester credit hours and must earn a grade of B or better in each course taken during their probationary period. Students who do so become eligible for full admission status. No more than nine (9) semester credit hours of coursework completed under the conditional status may be applied to the student's specific program of study. Students who fail to meet the conditions stipulated in their admission letter by the Department of CNEP will be suspended from the COEHD for a period of at least one year (12 months). During this suspension, they cannot take any graduate courses in the COEHD. After the suspension period, students may reapply to the program and be considered for readmission by the review committee.

Students may request additional information about the department's doctoral admissions process from the CNEP doctoral coordinator.

The **Counselor Education** program follows a cohort model with cohorts starting in the fall semester. The department seeks to recruit 8-10 students for each cohort. Applicants should be aware that the Doctoral Admissions Committee begins their review of applicant information,

including interviews, and makes acceptance decisions as early as January for the following fall enrollment. As such, early application is encouraged since it allows students the best opportunity to secure available fellowships, assistantships, scholarships, and other forms of financial aid.

Program Matriculation

The doctorate in **Counselor Education** recognizes students' attainment of independent and comprehensive scholarship in the field. The Counselor Education program consists of a minimum of three academic years of doctoral-level preparation, defined as eight semesters with a minimum of 69 semester credit hours of graduate-level coursework required of all students in the program. Some students may also need to complete entry-level prerequisite courses.

Students pursuing the Ph.D. in **Counselor Education** degree must satisfy **all** the following standards to be eligible for graduation:

1. A cumulative GPA of 3.0 or better
2. No more than two courses with a grade of C being applied toward the degree plan
3. No course with a grade below C being applied toward the degree plan
4. Achieving a passing score on the written and oral comprehensive examination
5. Successfully defending a dissertation study and having it approved by the student's committee, the Department of CNEP, and the Graduate Education office
6. No more than three (3) CNEP Student Review and Remediation Evaluations (SRREs) that result in a formal remediation plan for academic, dispositional, or ethical-related issues being placed in a student's file

Doctoral students are expected to complete all coursework and sit for their comprehensive examination within five years of starting the program. Students in the **Counselor Education** program sit for their comprehensive examination (written and oral) following the spring semester of their second year of coursework. After completing the comprehensive examination (see page 17), students have one year in which to schedule their dissertation proposal hearing. The dissertation project officially starts in the fall semester of the third year when students enroll in Dissertation in Progress (CNEP 6398) courses. The dissertation process includes both a proposal hearing, and a defense hearing scheduled in separate semesters.

Continuous Enrollment

Unless on an approved leave of absence (see below), students in terminal degree programs must be enrolled continuously for at least 3 semester credit hours each fall and spring semester and pay designated tuition and fees. For the counselor education doctoral program, students are on a set curriculum which has them take 9 semester credit hours per semester, except for the spring semester of their third year, when they take 6 semester credit hours. Although the Graduate Education office does not require doctoral student enrollment in the summer, Counselor Education cohorts do have classes scheduled in the summer of years 1 and 2 in the program. Failing to take these summer classes will extend a student's time to graduation. Students should be aware that unapproved leaves in a fall or spring semester may result in the student being required to re-apply to their program. Additionally, doctoral students who have established graduate committees who are not continuously enrolled and do not have an approved Leave of

Absence are subject to having their committee dissolved. The Graduate Faculty Representative (GFR) will be released. If the student reapplies and is readmitted, a new committee form will be required and a new GFR will be appointed. Finally, students must enroll during the semester in which their dissertation defense/final examination occurs and in the semester in which they plan to graduate.

Leave of Absence

There is no university-wide continuous enrollment requirement for master's students. However, all graduate students who have been inactive for one year or more must contact the Registrar to register. Students who have been inactive for two or more years must reapply for admission. Some programs may require re-application after only a one-year absence. **Time spent away from the program without an approved leave of absence request (see below) will count toward a student's time to degree.**

Students experiencing life-changing or catastrophic events (e.g., serious illness of a student or immediate family member, death of an immediate family member) are encouraged to consult with their department chair and request a leave of absence in writing from the Registrar using the Request for Leave of Absence Form, especially if the recency of credit will be impacted.

Requests for a leave of absence must be approved in advance by the faculty advisor, the program coordinator, and the COEHD Dean. Leaves will be granted only under conditions that require the suspension of all activities associated with pursuing the degree including use of university facilities and faculty mentoring/advice. Counting of the time to the completion of the degree pauses when a leave of absence is granted and resumes when the student re-enrolls to continue the program.

A student who is in good standing may petition for a leave of absence of no more than two full academic terms. A leave of absence granted for one full semester may be extended to a maximum of two full semesters by the faculty advisor and program coordinator. A student attending university after an approved leave of absence will not be required to submit an application for readmission. In no case will a leave of absence be extended for more than one year. International students should consult with an advisor in the Office of International Education to find out how a Leave of Absence may impact their stay or re-entry into the U.S.

**Note: Any consideration of requests submitted after the degree time limit has expired will be impacted by an explanation of failure to request leave prior to expiration and continuous progress towards the degree, as well as programmatic changes and faculty availability.*

Title IX regulations also require the university to treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as a justification for a leave of absence for so long a period as is deemed medically necessary by the student's physician. At the conclusion of the leave of absence, the student will be reinstated to the status held when the leave began. Students requesting leave of absence under this provision must submit their request to the Title XI coordinator, who will initiate the process. The Associate Provost and Vice President for Academic Affairs will notify the student's instructors and coordinate the student's reinstatement as appropriate.

Maximum Course Load

Graduate students may not register for more than 12 hours in a regular semester, 6 hours in a single session of summer school, or 12 hours in the combined summer session (not including Maymester) without the approval of the COEHD dean. See the Maximum Course Load section in the catalog. However, the doctoral program has a prescribed curriculum in which students take 9 hours per semester (fall, spring, and summer) except for the spring semester of their third year in which they will take 6 hours.

Repetition of a Course

A course in which the final grade is C or lower may be repeated for a higher grade. A course in which the final grade is a B may be repeated only with the permission of the program director. **A maximum of two courses** may be retaken during graduate study at the university. **Each course may be repeated only once. All grades** received for the course will be **computed in the grade point average.**

A course may be repeated for multiple credits towards graduation only when so designated in the course description and approved by the faculty advisor.

Time Limit to Degree

The requirements for master's degrees and certificates at Texas A&M University-Corpus Christi must be **completed within seven years** subsequent to admission to the program. The seven-year period begins with the first semester students are enrolled in a graduate program.

Credit that is more than seven years old will not be counted toward a master's degree or a certificate. Exceptions, provided the courses were completed at this university, will require strong justification in writing from the student requesting the exception, as well as a revalidation plan.

Written approval from the major department chairperson, the COEHD Dean from which the degree is offered, and the provost is required. See the revalidation process below.

Revalidation of Courses Beyond Degree Time Limit

Courses listed on the plan of study completed more than seven years prior to graduation are considered dated. In order to have courses revalidated, the department chair or program coordinator/faculty advisor will recommend a revalidation plan. Revalidation will verify that the student's knowledge in a specific subject area is current and documented.

Options for course revalidation include a written examination, a paper, a project, a course retake, or other equally rigorous academic means appropriate to the discipline to determine that student learning outcomes have been met. Revalidation requests must be approved by the student's faculty advisor, the program coordinator, the department chair, the college dean, and the provost using the *Graduate Degree Plan Revalidation Request form.*

The student's faculty advisor, department chair, and COEHD dean are responsible for determining whether the student demonstrated sufficient course knowledge necessary for successful course revalidation. Successfully revalidated courses may be included in the student's plan of study.

Failure to follow all designated requirements of the revalidation agreement may result in dismissal from the program. Subsequent requests for revalidation may be considered but will be denied absent a showing of extraordinary hardship.

Graduate students will not be permitted to submit more than 12 semester hours of the program's courses for revalidation. Courses beyond the 12-semester hour limit must be retaken. Courses must have been completed at this university to be eligible for revalidation.

Academic Requirements for Graduate Work

Graduate Students, including degree-seeking, certificate-seeking, and non-degree-seeking students are considered in "**good academic standing**" if they maintain a minimum 3.0 grade point average (GPA) on all graduate course work and earn a grade of S (Satisfactory), IP (In Progress, or CR (Credit) on all course work that does not affect GPA. A complete discussion of academic requirements including but not limited to scholastic probation and enforced withdrawal can be found in the Graduate Academic and Degree Requirements section of the catalog. For information regarding the financial impact of scholastic probation and enforced withdrawal, see the Financial Assistance Suspension Policy in the Tuition, Fees, & Financial Assistance section of the catalog.

Texas 99 Hour Rule

The Texas State Legislature enacted a rule that provides that students at all state universities with over 99 doctoral hours may be subject to the payment of nonresident tuition. A student will generally be able to study at TAMU-CC full-time for five complete academic years, including summers, before being affected by the 99-hour rule. For students staying beyond five years, in a few cases, there is still the possibility of a programmatic or individual exemption from the rule. For more information, contact the doctoral program coordinator.

Academic Integrity

Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, which include but are not limited to illicit possession of examinations or examination materials, falsification, forgery, plagiarism, or collusion in any of these behaviors. All students should familiarize themselves with the full Academic Integrity Policy as well as the processes and procedures used to address violations thereof. You can find additional information in the Academic Integrity section of the catalog. Students can also access University Rules and Procedures 13.02.99.C0.04: Student Academic Misconduct Cases.

The Curriculum

The Ph.D. in **Counselor Education** degree features a 69-semester credit hour degree plan comprised of 36 semester hours of core counselor education coursework, 24 semester hours of research skills coursework, and nine (9) semester hours of dissertation.

Core Counselor Education Courses

CNEP 6305	Advanced Counseling Theories
CNEP 6310	Advanced Counseling Strategies
CNEP 6315	Professional, Legal, and Ethical Issues
CNEP 6320	Advanced Appraisal Techniques
CNEP 6335	Consultation Theory
CNEP 6340	Diversity in Counselor Education
CNEP 6350	Advanced Clinical Supervision
CNEP 6354	Counselor Education Pedagogy
CNEP 6355	Leadership and Advocacy in Counselor Education
CNEP 6395	Doctoral Practicum
CNEP 6396	Doctoral Internship I
CNEP 6396	Doctoral Internship II

Research Skills Courses

CNEP 6316	Research, Writing, and Publishing in a Multicultural Society
CNEP 6360	Research Design and Statistics
CNEP 6365	Outcome Research and Program Evaluation in Wellness-Based Practices
CNEP 6370	Quantitative Research Methods I
CNEP 6372	Quantitative Research Methods II
CNEP 6384	Qualitative Research Methods I
CNEP 6385	Qualitative Research Methods II
CNEP 6397	Research Seminar

Dissertation Courses

CNEP 6398	Dissertation in Progress (a minimum of 9 SCH)

Students must complete all degree requirements within ten years of beginning the program. Courses older than ten years may require revalidation or may have to be re-taken. See the COEHD Doctoral Handbook and the Graduate Catalog for the year of your entry to the program for more information. Students may petition to graduate under a subsequent catalog because of a preference to meet newer degree requirements by completing **Form L** on the Graduate Education forms and templates website (select options for doctoral programs).

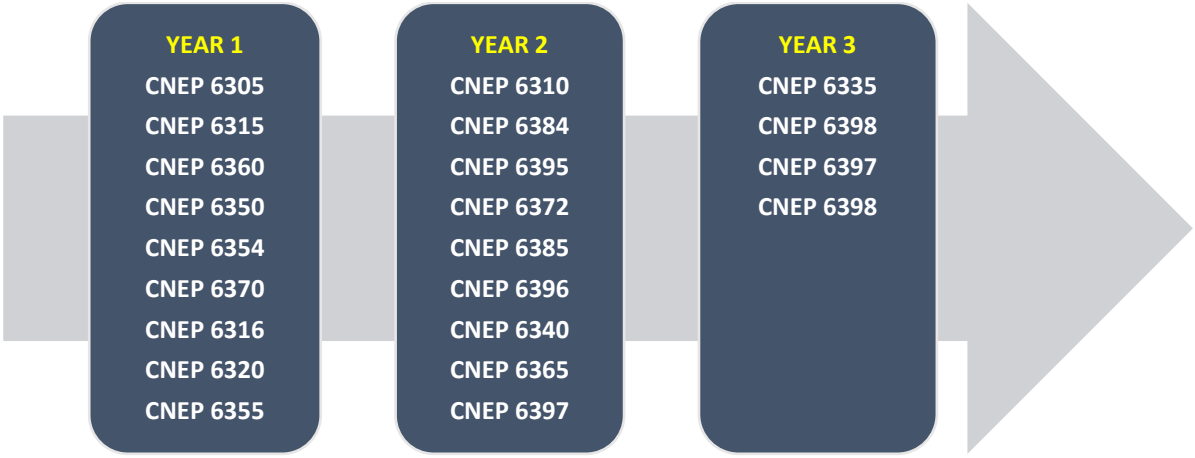
Course Sequencing

Students in the Ph.D. in **Counselor Education** program matriculate through a prescribed curriculum following a cohort model. The degree plan calls for students to take three courses (nine semester credit hours) during the fall, spring, and summer semesters of their first two years in the program and one course plus dissertation credit hours in the fall and spring semesters of their third year. Students must complete an initial degree plan during their first semester of the

program. The student and doctoral program coordinator should sign the initial degree plan and e-mail a copy of it to gradcollege@tamucc.edu by the end of the first semester. Because the Department of CNEP utilizes a cohort model in the doctoral program, the Counselor Education degree plan is set in advance. Absent exceptional circumstances (e.g., transfer courses, additional required courses for leveling), the degree plan is the same for all students. A copy of the current course sequencing for the doctoral program appears in **Appendix B**.

Please note: Graduate Education must approve all exceptions. Thus, the student should ensure that the Graduate Degree Plan Exceptions Form (**Form I**) is completed, signed by the appropriate advisor, and submitted to gradcollege@tamucc.edu for routing as soon as changes to the degree plan occur. Failure to have Graduate Education approval can result in students taking courses they do not need or cannot use toward the degree, resulting in potential delays in clearance for graduation. Students must update their degree plan during their final semester, sign it, and submit it to the Graduate Education at gradcollege@tamucc.edu for routing. Students must also file a final degree plan, with grades, during their last semester. Failure to do so may delay graduation clearance and adversely impact a student's graduation date.

Doctoral Program Sequence of Classes (Years 1-3)



Practicum and Internship

Practicum and Internship are required parts of the Counselor Education Program. Doctoral-level practicum and internship are also required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The guidelines for the practicum/internship sequence in our department are designed to align with the 2024 CACREP standards. Records of students' performance in the practicum/internship courses will be kept in each student's online file housed in their FieldX account.

PRACTICUM/INTERNSHIP STUDENT ORIENTATION

All doctoral students are required to complete a Practicum/Internship orientation in Canvas before they will be issued a permit to enroll in these field experience courses. Completing the orientation is required prior to **each** semester in which students will be registering for Practicum/Internship course credit.

Completion of the orientation and passing the post-session quiz is mandatory.

Doctoral Practicum

As a cohort, doctoral students participate in an advanced practicum (CNEP 6395) scheduled during the fall semester of the second year of doctoral studies. According to the 2024 CACREP standards, doctoral practicum students must participate in at least 100 hours of counseling, of which at least 40 hours must be in direct service with clients. The nature of the practicum will be determined in consultation with the program faculty. Supervision, both individual/triadic and group, is required. Students must obtain at least one hour per week of individual/triadic supervision from a qualified site supervisor. Faculty members who provide individual/triadic supervision for doctoral practicum or internship may not supervise more than six students; thus, students who intend to work with a faculty member are encouraged to act early to secure a supervisor. Attendance in group supervision throughout the practicum is required.

Individual/triadic supervision must be provided either by a departmental faculty member or by an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession. The supervisor should have the expertise to advance the student's knowledge and skills. Doctoral students concurrently working towards professional counselor licensure may count their individual/triadic supervision for the license as individual/triadic supervision for the practicum course, assuming the LPC supervisor meets departmental requirements.

While doctoral students will pursue professional experiences related to career goals in counseling, supervision, teaching, leadership/advocacy, and/or research/scholarship during their internships, the focus of practicum is counseling. Acquiring and refining advanced counseling skills are emphasized during the doctoral practicum. Thus, both direct and indirect hours must be related to the practice of counseling.

Prior to the beginning of the doctoral practicum experience, the doctoral student, university instructor, and site supervisor must sign a **Field Site Supervisor Agreement** that specifies the types of professional experiences the student will obtain and the roles and responsibilities of the student, practicum instructor, and site supervisor. The practicum instructor will establish and maintain contact with the site supervisor during the semester, including visits to sites as needed.

Doctoral Internship

Each doctoral cohort completes two semesters of internship (CNEP 6396) during the spring of years two and three of doctoral studies. In accordance with the 2024 CACREP standards, doctoral students are required to complete doctoral-level internships that total a minimum of 600 clock hours (see Section 6C-D of the 2024 CACREP standards). Unlike doctoral practicum, with

its focus on the provision of counseling services, the 600 hours must include supervised experiences in **at least three of the five doctoral core areas** (counseling, teaching, supervision, research and scholarship, leadership, and advocacy). The internship provides the opportunity for students to engage in many of the activities a counselor educator may engage in as part of their professional employment. The 600 hours will be allocated at the discretion of the internship instructor and the student based on experience, training, and career goals of the student. With the approval of the internship instructor, all or part of the internship may be completed at the student's place of employment; however, the experiences must be appropriate for a doctoral-prepared employee and fit within the core areas outlined In such cases, the internship must provide opportunities for new learning experiences that are qualitatively different than the student's routine responsibilities and provide the student an opportunity to develop the skills commensurate with doctoral-level employment.

Each of the two semesters of doctoral-level internship involves 300 hours of doctoral-level field experience, including individual and group supervision, for a total of 600 hours for the two semesters of required internship. Standards require ongoing, regularly scheduled group supervision conducted by a counselor education faculty member, as well as an average of one hour per week of individual and/or triadic supervision. The individual/triadic supervisor must have a doctorate in counselor education or a graduate degree and specialized expertise that will enhance knowledge and skills to be focused on during the internship. As with faculty members who supervise practicum students, faculty members who provide individual/triadic supervision for an internship may not supervise more than six students. It is permissible for doctoral students who are being supervised by a faculty member to remain with the supervisor throughout the practicum/internship experience. However, depending on core emphasis areas, doctoral interns may benefit from seeking supervision from another faculty member at the beginning of a new course. The university instructor will contact the site supervisor several times during the semester, including a site visit if appropriate. The doctoral internship instructor provides group supervision on a regular basis throughout the internship experience.

At the beginning of the doctoral internship experience, the doctoral student, university instructor, and the site supervisor sign a **Field Site Supervisor Agreement** specifying the types of professional experiences the student will be performing and the roles and responsibilities of the student, internship instructor, and site supervisor. Responsibilities should be established that focus on at least three of the five doctoral core areas across two semesters of internship.

The university instructor will maintain a file on each student each semester. At the end of the semester, the file will be forwarded to departmental staff for compilation into an individual student practicum/internship file. The required contents may be found in the Doctoral Practicum/Internship File Checklist included in the Internship (CNEP 6396) course syllabus.

For All Doctoral Practicum/Internship Students:

- Students are responsible for arranging individual/site supervision and reporting to the internship instructor.
- Any changes to the Field Site Supervisor Agreement, including the supervisor's name or responsibilities, require a new site supervisor agreement submitted to and approved by the faculty instructor.
- Failure to submit documentation of changes may result in an inability to count hours

toward internship requirements.

Site Selection

The Department of CNEP approves site supervisors **and** field sites via affiliation agreement. For students who select a Practicum/Internship site that has not previously been affiliated with the Department of CNEP, keep in mind that the site must meet the following guidelines:

- Appropriateness of the site and services for one's specific counseling program and needs
- Availability of appropriate on-site supervision by an individual with a master's degree or higher in counseling or a related field (e.g., social work, psychology), appropriate credentials, two years of experience, and training in supervision or commitment to participate in ongoing training provided by the department. Additional requirements may be in place for school counseling supervisors (please check for current information)
- Availability of a variety of professional experiences
- Availability of adequate opportunities to audio- or video-tape sessions
- Availability of adequate opportunities to provide individual, group, couple, and/or family counseling over time

Information on previous sites used by students can be viewed on our online platform, FieldX (see the "Steps for Applying for Practicum and Internship" section for more information on FieldX). It is strongly recommended that prospective internship students visit multiple sites and also contact students who have completed internships at those sites to gather useful feedback on the quality of supervision, staff receptiveness, and the types of clients typically served by the site. In addition, the Department of CNEP hosts a Site Fair each fall and spring semester. Students are encouraged to attend and meet representatives from available sites in the area so they can make informed decisions about their site placements.

Unlike at the master's level, students are permitted to choose a site at which they are employed currently. When possible, the preference is to participate in **professional activities that are qualitatively different than what is normally required and are consistent with the activities of an advanced-level counselor** to provide an enriching professional experience.

If a student chooses to complete an internship at a site or with a supervisor not previously used by the Department of CNEP, the student must review the above guidelines for site selection and/or consult with the clinical coordinator to determine the eligibility of the site and/or supervisor. It may be necessary for the student to arrange a meeting between the prospective on-site supervisor and the clinical coordinator to determine the appropriateness of the placement and complete the affiliation agreement. Furthermore, doctoral students may be allowed to complete practicum/internship hours at their place of employment provided the scope of practice is consistent with that of a master's level counselor and approved in advance by the clinical coordinator. Students are **prohibited from** counting previous work hours toward satisfying internship requirements.

For the internship experience, doctoral students often choose to work with the Department of CNEP faculty, gaining experience in teaching, supervision, research, or leadership. Students

should discuss their ideas with faculty members before signing up for internship in FieldX to ensure the individuals are willing and able to provide opportunities and mentorship that are needed to make the Internship experience a success.

Criminal Background Checks

All counseling Practicum students are required to attest that they have received a criminal background check within the last year or will receive one prior to working with clients (this requirement also applies to Internship students who are completing hours in the clinical counseling core area. While this is a university policy for those working with certain populations, the department requires the background check for working with *all* populations. In addition, verification of certain health information, such as a record of vaccinations, is required by some sites. The procedures for some sites require the student to go through the site for these checks; others require the student to arrange for required checks. If a student's site requires a background check, the student should participate in the site's procedure for obtaining a background check and share the results of that check with their Practicum/Internship instructor. If a student's site does not require a background check, the student must attain a background check via TAMU-CC. Information about how to obtain the criminal background checks is included below. Students should begin the process early in the semester, prior to practicum/internship. In addition, students should submit the release of information regarding criminal background checks prior to beginning the course. Failure to do so could impact a student's ability to complete Practicum/Internship.

Steps for Applying for Practicum and Internship

- You must complete an application every semester you wish to enroll in the practicum and internship. The application can be completed via our online platform, FieldX.

- Upon completing your online purchase, an automated alert will be sent to the Department of CNEP administrative associate who will then add you to the FieldX system.

- Soon after being added to the system, you can expect to receive an email from FieldX asking you to register as a new user.

- Once in FieldX, you can view available sites. This is where you can find the contact information for sites and supervisors. Be sure to reach out to them FIRST if you are interested in a site, BEFORE you start the application in FieldX. You may also consider sites that are not in FieldX; however, be sure to verify that the site and site supervisor meet all department requirements (see below).

- Consult with your faculty advisor for questions or assistance. You may also contact the Department of CNEP clinical coordinator.

- Once you have spoken with a site supervisor and have a verbal agreement regarding attaining hours at the site, THEN begin the application to the site in FieldX. In addition to the application, you must add your designated supervisor in FieldX.

- With your online application, you will need to attach a copy of your degree planner, a copy of your professional liability insurance policy, upload your Practicum/Internship Handbook test result, and verify the confirmation of site contact. If your site will not (or has not) complete(d) a background check, you will need to complete the background check and FERPA forms and submit those to TAMU-CC Career and Professional Development Center (for a $15- $25 fee) in University Center 304. **All students are required to complete a criminal background check**. All background checks must have been completed within the past year.

- Once your application has been approved in FieldX, the Department of CNEP administrative associate will enter the permit for you to register for the course.

- After enrolling in the class, but before class starts, contact your site supervisor to begin drug screening (if required), or any preliminary training the site requires. Do not wait until the class begins to start these processes, as this may jeopardize your ability to obtain the required number of hours in your course. Schedule a start date with your site supervisor for the first week of the semester.

- Prior to the first-class day, complete and submit the site agreement and ethics agreement in FieldX.

Professional Liability Insurance

Students must obtain their own individual liability insurance. This policy may be in addition to any group policies maintained by your site covering your work. There are a few ways to do this:

1. You can sign up directly through HPSO
2. Alternatively, you can obtain insurance through student membership of a professional organization. Some examples include:
    a. The Texas Counseling Association offers student members a discounted rate on liability insurance as part of their membership (master's students only).
    b. The American Counseling Association offers student members free liability insurance as part of their membership (master's students only).

Proof of liability insurance must be attached to your practicum/internship application in FieldX.

Issuance of Grades for Practicum and Internship

Practicum students who, due to circumstances at their sites or *exceptional* personal circumstances, are unable to complete the required direct hours may receive a grade of incomplete. Vacations, weddings, birthdays, or other occurrences that are clearly those of a personal choice do not qualify as exceptional circumstances. Furthermore, students are ineligible to receive a passing grade or an incomplete if they fail to obtain all required supervision hours, both group and individual/triadic, or fail to complete other requirements of the Practicum. Practicum students must earn a grade of B or better to proceed to Internship. Internship students should show substantial progress toward accruing hours during their first semester of internship; however, as internship hours must be accrued over a minimum of two semesters, there is no

specific hour requirement. If a student fails to make substantial progress and the shortage is deemed excessive by the instructor when considering a particular case, a student **may earn an unsatisfactory grade (C, D, or F)** and be required to re-take Internship I. Failure to complete required supervision hours and other course assignments during each individual internship course **will result in an unsatisfactory grade** unless exceptional circumstances apply. Students **may also earn an unsatisfactory grade** related to their inability to demonstrate adequate progress in building the requisite skill set needed to practice competently. Students are responsible for ensuring they complete all requisite supervision hours. No exceptions will be made for students to complete the Internship with fewer than the required number of supervision hours.

The only acceptable reason for an incomplete grade in Practicum or Internship is an inability to complete direct hours due to circumstances beyond the student's control. Students who are asked to leave their practicum or internship sites for cause may receive an F for the course. Additionally, the faculty member will initiate a Student Review and Remediation Evaluation and enact a remediation plan to help the student address the noted deficiencies.

Policies for review of students during Practicum and Internship include the criteria discussed in the Student Review and Retention Policy, those noted on the Professional Issues and Behavior Rating Scale, and additional criteria appropriate to clinical practice. Specific criteria used for evaluation in practicum and internship are outlined in the **Practicum/Internship Manual**. CNEP faculty engage in continual monitoring of students to ensure quality services are provided to the clients with whom our students are working with during their practicum and internship courses.

Department of CNEP Counseling and Training Clinic

Some students may be able to complete Practicum or Internship hours at one of the Department of CNEP Counseling and Training Clinic (CTC) sites. The CTC manages the delivery of low-cost counseling services to the community at two locations, the Counseling and Training Clinic (CTC) and the Antonio E. Garcia Arts and Education Center (GC). Dr. Renita Newton serves as Interim Training Director for the Department of CNEP CTC. Along with a team of doctoral students serving as site supervisors, Dr. Newton will coordinate all administrative, staffing, training, and supervision aspects of these field placement experiences. Students seeking to complete their Practicum or Internship course at the Department of CNEP CTC would follow the same process for selecting a site as described earlier in this handbook. Students accepted to work at the Department of CNEP CTC may only see clients when Dr. Newton (or designee) or one of the doctoral student supervisors are on site.

The Department of CNEP CTC exists for three purposes. First, the CTC provides a setting for supervised counselor training for Practicum and Internship students. Due to the structure of the CTC, there likely is an increased opportunity for access to site supervisors than at other sites in the community. Second, the CTC offers counseling services for individuals, couples, and families from the surrounding community who otherwise may not have access to the needed services we provide. Third, the CTC serves as a potential site at which Department of CNEP faculty and students may conduct community-based research or advocacy projects.

The CTC and the GC are designed to allow for the monitoring and recording of all counseling sessions. These facilities allow for direct observation, supervision, and feedback from supervisors to CNEP students. All students who wish to complete Practicum or Internship at these sites should expect every session to be recorded and monitored.

Exit Requirements

Comprehensive Examination

The doctoral comprehensive examination will be administered following students' second year of coursework and includes a written and oral component. The written examination covers the five professional core areas outlined in the 2024 CACREP standards for doctoral programs (counseling, supervision, teaching, research, and leadership and advocacy), with students being required to respond to five questions – one for each core area.

The administration of the written comprehensive examination occurs over a two-day period (usually in May of Year 2 in the program). On each day, students receive two questions to which they will need to submit written responses. Students are expected to submit comprehensive, evidence-supported responses evidencing doctoral-level knowledge, scholarship, and writing ability. For each question, students will have three hours to craft their response. A fifth question, typically the research question, is presented as a take-home assignment. Students will be given one week to prepare and submit their response. Students are to work on the take-home question individually. There will be no group sharing among cohort members or outside assistance permitted. All material submitted should be representative of the student's original work. The use of previous course assignments in their entirety is not permitted, and to do so would be an act of self-plagiarism. No outside materials are permitted for the in-person writing sessions.

Written comprehensive examination responses are graded by Department of CNEP faculty members. Each content area response is evaluated using the rubric below. For each of the five evaluative components, a student's response will be rated as *below standard* (0), *meeting standard* (1), or *exceeding standard* (2). An average faculty rater score of 1 or greater is needed for each of the five evaluative components to pass the written examination for that question. Should a student **not** receive an average score of 1 (meeting standard) for any component, an opportunity to rewrite their response will be scheduled. The rewritten response will be evaluated using the same benchmarks. A student will need to pass all written examinations before proceeding to the oral examination. Students needing to rewrite portions of their written examination will schedule a date and time for rewriting with the comprehensive exam coordinator. Prior to scheduling the rewrite session, the student will be given a copy of all faculty feedback related to their initial response. Students are strongly encouraged to meet with their chair to review the feedback and formulate a plan for success on the subsequent rewrite attempt. To promote student success and allow time for students to prepare to address noted deficiencies, a student **must wait at least 30 days after receiving feedback from their initial attempt** before scheduling a rewrite attempt.

Following the written portion, students schedule a time to participate in the oral comprehensive examination. The oral portion is conducted with the student's dissertation committee members in the Department of CNEP (the GFR member is not required to participate but is welcome to attend and participate if desired). The oral examination will see the student respond to questions from the committee members. Questions from the committee members could seek to clarify

elements of the student's written responses, expand on thoughts or ideas, or extend the conversation in a direction different from a written response. At the conclusion of the oral examination, committee members will ask the student to exit the room and begin discussing the performance. Students are evaluated on three components: communication, use of supporting literature, and application to practice. The same three-point rating scale used for the written examination applies. To pass the oral examination, committee members' ratings must average a 1 (meets standard) or higher.

Students will need to pass both the written and oral portions to successfully complete their comprehensive examination. When students complete their comprehensive examination, the doctoral program coordinator will notify the Graduate Education and the COEHD academic advisor so the student's degree plan can be updated. At this point in their program, students are considered **doctoral candidates**.

Students who do not pass their comprehensive examination **will not** be forwarded to candidacy status and **will not** be eligible to schedule a dissertation proposal hearing until they achieve a passing grade. After two failed attempts in either part, written or oral, a competency evaluation is conducted, and a remediation plan is established.

According to the COEHD DDC policy, students **must** complete their comprehensive examination within 12 months of completing all required coursework on their official degree plan filed at the time of admission to the program.

The rubric used to score the comprehensive examination written responses is provided at the end of this handbook in **Section E**.

Dissertation

The dissertation serves as the capstone project for students in the Counselor Education program. The purpose of the dissertation is to encourage and ensure the development of broad intellectual capabilities and provide students a forum for demonstrating their ability to independently conduct an original scholarly investigation in a focused area of study as related to one of the five core areas of the counselor education training curriculum: a) counseling, b) supervision, c) teaching, d) research, and e) leadership and advocacy. Both the dissertation research and the dissertation itself are to be completed under the guidance and direction of the student's dissertation committee. This committee consists of a minimum of four individuals including a chair, graduate faculty representative (GFR) appointed by the Graduate Education coordinator and at least two other faculty members from the eligible Department of CNEP faculty. One of these Department of CNEP faculty may serve in the role of methodologist. Students should first select a member of the Department of CNEP faculty who holds graduate faculty status as their chair. The student and chair then work cooperatively to identify appropriate individuals to serve on the dissertation committee. Additional members above the four required members can be added if needed. At this point, the doctoral student should submit a Doctoral Dissertation Advisory Committee Appointment Form (**Form C**). Once the committee has been established and approved by the Graduate Education coordinator, students are permitted to begin the dissertation process provided they have passed their comprehensive examination (both written and oral components). Appointment of a GFR by the Graduate Education coordinator need not delay students from beginning to work on their dissertations; however, a GFR must be assigned

and in attendance for the proposal and defense hearings to be scheduled. Doctoral students should be in contact with their chairs early in the process to ensure committee appointments are made in a timely manner that allows all committee members adequate time to substantively contribute to the student's project prior to the proposal meeting.

Enrollment in CNEP 6398 Dissertation Hours

Doctoral students are required to maintain continuous enrollment throughout the degree process. While general requirements for continuous enrollment do not include summer enrollment, once the candidate's proposal is accepted, the candidate should consult with the chair about (a) whether summer enrollment in Dissertation in Progress (CNEP 6398) should occur and (b) how many hours of dissertation should be taken for each semester of enrollment. Enrollment in six semester hours of CNEP 6398 will have higher contract requirements for satisfactory progress. University policy states that the student must be enrolled in CNEP 6398 while receiving substantive advice or assistance from a faculty member or while utilizing university facilities. In addition, students should recognize that the dissertation proposal meeting and defense/final examination meeting must occur in **separate** semesters. The Dissertation in Progress (CNEP 6398) courses are graded courses. When students enroll in these courses, they will receive a syllabus from their cooperating faculty member (chair). The syllabus includes a contract the student completes with input from their chair. The contract outlines the activities the student will complete in the upcoming semester. This contract is used to help faculty in assigning grades for students. The activities included on the contract should be consistent with the number of hours the student is enrolling for (3 or 6 SCH) that semester.

The Counselor Education degree plan includes 9 SCH of dissertation coursework (CNEP 6398). Students will take 6 SCH in the fall of their third year and 3 SCH in the spring of their third year. An additional SCH of CNEP 6398 can be taken if students require additional time (i.e., semesters) to complete their dissertation. All COEHD students are permitted to take a maximum of 18 SCH of Dissertation in Progress coursework. Students who reach the 18 SCH limit and have yet to complete their dissertation will need to petition to the COEHD Doctoral Degree Committee (DDC) for additional time. The COEHD DDC serves in an advisory capacity and can make recommendations on students' behalf to the COEHD and the Graduate Education Coordinator.

Special Assistance

Students are required to complete their own dissertation project. However, there are instances when assistance may be required to ensure the quality of the finished project. In these cases, it is the responsibility of the candidate to seek out appropriate assistance in the preparation of the manuscript. Use of the Writing Center and editors is encouraged. Editors should be familiar with both APA style and dissertation guidelines. Committee chairs and members, while they may point out grammar, punctuation, and style errors, do not have the responsibility to edit dissertation work. Candidates should check with their chairs about what kind of assistance is available and appropriate. Candidates may not use services that write papers for them.

The Dissertation Proposal/Prospectus

The first component of the dissertation process is the proposal. The proposal represents a formal understanding between students and their dissertation committees, outlining the work to be done and the intellectual rigor expected from the student. In advance of their proposal, students will begin working on the first three chapters of their dissertation. Students will then orally present their proposal document, comprised of the first three chapters of the dissertation, to the dissertation committee at their proposal hearing. The complete proposal document should sufficiently detail the problem being studied, justification for the identification of this problem based on previous research, research questions to be addressed, theoretical/methodological framework underlying those research questions, type of research design being employed along with its merits and limitations, methods of analyses appropriate for the chosen research design, and potential relevance of the research findings. Students write the proposal document under the direction of the chair and consult with other members of the dissertation committee. Once the chair approves the proposal document, it is distributed to the student's dissertation committee, and a proposal hearing is scheduled. All committee members must be given two weeks to review the proposal ahead of any agreed upon proposal hearing date. At the proposal hearing, students present their studies and address questions from committee members. Following this exchange, students are asked to leave the room as the dissertation committee deliberates the merit of the study based on their assessment of the written proposal, presentation, and students' responses to questions. The committee then decides whether to approve the study as proposed. With the endorsement of the committee and approval from the TAMU-CC Institutional Review Board to conduct the study, students can begin collecting data and preparing their dissertation research.

Preparation of the Proposal/Prospectus

Step 1: Determine a topic

During Research Seminar (CNEP 6397), students will create a research project that demonstrates understanding of the elements and format for completing a proposal. The project may serve as the basis for the proposal for the dissertation that will be defined with the dissertation chair. While students are given latitude in selecting a dissertation topic to work on, they are required to complete a study related to one of the five core components of the counselor education training curriculum: a) counseling, b) supervision, c) teaching, d) research, and e) leadership and advocacy. Clear implications for training, practice, advocacy, and policy should be included in the student's dissertation document.

Additionally, studies must meet sufficient academic rigor for a doctoral dissertation. Specific methodologies students select should always be chosen based on the research questions they plan to address. While all studies will look different, the Department of CNEP faculty have established certain benchmarks needed to ensure academic rigor (and future publication possibilities) of all dissertation projects. These benchmarks include:

Quantitative Studies:

- Sample size decisions are not dependent on student timelines or ease/accessibility of a given sample. Instead, *a priori* statistical power analyses should be conducted to determine the appropriate sample size for the study. Additionally, students should consult with their dissertation chair for contemporary sample size estimates for a given design.

Qualitative Studies:

- Students must utilize at least three types of data collection, including, but not limited to: a) Interviews: Conduct in-depth, semi-structured or structured interviews with participants to gather rich qualitative data. b) Observations: Engage in systematic and comprehensive observations to capture relevant behavioral, social, or environmental data. c) Documents and Artifacts: Analyze documents, artifacts, or other written materials to extract valuable information.

Single-Case Research Design:

- For a single-case research design, include a minimum of five participants to ensure adequate data for analysis and generalization.
- Specify at least two variables to be operationalized and measured.
- Select an appropriate single-case research design, such as an A-B-A design, a multiple baseline design, or an alternating treatments design, depending on the research questions. The design should not be decided based on the students desired timeline in the program.

Step 2: Select a dissertation chair and committee

Determine who you would like to chair your dissertation and make the request. Once the faculty member agrees to serve as the chair, refine your topic and, in collaboration with your chair, determine which faculty members within the department you would like to serve on your committee. Once the departmental committee members have agreed to serve, complete and upload **Form C: Doctoral Dissertation Advisory Committee Appointment Form** to the Graduate Education Coordinator. The Graduate Education Coordinator will determine the Graduate Faculty Representative and will circulate the form for signatures.

Step 3: Complete the dissertation proposal/prospectus

Review the style and formatting requirements for completing the proposal and dissertation that are posted on the Graduate Education website. Complete the proposal following Graduate Education guidelines for format and style and departmental guidelines for content.

Step 4: Schedule a proposal meeting

The student should reserve a time for the proposal meeting under the direction of the committee chair and in collaboration with the dissertation committee. The student must notify the department administrative assistant of the date and request room assignment.

Step 5: Complete Form D: Doctoral Dissertation Proposal Hearing Request Form

The student must complete and upload **Form D: Doctoral Dissertation Proposal Hearing Request Form** at least two weeks prior to the planned proposal. The Graduate Education office will circulate the document for electronic signature.

Step 6: Distribute copies of the proposal/prospectus

Upon approval of the dissertation chair and at least two weeks prior to the dissertation proposal meeting date, distribute copies to all committee members, including the GFR.

Committee members may provide comments to the dissertation chair and the candidate prior to the proposal meeting.

Presentation of the Proposal/Prospectus

All committee members and the Graduate Faculty representative are required to be present. The proposal includes three chapters, and the presentation usually lasts 1½ to 2 hours. The procedure may vary, but a standard format includes introductions, introductory remarks by the student regarding the topic, and an explanation of the proposed study by the student. The format for presentation of the proposal will be determined by the chair. Software-based presentations (e.g., PowerPoint, Prezi, Canva) may be utilized. During or following the presentation of the proposal, the candidate will address questions raised by committee members. Committee members may suggest changes to the proposal. The candidate will then exit the meeting. The chair will hear additional committee member comments and will make note of required and suggested changes to the research. The committee will determine whether the candidate's research is approved. The candidate will return to the proposal meeting and will be informed of the committee's decision and recommendations. The doctoral committee may choose to (a) accept the proposal as is, (b) accept the proposal with required changes to be reviewed by the chair and/or the committee, or (c) reject the proposal.

The Dissertation Defense and Final Examination

The second component of the dissertation process is the defense. Like the proposal, the defense includes both a written document and a formal meeting with the entire dissertation committee. The defense document builds on the proposal document, presenting the results of the study, conceptualization of the results in the context of the inherent limitations of the topic of study, previous research findings, and discussion of the implications for future research or practice derived from the results. The defense document is written under the direction of the chair in an agreed upon format. The defense document can be formatted in a variety of ways. Outlines and templates for each accepted format are made available to students to inform their selection. Students should consult with their chairs early in the dissertation process to ensure the appropriate format is applied for the investigation they intend to complete. Once the defense document has been submitted and reviewed, and the chair approves, it is distributed to the dissertation committee, and a defense hearing is scheduled. At the defense hearing, the student orally presents the defense document and addresses questions raised. Following this exchange, students are asked to leave the room as the dissertation committee deliberates the quality of the final product and the student's ability to articulate the dissertation study. The committee **votes separately on the presentation and final document**. Upon approval of both components of the defense, students will be recognized as having successfully completed their dissertations.

Preparation of the Defense and Final Examination

Step 1: Schedule the dissertation defense and final examination

Upon approval from the dissertation chair and under the chair's direction, the candidate will establish a date for the dissertation defense. Once the date is set with the committee, the candidate will complete and upload **Form E: Preliminary Agreement to Schedule the Dissertation**

Defense/Final Examination. The form must be submitted at least two weeks prior to the defense and no later than 8 weeks prior to graduation. The Graduate Education office will circulate the form for signature.

Step 2: Conduct the defense hearing and final examination

All members of the committee, including the Graduate Faculty Representative, are present at the defense. The candidate will present the completed research, usually including design and methods used, findings, conclusions, and/or implications. Committee members will ask questions as they determine appropriate to the topic and defense. Candidates should be prepared to discuss the dissertation and the implications of the study for practice and publication, as well as its contributions to the discipline. The dissertation defense is open to all graduate faculty members. As part of the defense, the student may be required to discuss publication plans for the study, depending on the dissertation format selected. At the conclusion of the presentation and examination, the candidate will leave the room, and the committee will determine whether the candidate has passed. There are two separate elements that will be assessed: the document and the oral defense. The committee may determine the candidate has (a) passed both the oral and document elements; (b) passed both the oral and document elements pending revision of the document, (b) failed either or both elements and requires a second defense. The candidate will reconvene with the committee, and the chair will inform the candidate of the results and outline any revisions to the document that are required before approval will be issued. Options moving forward are discussed among the student and the chair.

Step 3: After the defense hearing and final examination

At the conclusion of the defense, the doctoral committee chair and/or student will complete **Form F: Dissertation Defense and Written Dissertation Report Final Examination/Dissertation Defense Report** and upload it to the Graduate Education office. The form will then be circulated for signatures from all committee members, including the chair, by Graduate Education. The report includes an evaluation of both the written document (the dissertation) and the oral examination. **It is the responsibility of the student's dissertation chair to sign the document only after any needed/required changes have been made and the document has been vetted for plagiarism.**

College-Level Dissertation Procedures

The following procedures were developed by the COEHD Doctoral Degree Committee (DDC) and apply to all doctoral students pursuing degree plans in the COEHD. Students are encouraged to discuss with their chair these procedures and how they might impact students' plans for conducting their dissertation research and progressing toward graduation.

Enrollment in Dissertation Hours

- Students may enroll in a maximum of three hours of dissertation credit prior to passing their comprehensive examination.

- Students can propose after successfully passing the comprehensive examination. However, when necessary or appropriate based on study design or other rationale, and approved by the dissertation committee, students may propose their dissertation study prior to taking the comprehensive examination. Decisions are made on an individual, case-by-case basis.
- Students can enroll in subsequent dissertation credit hours after successfully passing the comprehensive examination.
- Students must be enrolled in dissertation credit hours in the semester they plan to defend their completed dissertation and file for graduation.
- Students may enroll in a maximum of 18 hours of dissertation credit. Additional hours must be approved by the COEHD DDC prior to enrollment.
- Students must complete a minimum of 9 dissertation credit hours as part of their doctoral degree plan.

Time Required for Proposal

- Students are required to propose the dissertation within one year after passing the comprehensive examination.
- Should students fail to propose the dissertation within one year after passing the comprehensive examination, they will be referred to a hearing with the COEHD DDC. The dissertation chair also will be invited to attend the hearing.

Completing the Dissertation

- After the student completes 18 hours of dissertation, the dissertation committee will convene a meeting with the student to assess progress and implement a plan of completion as needed.
- Should the student not complete the dissertation successfully within the required timeline, not to exceed 18 hours, the dissertation chair must convene a subsequent meeting to discuss timeline, evidence of consistent compliance with the plan for completion, consideration of revalidation appeals if applicable, and potential dismissal.
- At the completion of the meeting, the dissertation chair shall refer the candidate for a hearing with the COEHD DDC. Written notification of the referral should be made to the COEHD associate dean and the student. No additional dissertation hours may be taken for credit without approval of the COEHD DDC.
- The COEHD DDC will consider evidence of progress and a statement from the student to evaluate the rationale for student continuation or dismissal.
- The COEHD DDC has the option of recommending dismissal or acceptance of the revised timeline for proposal to the Graduate Education coordinator and COEHD deans.

The process should continue until (a) student completes the dissertation, (b) the student has reached the five-year maximum allotment of time in program, or (c) the student is either dismissed or withdraws from the program.

CNEP Department Policies and Procedures

The following policies and procedures have been vetted by the Department of CNEP faculty and are designed to create a comprehensive training experience for students. These policies and

procedures are subject to amendment because of changes to a) Department of CNEP mission or objectives, b) TAMU-CC or COEHD regulations, and c) accreditation (i.e., CACREP) standards. Appropriate notice will be communicated to students in advance to any changes being made and sufficient time allotted for the changes to be enacted.

Ethical Standards

Students are expected to abide by the ethical standards associated with their respective field of practice. The Ethical Standards developed by the American Counseling Association are available online for free download. Failure to adhere to these ethical standards will trigger a competency evaluation and may result in the formulation of a remediation plan for the student to address the noted issue. Additional information on relevant standards that students are expected to follow is listed in the **Professional Duties and Responsibilities** section.

Technology Competencies and Student Resources

Although the counseling programs in the Department of CNEP are offered primarily as campus-based, in-person programs, the faculty do rely on various instructional technologies to deliver course content, evaluate student progress, facilitate group interaction, document student records, and communicate with students. As such, the faculty want to ensure all students possess the necessary technological proficiencies to thrive personally and professionally during their time in the program and as a practicing counselor. As such, all students admitted to one of the Department of CNEP counseling programs are expected to demonstrate their competency in the following areas:

Digital Literacy and Information Management

- Ability to evaluate the credibility of digital information sources and discern reliable academic resources.
- Ability to use search engines and advanced search techniques to identify and access relevant scholarly materials.
- Ability to organize and manage digital information efficiently.
- Ability to access S.A.I.L. to add/drop courses and view financial aid information.

Productivity Tools

- Ability to use word processing software (e.g., MS Word, Apple Pages, Google Docs) to create and format documents.
- Ability to create engaging presentations using presentation software (e.g., MS PowerPoint, Apple Keynote, Google Slides, Canva, Prezi).

Collaboration and Communication Tools

- Ability to access and effectively use your TAMU-CC email account and video conferencing software (e.g., Zoom or MS Teams) for academic communication and collaboration.
- Ability to use webcams, microphones, and headsets to participate in online discussions and group projects.

Online Learning Management Systems

- Ability to navigate and utilize Canvas (TAMU-CC's chosen LMS) for accessing course materials, submitting assignments, and engaging with online learning activities.
- Ability to access your gradebook in Canvas.

Cybersecurity and Privacy Awareness

- Ability to protect personal information and institutional data according to cybersecurity best practices as outlined on the TAMU-CC Information Technology homepage.
- Ability to identify and report potential cybersecurity threats and incidents.

The Information Technology Department maintains a Technology Resources page that serves as a repository of resources designed to help TAMU-CC students use the technologies available to them as members of the TAMU-CC Islander community. The Distance Learning and Academic Innovations Department also provides students access to many resources to assist them as online learners through their student resources webpage.

Advising and Degree Plans

Upon admission to the doctoral program, within the students first semester, students meet with the doctoral program coordinator for orientation and initial advisement. Student orientation additionally takes place prior to the student's first semester, typically during the week before classes begin. Orientation continues in the Professional, Legal, and Ethics (CNEP 6315) course.

The doctoral program coordinator is primarily responsible for advising and informing students regarding the department and the doctoral program. While all faculty members are available to advise students and answer questions they may have related to courses and extracurricular activities, specific questions about the program itself should be directed to the doctoral program coordinator. To facilitate the process, students participate in a cohort model and follow a prescribed course schedule throughout their program.

Individual Development Plan (IDP)

The **Individual Development Plan (IDP)** is a tool used by faculty in the Department of CNEP to help facilitate students' professional counselor identity development. All students are required to complete an IDP and meet with their faculty advisor to review their responses at various checkpoints throughout their degree plan. Items on the IDP relate to students' knowledge of the counseling profession, the clinical skills needed to be a positive change agent for their community, and what it means to be a professional counselor. The IDP will be completed and digitally submitted to the student's faculty advisor. Once received, the faculty advisor will reach out to schedule a review meeting.

Grading Scale

The standard letter grade policy is used in the Department of CNEP for most courses. Only two C grades may be counted for credit toward the degree, and these courses **may not be in** Doctoral Practicum (CNEP 6395) or Doctoral Internship (CNEP 6396). Students earning a C grade in either CNEP 6395 or CNEP 6396 will be required to re-take the course before continuing in their program. If a student believes a grade has been awarded in error, the student should follow the

Grade Appeal Process outlined in this handbook. The first step in the process is meeting with the course instructor.

Students should also be aware that the cumulative grade point average (GPA) at TAMU-CC includes grades on **all graduate coursework** taken at this university, whether a part of a counseling degree plan or not. The GPA displayed on Degree Planner will often not be the same as the cumulative GPA, as it just lists the GPA associated with coursework taken as part of the current degree plan. Scholastic probation and enforced withdrawal are based on **cumulative** graduate GPA and not just GPA within the department.

Grades of Incomplete

Grades of incomplete are only given in exceptional or unusual circumstances. Students must be making satisfactory progress (i.e., passing) in a course and must have a substantial portion of work completed to qualify for an incomplete. **It is the responsibility of the student** to request a grade of incomplete from the instructor. If it is determined by the instructor that such a grade is appropriate, the instructor will complete and submit a signed *Request for Incomplete Grade Notation* form. The Request must be approved by the instructor and the Department of CNEP Chair. If a student receives a grade of I (incomplete), they are responsible for completing work by the last class day of the next regular (fall or spring) semester unless an earlier date is specified in writing on the Request for Incomplete Grade Notation. If work is not completed and submitted by the date indicated on the Request, the student's grade will change to an F or into the grade specified on the Request. **It is the responsibility of the student** to ensure that work is completed and submitted to the appropriate instructor in a timely manner. Once work is submitted, the instructor will submit a **Change of Grade** form, and the student's academic record will be changed. Students receiving financial aid should consult with their academic advisor or a financial aid advisor before making the decision to take an incomplete, as this may affect their financial aid eligibility status.

Grade Appeals Process

As a matter of departmental, college, and university policy, students who have a complaint about a grade should first discuss the matter with the instructor. If the problem cannot be resolved, then the student should follow the steps outlined in University Procedure 13.02.99.C0.03, Student Grade Appeals, which include appealing to the department chair and then the college associate dean or dean. All grade appeals are handled within the college in which the student's program resides. For counseling students, it is the COEHD. The decision rendered by the associate dean or dean is final. To start the process, students need to complete a grade appeal form.

Notification of Intent to Graduate

Graduation upon completion of the course requirements is NOT automatic. **The semester before graduation is anticipated,** students should obtain and file an application for graduation from the Office of Admissions and Records by the deadline date indicated in the official TAMU-CC academic calendar. Deadline dates also are available on the TAMU-CC website and the Graduate Education website. If students need to cancel an application for graduation, they can do so through the Office of the University Registrar website.

Endorsement Policy

Students should seek permission from Department of CNEP faculty members (core and adjunct) before identifying them as references on any applications for internship placement, employment, certification, or licensure. Students and graduates seeking endorsements, letters of recommendation or reference, credentialing, and/or employment letters should provide the respective Department of CNEP faculty member(s) a minimum of **two weeks written notice** to respond to their requests. Students are responsible for providing all relevant information and documents pertaining to the endorsement including, but not limited to, a posting listing or job announcement, current contact information, copy of the student's curriculum vitae or resumé, and transcript or copy of degree planner.

The Department of CNEP faculty view it as their professional duty to only endorse or recommend a student or graduate for employment opportunities, licensure, certification, or any other credentials to which the individual is adequately prepared through knowledge, training, and experience. Under no circumstance will a Department of CNEP faculty member recommend or verify training, experience, or expertise the individual does not possess, or that the faculty member does not have any personal knowledge of having occurred or being accurate. Furthermore, Department of CNEP faculty are not able to estimate future performance in any remaining coursework, during Practicum or Internship, or on the comprehensive examination when assisting students in their job search processes.

Professional Duties and Responsibilities

Student Responsibility

In accordance with the Graduate Catalog, the Department of CNEP faculty assists students in progressing toward the degrees they are seeking. However, ultimate responsibility for understanding and following the degree requirements rests with the students themselves. Students are responsible for understanding degree requirements, enrolling in courses that fit into degree programs, and taking courses in the proper sequence to ensure appropriate progression of work. Students are expected seek advice from faculty about degree requirements and other university policies when necessary. Students are responsible for understanding and complying with the provisions of this handbook, the university Student Handbook, and all applicable policies, rules, regulations, and procedures of the Texas A&M System and Texas A&M University-Corpus Christi, including those pertaining to academic standards and student conduct listed in the Student Handbook and Student Code of Conduct. Academic misconduct, as well as other violations, may result in serious consequences outlined in the Student Handbook, including dismissal from the University.

Students are expected to conduct themselves in an ethical, responsible, and professional manner. Students must be knowledgeable about and adhere to the code of ethics of the American Counseling Association (ACA), as well as the International Association of Marriage and Family Counselors (IAMFC) or the American School Counselor Association (ASCA). In addition, students, depending on their degree plans and professional goals, must be familiar with and adhere to the rules and regulations of the Texas State Board of Examiners of Professional Counselors, the Texas State Board of Examiners of Marriage and Family Therapists, and/or the

TEA Educator Code of Ethics. The codes include both mandatory and aspirational considerations for students and professionals in the field of counseling. Mandatory guidelines must always be adhered to by students in the counseling programs. These codes of ethics are located on the home pages of the respective organizations.

As trainers of counselor educators and supervisors, the Department of CNEP faculty expects students to be concerned about others, stable and psychologically well-adjusted, effective in interpersonal relationships, and able to give and receive constructive feedback. In addition, the faculty expects that students be committed to their own personal growth and wellness as well as professional development as demonstrated by participating in opportunities such as those provided in course work, supervision, self-selected readings, personal counseling, and personal wellness activities. We believe counselor educators and supervisors have an ethical responsibility to be willing to do in their/our own lives what we ask students and supervisees to do.

Disability 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 disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. Information on requesting disability accommodations can be found on the Disability Services webpage.

Any student with a disability participating in university programs, services, or activities may file a complaint regarding inaccessible digital content, programs, or services. The quickest way for a student to file is through the Campus Complaint Resolution Form where their concerns will be forwarded to the appropriate campus administrator to address. Alternatively, students can contact Disability Services and use the Grievance Procedures.

Faculty Monitoring of Students

The Department of CNEP faculty acknowledge the responsibility to monitor not only academic progress but also personal attitudes and conduct of students which will impact their performance as counselor educators and supervisors. Doctoral student behavior, attitudes, and expression of values should NOT interfere with professionalism or the ability of the student to function as a counselor educator/supervisor in training. Examples of attitudes and conduct that often impact performance can be found in the Professional Issues and Behavior Rating Scale (**Appendix D**). In addition, guidance regarding professional attitudes and conduct can be found in the ACA *Code of Ethics* and the Codes of Ethics of the Texas State Board of Examiners of Professional Counselors (TSBEPC) and other applicable regulatory bodies. Adherence to the ACA *Code of Ethics*, including the core professional values of counseling and ethical principles enumerated in the Preamble of the Code, as well as the Codes of Ethics of the Texas State Board of Examiners of Professional Counselors (TSBEPC) and other applicable regulatory bodies, is expected of all graduate counseling students.

Doctoral students are reviewed **each semester** by all Department of CNEP faculty members. This regular and on-going monitoring allows Department of CNEP faculty members to identify problems students may be experiencing in the program as early as possible and assist them in developing solutions before such problems lead to formal remediation procedures. Students are reviewed based on student professional and ethical behavior as outlined in this document and in the professional codes of ethics referenced, clinical performance, and academic performance. If a student's professional integrity, skill level, professional development, academic performance, or conduct is found lacking, the faculty member who notes the concern will meet individually with the student to review and document those concerns and responses thereto following the **Student Review and Retention Policy** (following section) and utilizing the *Student Review and Remediation Evaluation* (SRRE; **Appendix C)** and/or the *Professional Issues and Behavior Rating Scale* (PIBRS; **Appendix D**). Concerns may include but are not limited to unresolved personal problems, lack of relationship building skills, questionable ethical behavior, inability to accept feedback, academic misconduct, failure to achieve student learning objectives, or other issues which interfere with a student's ability to function effectively as a counselor. Other issues as identified on the Individual Development Plan (IDP) may also be considered. Note: While the *Professional Issues and Behavior Rating Scale* is also completed in specified courses and is not necessarily an indication of problem behavior, the *Student Review and Remediation Evaluation* is used exclusively to identify problematic behaviors that are expected to change.

In any meeting triggered by a faculty concern that results in documentation to the SRRE and/or PIBRS, the student will be presented with a copy of the relevant evaluation form (SRRE and/or PIBRS). A copy of the form will be maintained in the student's file. The faculty member will inform departmental faculty about the evaluation. Recommendations that are agreed upon by the student and faculty member will be followed up by the faculty member and a report then filed regarding completion or non-completion of the recommended actions. Non-completion of agreed-upon recommendations will result in referral to the Review, Remediation, Retention, and Dismissal Committee for possible further action.

If a student receives more than one form, whether the SRRE or PIBRS, the student will be required to meet with the Review, Remediation, Retention, and Dismissal Committee. (See **Student Review and Retention Policy** in this handbook for more information.) In addition, students should be aware that all such evaluations are discussed by the full faculty during regular faculty meetings as an ongoing part of student monitoring.

Department of CNEP policies for review of students during Practicum and Internship include the above criteria as well as additional criteria appropriate to the clinical experience. These additional criteria can be found in the **Practicum/Internship Manual** (see syllabi, evaluation forms, and tape rating sheets).

Continuing issues that are not adequately addressed as part of the remediation process are grounds for suspension or dismissal from the counseling program. Students should refer to Student Review, Remediation, Retention, and Dismissal section of this handbook for additional information related to the gatekeeping process used in the Department of CNEP.

Personal Counseling

Department of CNEP faculty members believe that participating as a client in individual or group counseling can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare mental health professionals. Experience as a client in personal counseling is, therefore, strongly recommended for Department of CNEP students. Individual or group counseling should be conducted by a licensed professional counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained professional. The University Counseling Center and the Career and Professional Development Center are available and provide a wide range of services to students at no charge. **Personal counseling may at any time be required by the Department for the student to continue in the program**. Commencement of counseling and recommendation of additional counseling may be a stipulation or condition at the time of the student's screening or at any time during his/her program. The student has the right to choose his/her own counselor.

Student Review, Remediation, Retention, and Dismissal

In accordance with CACREP 2024 Accreditation Standards, the Department of CNEP regularly and systematically assesses students' professional and personal attitudes and conduct at specific points during the program as well as when concerns occur regarding individual students. This section outlines the process utilized to work with those students about whom faculty members have concerns in areas other than grades. The purpose of the process is twofold. First, it provides an opportunity for students to address problematic behaviors. Second, it provides gatekeeping for the profession, including reducing the risk of harm to future clients and the public.

The *Professional Issues and Behavior Rating Scale* (PIRBS; see **Appendix D**) is used to assess behaviors, attitudes, and evidenced values important for professional counselor functioning. Students in the Ph.D. in **Counselor Education** program are expected to demonstrate behaviors, attitudes, and evidenced values consistent with the legal and ethical standards of professional counselor educators and supervisors and Department of CNEP faculty expectations of students. The *Student Review and Remediation Evaluation* (SRRE; **Appendix C**) is used to document concerns, provide direction for conversation with the student, document student responses, and outline any required steps or action plans for remediating the presenting issue. The SRRE may be completed by a student's instructor when there is concern about a student's behavior, whether within or outside of the instructor's class, or when an instructor becomes aware of a student's conduct or attitudes being inconsistent with ethical and competent counseling.

In addition, the faculty-as-a-whole may initiate utilization of the SRRE because of routine monitoring of students during regular faculty meetings. In such cases, the faculty will determine what concerns will be included on the form as well as who will create the document and meet with the student. In some cases, more than one faculty member may be involved. Students should be aware that concerns may be raised by faculty members regardless of the time or location of behavior or expressed attitudes incompatible with ethical counseling practice occur.
The *Professional Issues and Behavior Rating Scale* (PIBRS; **Appendix D**) may also be used as part of the process if applicable to the issues addressed in the SRRE.

The Remediation Process

If, in the professional judgment of (a) program faculty member(s) a student's behavior and evidenced attitudes are deemed substandard, unethical, illegal, and/or professionally questionable at any time during training (including course work, practicum, and internships), the following processes may be used:

If, in the professional judgment of (a) program faculty member(s) a student's behavior and evidenced attitudes are concerning, impaired, ineffective, unethical, illegal, and/or professionally questionable at any time during training (including course work, practicum, and internships), the following processes may be used:

1. Student Review and Remediation Evaluation by Individual Faculty Member.

When a faculty member identifies an issue related to student performance, the faculty member may initiate a Student Review and Remediation Evaluation and schedule a meeting with the student to identify the concern and process the results of the evaluation. If no corrective actions are required, the SRRE is digitally signed and filed. The faculty member will provide information about the SRRE during the regular student monitoring process.

If there are corrective steps to be taken and the instructor and student agree on them, the faculty member, in consultation with the student, will establish a completion date for tasks and note tasks and completion dates on the form. The faculty member will complete the SRRE form and add it to the student's file. The student will prepare documentation appropriate for the tasks undertaken and present it to the faculty member by the completion date. The faculty member and student will meet to review, and the faculty member will determine whether outlined corrective measures have been adequately met. The faculty member will make a written report detailing whether the student has successfully completed their remediation. This report will be placed in the student's file. The faculty member will provide information about the SRRE and subsequent completion/non-completion report during regularly scheduled student monitoring sessions with Department of CNEP faculty.

In some cases (e.g., occurrence of a clear ethics violation, multiple concerns/repeated review and remediation evaluations, risk of harm), the faculty member may also contact the Department of CNEP chair, who, in consultation with the faculty member, will determine the need to establish a Review and Retention Committee to consider the case. A decision by the faculty member to forward the SRRE to the Department of CNEP chair for additional review by the committee may be included on an initial SRRE that is provided to the student.

2. Student Fitness to Practice Evaluation by Committee

A Department of CNEP Review and Retention Committee* may be convened by the Department of CNEP chair when (a) an individual member requests committee review as outlined in (1) above; (b) a student does not agree with corrective actions discussed during the consultation meeting, (c) student monitoring reflects concerns of multiple faculty members, generally over time, or (d) a student has already participated in two previous SSREs during their time in the program. If a committee is needed, the Department of CNEP chair will appoint members to the Department of CNEP Review and Retention Committee and charge them with reviewing the SRRE to determine what further action should be taken. The Department of CNEP Review and Retention Committee is an ad-hoc committee composed of at least three faculty members from

the department. The referring faculty member **may not serve** on this committee. The Committee may meet with the student, the faculty member, and other individuals who may have pertinent information to contribute. The Committee will determine whether probation and remediation, recommendation for voluntary resignation from the program, or a recommendation for dismissal is warranted.

3. Probation and Remediation

If the Department of CNEP Review and Retention Committee determines that remediation with departmental probation is appropriate, the committee will develop a remediation plan in consultation with the student. This plan will (a) behaviorally define the concerns to be addressed, (b) identify the expected outcomes of remediation, (c) identify possible methods that could be used to reach these goals, which could include personal counseling, group growth experiences, self-structured behavioral change, additional academic course work or field experiences, or other appropriate methods, (d) define acceptable methods for demonstration of outcomes identified in (b) above, and (e) designate a date for goal attainment or reevaluation. A written copy of the plan will be shared with the student and digitally signed by both the student and the chair of the committee. The signed document is housed in the student's file and can be viewed by the student and Department of CNEP faculty. The student's faculty advisor or other faculty member designated by the Department of CNEP chair will monitor student compliance. During the remediation period, the student will be placed on departmental probation. Probationary status will be reviewed at the date for goal attainment or reevaluation.

If the student disagrees with the remediation plan established by the Committee, the chair of the committee will file forward the SRRE, with complete remediation plan, to the Department of CNEP chair. The student will have a right to appeal the decision with the Department of CNEP chair within ten (10) business days. If the Department of CNEP chair agrees with the committee recommendations, the remediation plan and departmental probation will go into effect. If a student continues to refuse participation in the remediation once the Department of CNEP chair has rendered a decision, the Department of CNEP will move forward to dismiss the student from their respective program.

4. Post-Remediation

Upon completion of the remediation plan or on expiration of the remediation plan deadline (whichever comes first), the student will request an evaluation of his or her progress from the Retention and Review Committee chair. The student will provide a report documenting the actions taken to address the remediation plan as well as any other material defined in the SRRE remediation plan. After discussion with the student, the Committee will assess whether all elements of the remediation plan have been met. If the student does not request evaluation by the deadline, the remediation plan will be considered incomplete, and the student will be subject to recommendation for dismissal. Potential outcomes the Committee can reach are outlined in #5.

5. Review and Retention Committee Recommendation (Post-Remediation)

The Review and Retention Committee will consider all information and recommend one of the following options to the Department of CNEP faculty:

a) *Continuation in the program*: The specified concerns no longer present a significant problem, and the student can continue in the program.

b) *Continued probation and remediation*: If progress toward achieving the objectives is documented on the first evaluation but further remediation activities are warranted, an updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion.

c) *Voluntary resignation*: If satisfactory progress has not been demonstrated and there is little or no expectation that the student can reasonably attain them soon, the Committee may recommend that the student voluntarily withdraw from the program.

d) *Dismissal from the program*: If the student has failed to attain the objectives and there is no expectation that he or she can reasonably attain them soon and the student does not voluntarily withdraw from the program, the Committee will recommend to the department that the student be dismissed from the program.

If the recommendation from the Committee is 5.a or 5.b, the student will be notified in writing, by the Chair of the Committee, of the reevaluation decision. If continued probation and remediation is recommended, the Committee will establish a new remediation plan (see #3 above for details).

If the recommendation from the Committee is 5.c or 5.d, the Committee will bring the issues to the departmental faculty meeting. Upon faculty agreement, the Chair of the Committee will meet with the student to discuss voluntary withdrawal. The student will have ten (10) business days to appeal the decision of the committee to the Department of CNEP chair. If the Department of CNEP chair concurs with the decision of the committee, the student will have the opportunity to voluntarily resign from the program. If the student chooses not to resign, the faculty, in consultation with the COEHD dean, may dismiss the student from the counseling program. Students may appeal decisions of the Department of CNEP faculty to the COEHD dean within five (5) business days.

Students who are dismissed from the program will need to sit out for one calendar year before they are eligible to reapply to the program. Students who choose to reapply to the program must navigate through the entire application process. Reapplication does not guaranteed readmission to the program. In reviewing a student's application for readmission, the admissions committee may consider all previous interactions with the student during their deliberations. Should a student be readmitted to the program, the Department of CNEP admissions coordinator will communicate to the student their admission status (conditional or full admit) and faculty advisor contact information.

Communicating with Students

E-mail

Students are **required to set up and utilize their islander e-mail account.** This e-mail address is the one the University requires faculty and staff to use when communication originates from the University. The islander account can be set to forward automatically to the student's preferred e-mail address so that communication from the department and the university is not

overlooked. Students requiring assistance in setting up their e-mail accounts should contact the IT Helpdesk or fill out a help ticket.

Canvas

Canvas is the contracted Learning Management System (LMS) used by TAMU-CC. A Canvas course shell for the Department of CNEP has been created to house important news and notes for students in both the M.S. and Ph.D. programs. All students currently enrolled in one of the CNEP degree programs have access to the department Canvas course shell. If you plan to take a hiatus from the program or elect not to register for courses in a semester, please alert the department chair so you can be added to the department Canvas course shell. Throughout the semester, faculty may post news and announcements to Canvas. Students are expected to check the department Canvas course shell on a regular basis to ensure they are not missing any important updates or pending deadlines.

Please be aware that **failure to receive information from the university or department because the islander e-mail account is not maintained is not a valid reason to miss deadlines or other information critical to student success in the program.** We make significant efforts to keep you informed, and the islander e-mail account is a major part of that effort. If you have difficulty or stop receiving e-mail messages, you should troubleshoot the issue immediately to stay up to date. If this does not work, please contact the Department of CNEP main office (361-825-3393) for additional assistance.

Financing Your Education

Financial Aid

Several students receive financial aid through grants, loans, work-study programs, assistantships, and scholarships. The Office of Student Financial Assistance (OSFA) is located on the first floor of the Student Services Center (SSC) and the contact number is (361) 825-2338. General eligibility requirements, as well as application forms and detailed instructions for applying for financial assistance, can be found on the OFSA webpage.

Most financial aid programs have a limited amount of funds which must be granted on a first-completed, first-awarded basis. Therefore, students are strongly encouraged to have their financial aid files completed dates listed on the OSFA website. More information can be found in the Graduate Catalog and on the Graduate Education Webpage.

Graduate Assistantships

The Department of CNEP has a limited number of graduate assistantships available. Due to the nature of these funded positions, they are awarded to doctoral students who have the ability serve as teaching assistants and clinical supervisors. To apply for an assistantship, students first must submit a resume to the Department of CNEP main office. While not required, a recommendation

letter from a program faculty member also may be submitted. The Department of CNEP chair will review all complete applications submitted. The applicants will be rank ordered in terms of fit both for the student's professional growth and the department's needs. The Department of CNEP chair will communicate with those students selected to receive a graduate assistantship in the department. The offer letter details the nature of the appointment and corresponding compensation.

In addition, several Department of CNEP students are employed as graduate assistants in other Departments within and outside of the COEHD. Research assistants also are employed on funded research projects within the Department of CNEP and across campus. Information on the availability of these assistantships is communicated through the CNEP page and sent to all current students through Canvas announcements. Additional information can be found on the Graduate Excellence website: https://www.tamucc.edu/research/graduate-excellence/funding/assistantships.php

Scholarships

Students completing graduate coursework in the counseling programs may be eligible for several scholarship programs offered by the University and its various departments. Students are encouraged to review the TAMU-CC Scholarship (http://scholarships.tamucc.edu/index.html) and Graduate Education (https://www.tamucc.edu/research/graduate-excellence/funding/index.php) websites for more information on available funding.

Professional Licensure and Certification

Individuals in the counseling profession who practice in the state of Texas may seek licensure as a Licensed Professional Counselor (LPC). Depending on their academic background, they may also be eligible for licensure as a Licensed Marriage and Family Therapist (LMFT). While the doctoral curriculum does not align with the educational training requirements of these licensing bodies, the field experience activities completed in Practicum and Internship can be used to meet licensure requirements. Students who choose to work toward licensure while enrolled in the doctoral program must still obtain additional clinical supervised experience. They must also take the licensure examination and the jurisprudence examination for either license desired. The examinations must be taken and passed before obtaining the LPC-Associate or LMFT-Associate. Accumulation of clinical hours may not begin until the license has been granted. Details of licensure procedures, including testing information, may be found on the websites for the regulatory boards. For LPC information, students may visit https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html. For LMFT information, visit https://www.bhec.texas.gov/texas-state-board-of-examiners-of-marriage-and-family-therapists/index.html.

Changes to TSBEPC and TSBEMFT rules can and do occur. Timelines for changing the Graduate Catalog and the consideration and publication of rules for licensure do not coincide; thus, you may be required to take additional or alternative coursework from what appears on

your degree plan if you wish to pursue licensure as an LPC or LMFT in the State of Texas. The Department of CNEP communicates information to students as it is received.

Individuals with a master's degree in school counseling who are seeking school counseling certification must complete several steps to be to be certified in Texas. Students must complete the school counselor application on the TEA website, submit evidence of a background check, and pass the TExES 252 School Counseling Certification examination. Please note, TEA charges various fees when completing the certification process. Students must create a new profile with TEA when they enroll in the Professional School Counseling program. To take the TExES 252 school counseling exam, students must complete Developmental School Counseling (CNEP 5316). There are no exceptions to taking the state exam prior to course completion. After completing CNEP 5316, students must provide evidence of their readiness to test before they will be granted approval to register for the exam. Please schedule an appointment with Dr. Adrienne Backer to discuss test preparation and the steps needed to demonstrate readiness to test. Students will be approved to take the state counseling exam once they have demonstrated readiness to test. Please note that the TExES 252 exam is offered on a limited basis per TEA guidelines. Students must pass this exam and obtain a master's degree in the **Professional School Counseling** program to qualify for a Texas school counseling position. Students are encouraged to read and familiarize themselves with the information available at https://tea.texas.gov/Texas_Educators/Certification/Additional_Certifications/Student_Services_Certificates/

The National Board of Certified Counselors (NBCC) certifies individuals as National Certified Counselors if they have met the minimum academic and experiential preparation standards appropriate for all persons who refer to themselves as counselors. Beyond successful completion of an appropriate master's degree program, NBCC's National Counselor Examination must be successfully completed. Information can be obtained by contacting www.nbcc.org. The Department of CNEP, by virtue of its CACREP-accredited counseling programs, provides students a head start on the credentialling process. In addition to a reduced NCC application fee, students enrolled in one of our counseling programs become eligible to sit for the NCC certification examination once they have completed all COEHD-required and core counseling coursework. The registration fee includes the application fee for the NCC credential. Information on sitting for the examination (NCE) can be obtained from the Department of CNEP administrative associate. Specific information about the student participant program can be found at https://www.nbcc.org/resources/applicants/students/faq

Professional Identity and Affiliations

Professional Identity

To assist students in developing a strong counselor educator identity, the Department of CNEP faculty have instituted an Individual Development Plan (IDP) system which assesses students' knowledge and understanding of the core CACREP doctoral training areas of teaching, supervision, counseling, research, and leadership. Additionally, a student's IDP should address goals for professional growth and counselor identity.

As part of the CNEP 6396 Internship experience, doctoral students are required to select three of the five core functions of doctoral level counselor educators (see above) and develop a plan for gaining experience in those activities. The selection of these core functions should be made with the input of the CNEP 6396 instructor, the doctoral program coordinator, the student's dissertation chair, or a faculty mentor.

Students are required to initiate an on-line Individual Development Plan (IDP) with details about their goals and strategies for accomplishing both holistic personal development and professional growth and counselor identity formation throughout their time in the program. The Individual Development Plans are reviewed with students' faculty advisors at regular intervals during the degree plan (first semester during the CNEP 6315 course, before beginning Practicum, while enrolled in Internship II and prior to graduation).

Professional Affiliation

To enhance Graduate Education and set the foundation for full participation in the counseling profession, the Department of CNEP faculty strongly recommend that all graduate students become members of the professional organizations or associations that represent their area(s) of special interest. Most professional organizations offer reduced membership rates. Students may be required to obtain a faculty signature to receive a student rate and are encouraged to check with each organization to see what may be required to join. In addition to reduced membership costs, students receive additional benefits including:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions in which membership is held
- Reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization
- Eligibility for member services (library resource use, legal defense funds and services, group liability insurance)
- Involvement with activities and issues which are directly or indirectly pertinent to their profession (legislation and professional credentialing, including licensure & certification)
- Affiliation with other professionals having interests and areas of expertise like their own
- Liability insurance coverage included in the cost of student membership

Most professional organizations have both state and national affiliations. Students may join one without joining the other. Divisions within the professional organizations serve specific areas of interest (i.e., marriage and family counseling, mental health counseling, addictions counseling, or school counseling). These divisions can be joined if one already belongs to the parent organization (usually at a small additional cost) or as a division member only.

Students are often given applications to join the American Counseling Association (ACA) and the Texas Counseling Association (TCA) at orientation sessions. Applications are also available in the Department of CNEP main office. Most of the Department of CNEP faculty are members of ACA and TCA and actively participate in these organizations. Some hold offices in the professional organizations or are on boards and committees of these organizations. Students are encouraged to speak with Department of CNEP faculty to find out how they can get involved and begin strengthening their professional counselor identity.

Recommended National Organizations

American Counseling Association (ACA) and its divisions:

- Association for Adult Development and Aging (AADA)
- Association for Assessment and Research in Counseling (AARC)
- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)
- Association for Counselor Education and Supervision (ACES)
- Association for Humanistic Counseling (AHC)
- Association for Multicultural Counseling and Development (AMCD)
- American Rehabilitation Counseling Association (ARCA)
- Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CSJ)
- International Association of Addictions and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- Military and Government Counseling Association (MGCA)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)

American Association for Marriage and Family Therapy (AAMFT)
American Mental Health Counselors Association (AMHCA)
American School Counselor Association (ASCA)

Recommended State Organizations

Texas Counseling Association (TCA) and its divisions:

- Texas Association for Assessment and Research in Counseling (TAARC)
- Texas Association for Adult Development and Aging (TAADA)
- Texas Association for Counselor Education and Supervision (TACES)
- Texas Association for Humanistic Education and Development (TAHEAD)
- Texas Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (Tex-SAIGE)
- Texas Association of Marriage and Family Counselors (TAMFC)
- Texas College Counseling Association (TCCA)
- Texas Career Development Association (TCDA)
- Texas Association for Multicultural Counseling and Development (TexAMCD)
- Texas Mental Health Counselor Association (TMHCA)
- Texas School Counselor Association (TSCA)
- Texas Counselors for Social Justice (TxCSJ)

Because we realize that financial resources are limited, students are **not required** to become a member of one or more professional organizations. However, membership in a professional

organization is an important aspect of professionalism, and therefore, students who can do so are **strongly encouraged** to join one or more of the professional organizations listed above.

Theta Alpha Mu

TAMU-CC has a chapter of the International Counseling Honor Society Chi Sigma Iota: Theta Alpha Mu. The Theta Alpha Mu Chapter in the Department of CNEP is active in conducting seminars and workshops and holding special events for CNEP students. A student member representing the chapter will attend the National ACA Conference and represent the Theta Alpha Mu Chapter at the CSI business meeting. Eligibility criteria include the completion of a minimum of nine semester hours in the counseling program with a GPA of 3.5. The chapter faculty advisor will send all membership-eligible students an invitation to join. A member initiation ceremony occurs each May.

Information related to TAM events is posted on the Chapter Activity Board in the department office suite and distributed through Canvas announcements and via the Department of CNEP social media platforms.

Workshops and Continuing Education Programs

The Department of CNEP regularly offers workshops for students and professionals in the community to further enhance knowledge and skills in counseling. The workshops are announced in classes, shared on the department Canvas course shell, and posted on the Department of CNEP bulletin boards, and may be funded by grant projects such as the Texas Counselors and Healthcare Integration Project (Tex-CHIP), or sponsored by Chi Sigma Iota. Students are encouraged to attend these extracurricular activities as schedules permit.

Additional Information

Information, policies, and procedures about tuition, fees, financial assistance, scholarships, and other topics important to graduate students can be found in the catalog. In addition to the catalog, web pages for offices and services on campus provide expanded information, forms, and contact names/phone numbers. Some of those webpages include the following:

Graduate Education
Office of Student Financial Assistance
Office of International Education
Assistantships

Appendix A

Graduate Education Pathway to the Doctorate Checklist

Please use the checklist below for a timely submission of required documents. Forms can be found at http://gradchool.tamucc.edu/forms.html
Important dates can be located at http://gradschool.tamucc.edu/doctoral_dates.html

Document to Submit	Timeline
Signed copy of official degree plan (**Form A**)	By the end of Year 1
Comprehensive Examination and Advancement to Candidacy Report (**Form B**)	By the end of Year 2 (after student passes)

Doctoral Dissertation Advisory Committee Appointment (**Form C**)	2 weeks before the comprehensive exam
Doctoral Dissertation Proposal Hearing Request Form (**Form D**)	2 weeks before the scheduled proposal date
Preliminary Agreement to schedule the Dissertation Defense/Final Examination (**Form E**)	8 weeks prior to graduation
Dissertation Defense and Written Dissertation Report (**Form F**)	4 weeks prior to graduation
Graduate Faculty Representative Report (**Form G**)	Within 5 days of defense/final exam
Doctoral Dissertation Committee Member Change Request Form (**Form H**)	As needed
Graduate Degree Plan Exceptions Form (**Form I**)	As needed
Graduate Degree Plan Revalidation Request Form (**Form J**)	As needed
Request for a Leave of Absence Form (**Form K**)	As needed
Final Version of Dissertation Submitted to ProQuest www.etdadmin.com/tamucc	4 weeks prior to graduation
Survey of Earned Doctorates https://sed-nces.org E-mail copy of the completion certificate to gradweb@tamucc.edu	4 weeks prior to graduation
Dissertation Processing Fee http://gradschool.tamucc.edu/doctoral_students.html	4 weeks prior to graduation

Appendix B

Counselor Education Course Sequencing

YEAR 1	YEAR 2	YEAR 3
Fall Semester	**Fall Semester**	**Fall Semester**
CNEP 6305 Advanced Counseling Theories	CNEP 6310 Advanced Counseling Strategies	CNEP 6335 Consultation Theory
CNEP 6315 Professional, Legal, & Ethical Issues	CNEP 6384 Qualitative Research Methods I	CNEP 6398 Dissertation in Progress (6 SCH)
CNEP 6360 Research Design in Counseling	CNEP 6395 Doctoral Practicum	
Spring Semester	**Spring Semester**	**Spring Semester**

CNEP 6354 Counselor Education Pedagogy	CNEP 6372 Quantitative Research Methods II	CNEP 6396 Doctoral Internship CNEP 6398 Dissertation in Progress (3 SCH)
CNEP 6350 Advanced Clinical Supervision	CNEP 6385 Qualitative Research Methods II	
CNEP 6370 Quantitative Research Methods I	CNEP 6396 Doctoral Internship	
Summer Semester I	**Summer Semester I**	**Summer Semester I**
CNEP 6316 Research, Writing, & Publishing	CNEP 6397 Research Seminar*	
CNEP 6355 Leadership & Advocacy in Counselor Education*	CNEP 6365 Outcome Research & Program Evaluation	
Summer Semester II	**Summer Semester II**	**Summer Semester II**
CNEP 6320 Advanced Appraisal Techniques	CNEP 6340 Diversity in Counselor Education	

**10-week courses*

Appendix C

CNEP Student Review and Remediation Evaluation

Students enrolled in the Counseling and Educational Psychology Department must maintain high scholastic standards, professional interpersonal behavior, and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the current ACA Code of Ethics and any other codes of ethics of relevant professional associations as well as the State of Texas. A student's acceptance in the Counseling and Educational Psychology Department does not guarantee professional fitness, which is required to remain in the program. At any time, if a student does not seem professionally fit, or there are concerns regarding their professional and/or

interpersonal behaviors in and outside of class, Department of CNEP faculty instructors may complete this form to formally document the concern and then meet with the student to discuss the concern and possible consequences. If the student does not agree with recommendations or has more than one Review and Remediation form completed, they may be referred to a faculty review committee to discuss the student's needs. In accordance with departmental goals and standards, students are expected to exhibit:

- an attitude that respects individual uniqueness and potential growth and development of all individuals.
- personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law.
- awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society.
- productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others.
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity; and
- a commitment to participation in professional organizations and production and presentation of scholarly papers and publications (Doctoral Students Only).

Student:

Faculty:

Nature of Concern:

Recommendations:

Student Signature Date

Faculty Signature Date

Appendix D

Professional Issues and Behavior Rating Scale
Counselor Education Doctoral Program
Department of Counseling and Educational Psychology

Student Name: _____ Date: _____

Course (if applicable): _____ Other: _____

In addition to preparing graduates to work as counselor educators, researchers, and practitioners in academic and clinical settings, the counselor education program faculty expect doctoral students to demonstrate appropriate professional dispositions and behavior as well as the ability to manage themselves effectively and appropriately. Items below are representative of the kinds of behaviors and attitudes that are related to success as a counselor educator. Faculty members may indicate other specific items as needed.

These behaviors are evaluated as part of the CACREP 2024 standards (2.C.2.b): *The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. (b) measurement of student professional dispositions over multiple points in time.* Professional dispositions are defined on page 107: https://www.cacrep.org/wp-content/uploads/2024/06/2024-CACREP-Standards-Guidance-Document-May-2024-update.pdf

Depending on severity, number of issues, and response to faculty/supervisor feedback, results on this evaluation may impact a student's grade in the course, ability to move forward in the program, and/or need to participate in the departmental remediation process.

*N/O denotes Not Observed.

1	2	3	4	5
Poor: Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior	Unsatisfactory: Often behaves in a way that is unacceptable or inconsistent with professional behavior; however, there is some evidence of growth	Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training's development; however, there is inconsistency	Good: Professional behavior generally demonstrated	Excellent: Professional behavior consistently demonstrated to a high degree

Demonstrates genuineness; is honest in dealings with others	1	2	3	4	5	N/O

Demonstrates openness and receptivity	1	2	3	4	5	N/O
Demonstrates engagement and interest	1	2	3	4	5	N/O
Demonstrates self-awareness and self-reflective behavior	1	2	3	4	5	N/O
Demonstrates flexibility and comfort with ambiguity	1	2	3	4	5	N/O
Willingly makes changes in response to feedback	1	2	3	4	5	N/O
Actively solicits feedback about their work	1	2	3	4	5	N/O
Receptive to feedback from peers	1	2	3	4	5	N/O
Is actively attentive when peers present their work	1	2	3	4	5	N/O
Provides appropriate and useful feedback to peers	1	2	3	4	5	N/O
Demonstrates ability to be self-reflective about work with colleagues, students, supervisees, and/or clients	1	2	3	4	5	N/O
Demonstrates ability to be self-reflective about personal attitudes, behaviors, and beliefs	1	2	3	4	5	N/O
Demonstrates good interpersonal skills with peers	1	2	3	4	5	N/O
Demonstrates a collaborative stance with peers	1	2	3	4	5	N/O
Adheres to general standards of professional ethics (e.g., ACA Code of Ethics) in practice and scholarship	1	2	3	4	5	N/O
Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEPC, TSBEMFT, TEA)	1	2	3	4	5	N/O
Demonstrates sound judgment in matters related to the profession in the areas of teaching, research, supervision, counseling, leadership, and advocacy	1	2	3	4	5	N/O
Demonstrates commitment to personal growth and professional development as a counselor educator	1	2	3	4	5	N/O
Demonstrates ability to accept personal responsibility	1	2	3	4	5	N/O
Demonstrates ability to regulate and express emotions effectively and appropriately	1	2	3	4	5	N/O
Demonstrates awareness of own impact on others	1	2	3	4	5	N/O
Demonstrates openness to working in a diverse, multicultural, and global society with marginalized populations.	1	2	3	4	5	N/O

Faculty Signature

Student Signature

Date

Date

Appendix E

Doctoral Comprehensive Written Examination Evaluation Rubric

Content Area:

Review Date:

Student:

Evaluator:

Exceeds Standard: response demonstrates advance knowledge, application, and content mastery
Meets Standard: response demonstrates content proficiency and meets expectations for doctoral-level work
Below Standard: response is inconsistent and does not meet doctoral-level performance expectations

An average rating of "meets standard" or higher across all reviewers is needed in each category to pass the written comprehensive examination for the identified content area. A score of "below standard" in any category will result in a rewrite for this content area.

	Below Standard (0)	Meets Standard (1)	Exceeds Standard (2)	Score
Comprehension of questions asked	Student's responses do not indicate a clear understanding of the questions posed. Student confuses primary concepts.	Most of student's responses are direct and relevant to the questions asked. Student uses unrelated information in some responses.	Student responds incisively and directly to the questions posed, highlighting a clear and focused thesis across the responses.	
Responsiveness to questions asked	Student's responses to questions are vague, irrelevant, or lacking in depth. No discernable response to some parts of the questions.	Student's responses to questions are more general, though still accurate. Analyses go beyond the obvious and evidence sufficient depth of thought.	Student's responses to questions are specific, defendable, and representative of a sophisticated understanding of contemporary issues.	
Use of supporting literature	Student cites little or no evidence to support responses. Citations provided are dated or from sources with questionable scholarly merit.	Student provides sufficient and appropriate evidence to support position. An effort to contextualize cited works is apparent in the student's provided responses.	Student provides substantial, well-chosen citations that are used strategically and properly contextualized. Citations represent current perspectives in the field.	
Structure and Organization	Student's responses are arbitrary, lacking structure, illogical, or incoherent; making it hard to follow the student's train of thought.	Student's responses contain distinct units of thought coherently arranged in paragraphs. Occasional transition issues are noted.	Student communicates clearly. Responses contains appropriate and adequate transitions between sentences and paragraphs.	

Language and Readability	Multiple grammatical errors, stylistic problems, APA formatting issues, awkward syntax, wordiness, and repetitive sentence patterns impede meaning.	Some mechanical difficulties, occasional problematic word choices or awkward syntax errors that do not completely distract from meaning.	Responses are communicated effectively demonstrating sophisticated literacy with appropriate vocabulary, correct syntax, and proper APA formatting.	

Comments:

Appendix F

Statement of Understanding

(to be signed and submitted to the CNEP administrative assistant)

Students enrolled in the Department of Counseling and Educational Psychology must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate fitness in their professional fields as discussed in the Professional Duties and Personal Expectations and the Review, Remediation, Retention, and Dismissal sections of this Handbook. In addition, students are expected to conform to the current ACA Code of Ethics and any other codes of ethics of relevant professional associations as well as the State of Texas. A student's acceptance in the Department of Counseling and Educational Psychology does not guarantee professional fitness, which is required to remain in the program. At any time, if a faculty member determines that a student's behaviors or attitudes are of concern as outlined in the policies indicated above, he/she may be referred to a faculty review committee to discuss the student's needs. In accordance with departmental goals and standards, students must exhibit:

- an attitude that respects individual uniqueness and potential growth and development of all individuals;
- personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law;
- awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society;
- productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others; and
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity.

I, _____ (student name), have received and read the Student Handbook from Texas A&M University-Corpus Christi Department of Counseling and Educational Psychology. I understand the policies and procedures as stated in the Handbook, including the Student Review and Retention Policy. I agree to fulfill the requirements as stated and to abide by the policies set forth herein as well as to comply with all applicable state and federal laws and policies, rules, regulations, and procedures of Texas A&M University System and Texas A&M University-Corpus Christi.

I understand that a program in counseling involves activities and learning experiences that require a certain amount of self-disclosure and personal reflection that may cause some personal discomfort. I also recognize that I am obligated to treat self-disclosure of others with respect and maintain confidentiality of peers who participate with me in class activities.

I further agree that the faculty of the Department of Counseling and Educational Psychology program at Texas A&M University-Corpus Christi has the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics.

If in the opinion of the faculty, any, or all of these are in question, I agree to abide by the faculty's decision as to whether I will continue in the program.

_____		_____
Student Signature	Date	
_____		_____
Instructor Signature		Date