

Professional Counseling Program



Clinical Rehabilitation

Clinical Mental Health

School Counseling

Graduate Student Handbook

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Introduction

Welcome to the SFASU Professional Counseling Program! We believe you have made a wise choice to pursue your graduate education with us. Our program meets the highest national standards for the training of Clinical Mental Health, Rehabilitation, and School Counselors as evidenced by our certification and licensure testing results, job placement rates, and alumni and employer survey results. We take pride in our graduates and the impact they have on the counseling profession throughout Deep East Texas, the State of Texas, and beyond. The size of our program allows for meaningful mentoring relationships with faculty and individualized attention for our students.

This handbook is designed to serve as your guide throughout the program and as an introduction to the counseling profession. However, it is just a guide. If you have questions that are not answered here, please do not hesitate to contact me or another member of the counseling faculty.

Counseling, as we know it, is a fairly young profession, but its roots can be traced far back in history. The profession has its roots in several other fields including philosophy, psychiatry, psychology, and sociology. The foundations of the profession are deeply rooted in social justice, wellness, and unconditional positive regard for the individual. The training of new professionals is a journey that requires acquisition of academic knowledge, demonstration of counseling skills, and personal growth.

It is unusual for a student to complete a counseling program without some level of personal introspection and reflection. There may be times in which your own personal history interacts with your professional development in such a way that emotional issues arise, your values and beliefs are challenged, and self-examination is necessary. These are positive things and typically result in personal growth, along with your professional development. The faculty will be here to support you through that process, and you are encouraged to engage in open dialogue about any concerns that you may have.

The next two to three years of your life will be filled with excitement and challenges. Congratulations on your decision to enter the noble profession of counseling.

Leigh Kirby, Ph.D., LPC
Program Coordinator

CORE GRADUATE FACULTY



Rochelle Cade, Ph.D., LPC-S, Associate Professor

Texas A&M University-Corpus Christi

Office 233 Phone: 936-468-2602

Courses Taught: Theories, Group, Substance Abuse



Wendy Killam, Ph.D., NCC, LPC-S, CRC, Professor

University of Arkansas

Office 231 Phone 936-468-1366

Courses taught: Ethics, Assessment in Counseling, Mental Health Counseling, Multicultural Counseling



Leigh Kirby, Ph.D., LPC-S, Assistant Professor

Texas A&M University Commerce

Office 229 Phone 936-468-1250

Courses taught: Experiential classes – Group, Skills and Techniques, and Practicum



Bill Weber, Ed.D., LPC-S, CRC, CVE, Professor

Director of Undergraduate Rehabilitation Services Program

University of Northern Colorado

Office 230 Phone 936-468-1154

Courses taught: Career Counseling, Rehabilitation specialty courses

The Graduate Program

The SFASU Professional Counseling Program is comprised of three different specializations: Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling. All students take the same core coursework and then specialized courses based upon their chosen specialization. Internship must be completed in the specialization area selected. The SFASU Professional Counseling Program focuses first on the training of professional counselors, and then on the specialization area.

Accreditation

The Professional Counseling Program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The current CACREP accreditation is from 2016-2024.

SFASU Professional Counseling Program Mission Statement

The mission of the SFASU Professional Counseling Program is to provide quality master's level training in order to develop highly qualified counselors who demonstrate a strong professional identity, engage in ethical and competent practice, and are effective in serving a diverse population.

Clinical Mental Health Counseling Mission Statement

The mission of the SFASU Clinical Mental Health Counseling Specialization is to provide high quality academic and clinical training experiences for the purpose of developing licensed professional counselors who are prepared to serve the needs of a diverse client population. Program graduates will demonstrate competence in providing a wide variety of counseling services using evidence-based practices including individual, group and family counseling. Students will be able to provide services to clients who are dealing with a wide range of issues as well as provide crisis counseling services.

School Counseling Mission Statement

The mission of the SFASU School Counseling Specialization is to provide training and educational experiences to develop highly qualified professional school counselors who are prepared for leadership in the public-school system. Graduates of the program will demonstrate effective counseling skills, proficiency in program development and evaluation, advocacy for educational equity, and promotion of optimal academic, personal, social, and career development in PK-12 students.

Clinical Rehabilitation Counseling Mission Statement

The mission of the SFASU Rehabilitation Counseling Specialization is to provide rehabilitation education, research, and community services that are in the forefront of the rehabilitation field and that foster practical leadership in our students. Program graduates will be able to effectively work with individuals with a wide range of disabilities and also advocate for their clients.

Professional Counseling Program Learning Outcomes

Professional Orientation and Ethical Practice

Students integrate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and the importance of advocating for the profession and clients that are served.

Human Growth and Development

Students examine lifespan development and the impact on normal and abnormal functioning.

Helping Relationships

Students demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

Assessment and Treatment Planning

Students identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation

Students analyze research methods to inform evidence-based practice.

The SFASU Professional Counseling Program utilizes LiveText to assess and monitor student learning outcomes. All students are provided with a LiveText license. The license provides access for a five-year period and provides students with a digital portfolio option. Assignments that are tied to accountability measures will be turned in through LiveText.

Program Objectives

The program and course of study in Counseling is organized to meet the following objectives:

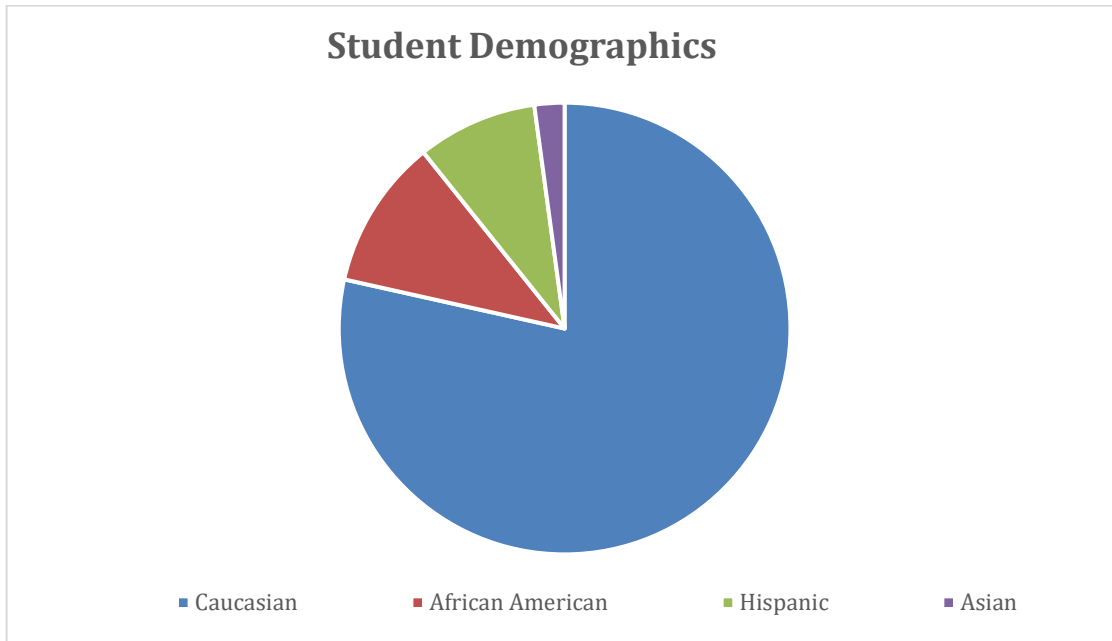
1. To examine comprehensive base of knowledge in the areas of human growth and development, social and cultural foundations, counseling relationships, group processes, consultation skills, lifestyle and career development,

appraisal, research and evaluation, professional orientation, and family counseling.

2. To analyze theoretical and experiential foundations for conceptualizing and implementing strategies, techniques and therapeutic procedures for individual, group, and family counseling within a multicultural and developmental context.
3. To evaluate ethical and legal responsibility toward the counseling profession through appropriate readings and personal experiences.
4. To create self-development opportunities through course work, research, laboratory experiences, group interaction and facilitation, and supervised practicum and internship experiences.
5. To engage in professional development through in-service and continuing education programs, ready access to current professional literature, and information on counseling employment trends and opportunities.
6. To develop, identify, and articulate a personal philosophy and orientation for counseling, through classroom and clinical activities.
7. To demonstrate a working knowledge of the community social service system, rehabilitation systems and services, and school counseling programs.
8. To create opportunities to conduct appropriate assessments and develop treatment plans based on DSM-5 diagnostic procedures.
9. To enhance a strong sense of professional identity as a counselor through appropriate readings, membership and participation in the state and national counseling associations, and clinical and classroom experiences.
10. To evaluate didactic and clinical experiences necessary to become a competent Licensed Professional Counselors (LPC), Nationally Certified Counselors (NCC), Certified Rehabilitation Counselors (CRC), and/or Certified School Counselors (CSC).

Student Profile

The SFASU Professional Counseling Program serves a diverse population and attracts students from the Deep East Texas area, across the state, nation, and from international settings. There is a combination of full-time students and working professionals who are part-time students. While some students enter the program directly after graduation with a bachelor's degree, others enter later in life. The following enrollment figures are from Spring 2020 and give a snapshot of the program:



Caucasian	73
African American	10
Hispanic	8
Asian	2

Total Students 93

14 Males, 79 Females

No person shall, on the basis of race, color, religion, sex, age, national origin, disability, or veteran status, be subjected to discrimination or be excluded from participation in or denied benefits of any educational program or activity operated by Stephen F. Austin State University.

Successful Student Progress

It is important to understand that you will most likely need to make some adjustments in your life as a result of being a graduate student. If you are very involved in outside activities and have family responsibilities, you may not be able to maintain all of those commitments while in school. For each class you are taking, you will be in class for 2 ½ hours, but then will need to schedule adequate time to be prepared for class and to complete class assignments. Some courses are more demanding and require more time than others.

Evaluation of student progress is ongoing and involves both formal and informal assessment processes that occur throughout the program. This evaluation involves monitoring academic progress, counseling dispositions, and personal issues that may interfere with counselor effectiveness. Faculty engage in these evaluations at the end of each semester in order to provide students with the opportunity to address concerns in a timely manner. Concerns about individual students are brought to the program faculty during faculty meetings in order to consult and develop strategies for addressing the concerns.

Advising

In order to assist students in successful completion of the program, each student is assigned a faculty advisor. The advisor assignment is noted in the letter of acceptance into the program. The faculty advisor will assist the student in completing a degree plan, developing a schedule for degree completion, and selection of courses each semester. Students are able to follow the degree plan and register in classes. Students are encouraged to contact the advisor prior to the opening of the registration period. Faculty may not be available during the time between semesters. Several courses have enrollment caps in order to provide for adequate supervision. Enrollment is on a first come basis and delayed advising can result in the desired courses being unavailable. Because the faculty advisor is critical to the success of each student, students may request reassignment of advisors. This is done by requesting an appointment with the Program Coordinator or the Department Chair if your advisor is the Program Coordinator.

Student Resources

There are a number of resources available to students for both academic and personal support. The following section outlines some of the resources available to students including accessing financial assistance and other campus needs.

Academic Support:

Financial sustenance is often an important component to being successful. The office of Financial Aid is a good first start, <https://www.sfasu.edu/admissions-and-aid#section=financial-aid>. It is also important to be on the look out for potential scholarships and apply early. <https://www.sfasu.edu/admissions-and-aid/financial-aid/types-of-aid/scholarships>

The Academic Assistance and Resource Center located on the first floor of the library offers a number of resources including an online writing lab and numerous resources through their webpage: <https://www.sfasu.edu/aarc>.

Assistance with accessing online course materials in Brightspace/D2L or using Zoom can be found on the Center for Teaching and Learning website <https://www.sfactl.com/home>

Brightspace/D2 Student Support: <https://www.sfactl.com/brightspace-students>
Zoom Student Support: <https://www.sfactl.com/zoom-student-support>

Personal Support

SFA values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential. The university maintains a list of current student mental health resources can found on the following webpage <https://www.sfasu.edu/info-for/current-students/mental-health-resources>.

The Lumberjack Wellness Network (LWN) provides an array of services to students to promote overall wellness. More information about the LWN can be found on their webpage: <https://www.sfasu.edu/lwn>.

Academic Appeals (SFASU Policy 6.3)

This policy provides a formal process for students to appeal academic decisions. All relevant documentation under consideration at each step will be forwarded to the appropriate parties at the next procedural level. Any further appeal must be made within ten (10) business days from the conclusion of each step. Recommendations or decisions at each level are generally made within four weeks of receiving the appeal. The burden of proof rests with the student throughout the process.

A student may appeal a final grade if inappropriate criteria were used in determining the grade, the instructor did not adhere to stated procedures or grading standards, or other compelling reasons exist to change the grade. A student may not appeal due to general dissatisfaction with a final grade or

disagreement with the instructor's professional judgment regarding the quality of the student's work.

It is important to distinguish grounds for grade appeal from questions about quality of instruction. Successful grade appeals must be based on evidence that the student performed at a level sufficient to warrant a different grade. It is important for students to bring to the instructor's and the department's attention perceived deficiencies in instruction, but these by themselves do not normally warrant a change in grade.

Aside from final grades, a student may appeal substantial and/or unjustified deviation from academic policies, procedures, and/or requirements.

These steps are to be followed when making an academic appeal:

1. Students must first appeal to the individual with whom they have an academic dispute. In the case of a final grade dispute, they must appeal to the instructor within thirty (30) calendar days after the first-class day of the next long semester. Given extenuating circumstances, exceptions to this deadline may be granted by the academic unit head.
2. If the dispute is not resolved, the student may appeal to the academic unit head. The academic unit head then requests a written statement from the individuals involved in the dispute. The academic unit head provides both parties a written recommendation.
3. If the dispute remains unresolved after appeal to the academic unit head, either individual involved in the dispute may appeal in writing to the academic dean. The dean notifies both parties of the continuation of the appeal and provides a written recommendation. Prior to making a recommendation, the dean may refer the appeal to the college council. If the college council has no student members, the dean asks the president of the Student Government Association to recommend no more than two students from that college to be appointed as voting members. The college council reviews all documentation and submits its recommendation to the dean.
4. After a decision is made by the dean, either party may appeal in writing to the provost and vice president for academic affairs. The dean's written recommendation in addition to all documentation is submitted to the provost and vice president for academic affairs. The college council may serve as an advisory body to the provost and vice president for academic affairs. The provost and vice president for academic affairs evaluates all documentation and any additional oral presentations.
5. The provost and vice president for academic affairs informs the student and all persons involved in the appeal process of the final decision.

Faculty members are responsible for the evaluation of student course work conducted in their class and, under normal circumstances, are the sole judge of the grades received by the students in their course.

Retention, Remediation, and Dismissal

If a student is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that interfere with the ability to function in the role of a professional counselor, a remediation plan will be developed and implemented. Remediation can involve repeating classes, other required professional development activities, and attending personal counseling. The program faculty will develop the goals for the plan, identify the required target measures of accomplishment and documentation of goal attainment, and the timeframe for completion. Students who are mandated to attend personal counseling will be required to sign a release of information that will allow the faculty to obtain information about the number of sessions attended, willingness to address the identified concerns, and progress toward the identified goals. Personal information will not be shared with the faculty. Failure to complete the remediation plan will result in removal from the program.

Due Process

Students who are identified as at risk will have the opportunity to meet with the faculty to hear the concerns, provide additional information that may be relevant, and review the remediation plan. Students have the right to appeal the faculty decision to the Department Chair.

Candidacy

A formal evaluation occurs at the completion of 15 to 18 hours. This formal evaluation occurs at the Candidacy interview. Students must make application for candidacy and obtain the signature of their advisor. The candidacy application can be found in the appendix of this document and on the website. The Candidacy Committee will be comprised of at least two faculty members. During this interview, the student and the Committee will review the student's academic progress, counseling dispositions, and address any personal issues that may be of concern. Students will present their portfolio with the required portions completed. The purpose of the interview is to recommend continuation in the program or determine areas of improvement needed to continue. Students who are not admitted to candidacy will be given a remediation plan and a time frame for completion. Students who are denied admission to candidacy may sit for the interview one additional time. If admission is denied a second time, the student will not be allowed to continue in the program. The following areas are considered for admission to candidacy:

- *Academic Progress*

All students must demonstrate adequate academic progress. Students are allowed 2 C's in the program. Upon receiving the third C, students are removed from the program. Students who make a grade lower than a C in any course will be dismissed from the program. Courses may be repeated to improve the grade. Repeating a course does not remove the C from the record for the purpose of determine adequate academic progress. A grade of a B or higher is required in pre-requisite courses prior to enrollment in later courses (PCOU 5335 and PCOU 5328 require a grade of B or higher for enrollment to be allowed into PCOU 5394).

Students are required to maintain a grade point average of 3.0 or above in order to continue admission to the Graduate School and Counseling program. Students who fall below a 3.0 are placed on academic probation for one semester. Failure to raise the GPA to a 3.0 during that semester will result in academic suspension.

- *Counselor Dispositions*
Counseling is a profession that requires interacting with a diverse population. Professional Counselors must be able to interact with individuals and demonstrate unconditional positive regard, an attitude of respect for individual values and beliefs, good interpersonal skills, and effective communication skills. Due to the nature of the work and the ethical obligation to protect future clients, faculty must evaluate an individual's fitness for the profession. This is an ongoing process and concerns are addressed as they arrive. Faculty members fill out a Student Evaluation Scale each semester in order to identify problems early on and communicate the concerns to the advisor. If concerns escalate, a Performance Fitness Evaluation is completed, and a remediation plan is developed. These forms are included in the appendix. Students are given every opportunity to demonstrate growth and improvement. Ultimately, if the student does not meet the goals of the remediation plan or demonstrate a lack of fitness for the profession, dismissal from the program can occur.
- *Personal Issues*
As explained in the letter of introduction and the remediation section above, there are times in which the training processes trigger personal issues that may interfere with the ability to be an effective counselor. When this occurs, students may be required to do their own personal work by seeking individual counseling. Counseling services are available at no cost to students through the SFASU Counseling and Career Services.

Serious violations of personal or professional ethics can result in dismissal from the program. This includes issues related to a violation of the SFASU Academic Integrity Policy (SFASU Policy A-9.1). All counseling students are expected to adhere to the Code of Ethics of the American Counseling Association, American School Counseling Association, and the Code of Professional Ethics for Rehabilitation Counselors.

Deadlines

Deadlines for program applications are posted throughout the building and emailed to students each semester. Those deadlines include Candidacy application, Practicum application, Internship application, and Comprehensive Exam application. It is the student's responsibility to be aware of deadlines and adhere to them. Failure to meet the deadlines can result in delaying your progress through the program. Deadlines are:

Fall Candidacy – September 1
Spring Candidacy – February 1

Fall Practicum – June 1
Spring Practicum – September 1
Summer Practicum – February 1

Fall Internship – June 1
Spring Internship – September 1
Summer Internship – February 1

Communication of Program Information

All program communications occur through the SFASU email system. Students must monitor their SFASU email account on a regular basis. Students have the ability to forward their SFASU email to another email account in order to consolidate accounts for more efficient monitoring. Be aware that some employer email systems may block the SFASU email or identify it as spam.

Background Checks

Students should be aware that the certification and licensure process involves a background check. A history of conviction may result in the failure to be certified or licensed. It is the responsibility of the student to communicate with certification and licensure boards to determine whether their personal legal history will result in disqualification for certification or licensure.

Group Participation

Students are required to participate in a group counseling experience at one point during the program. All students will also participate in a group experience as a requirement of PCOU 5328. The group will be held before or after scheduled class and will be facilitated by a counselor from Counseling Services.

Practicum

All students will complete a supervised practicum in the SFASU Counseling Clinic. This practicum will require completion of a minimum of 100 hours with a minimum of 40 hours of direct services to clients from the community. In order to provide continuity of care for clients, students will remain with the assigned clients until the transition period is complete. Practicum students must complete 8-10 hours per week in the clinic. This may result in excess hours above the minimum stated requirements. During the practicum semester, students will be assigned clients from the clinic and will engage in counseling sessions with those clients. The client load will be dependent upon the current caseload of the clinic and the number of students enrolled in Practicum. Counseling sessions will be videotaped through the Clinic Lifesize System. Students will have one hour of individual supervision with the Clinic Director and videos will be reviewed. In addition, students will also have 1½ hours of group supervision during the Practicum semester. This is an intense semester that requires being on campus several days a week. The Practicum experience will begin approximately two weeks prior to the end of the previous semester. A transition meeting will be held in which the current Practicum students meet with the incoming students and transition the caseload. The incoming Counselor-in-Training (CIT) will co-facilitate the client sessions with the outgoing CIT for the last few sessions in order to provide for a smooth transition and continuity of care for the client.

Internship

All students will complete a minimum of a 600-hour internship with a minimum of 240 hours of direct services to clients in a field site appropriate for their chosen specializations. This internship is completed during the last semester of enrollment and provides students the opportunity to fully engage in the work of a professional counselor. Students will work with the University Faculty Supervisor to obtain and approve an Internship site and get a completed affiliation agreement. A qualified onsite supervisor must be available for one hour of weekly supervision and consultation as needed. In addition, interns will meet with the University Faculty Supervisor for one and a half hours of group supervision. The internship may or may not provide compensation. Students should plan for necessary financial resources prior to the Internship semester. A list of approved Intern sites can be found in the appendix.

Comprehensive Examination

All students must pass a comprehensive exam over the content of their master's coursework. The exam is taken during one of the last two semesters of enrollment, after the majority of coursework has been completed. The qualifying exam is the Counseling Profession Comprehensive Exam (CPCE) developed by the Center for Credentialing and Education and consists of 160 questions covering 8 core content areas. A registration fee is required and is only payable by money order or certified check. The test is administered on campus every semester. The test administration dates and application deadline will be publicized each semester. The test is typically

administered around mid-semester during long semesters and in late June or early July during the summers. The test dates are a 2-week window where students have the opportunity to register and students have four hours to complete the exam.

Students must be enrolled during the semester in which the exam is initially taken. Students who are unsuccessful in completing the initial administration of the exam may retake it during the next administration the later in the semester. The exam may be taken twice. If the student is unsuccessful in obtaining a satisfactory score after two attempts, he or she will not be eligible for graduation with a master's degree from SFASU.

The required score for successful completion is set at 78.

Time Limitations

In order to ensure that graduates are trained in the most current professional environment, SFASU requires completion of the master's degree within a six-year period. Coursework that is prior to the six-year period may not be accepted for credit. Students can request a review of the content of the course syllabus in order to determine whether it encompasses current professional knowledge. Students will also be asked to demonstrate retention of the knowledge.

Endorsement Policy

The Professional Counseling Program faculty will endorse students for licensure/certification upon completion of all university and accreditation requirements. Graduates will be endorsed in the area(s) of program completion. If a student wishes to obtain endorsement in more than one program specialty, all program requirements must be met including appropriate internship placements.

Faculty may recommend graduates for employment for positions in which the student meets the posting requirements and has demonstrated competence to perform the stated responsibilities.

Professional Organizations

A critical element of professional identity is related with association with the greater counseling profession. Students are required to join a professional organization upon entering the program and provide proof of membership. The Texas Counseling Association is the professional association representing counselors in the State of Texas. There are divisions within TCA that represent the specialty areas. There are also numerous national organizations including the American Counseling Association, American School Counseling Association, and American Rehabilitation Counselors Association. Most professional organizations have reduced membership rates and conference rates for students. Attendance at least one professional conference is encouraged during your period of enrollment.

TCA encourages student participation through volunteer service on committees or at conferences. The annual Professional Growth Conference is held in November and has activities and sessions specifically developed to meet the needs of graduate students. During legislative sessions, students are encouraged to participate in field trips to one of the three TCA Advocacy Days. In addition, Piney Woods Counseling Association is a chapter of TCA and holds 3 meetings each year in which professional development credits can be obtained.

CLINICAL MENTAL HEALTH COUNSELING

Clinical Mental Health (CMH) Counseling is a professional service intended to provide both prevention and remediation by using a combination of direct services and environmental interventions to meet client needs within a community or clinical setting. A focus on primary prevention emphasizes lowering the incidence of emotional problems and promoting positive mental health among apparently well-functioning people within a community context. Remediation attempts to assist those with chronic and acute problems to resolve and/or reduce their problems and the effects of these problems.

CMH counselors are aware of the individual's interaction with his or her social system and therefore seek change in both the individual and the community system. CMH counselors provide 1) direct community services (preventative education); 2) direct client services (direct counseling services); 3) indirect community services (influencing public policy); and 4) indirect client services (advocacy for special groups and individuals).

CMH counselors provide interventions for individuals, small and large groups, and families in their efforts to prevent and/or remediate problems. CMH counselors begin the counseling process by learning about their clients. Gathering information about the client's concern may include interviewing not only the client, but also school and employment personnel, appropriate medical personnel and family members and other relevant persons to determine the exact nature and possible solution to the problem.

Employment

CMH counselors work in a variety of settings. Possible employment settings include state mental health agencies, state and private psychiatric hospitals, probation and correctional institutions, various private community-based counseling settings, university counseling centers, and private practice. Other settings include private industry, including insurance companies and other commercial enterprises, consulting firms, and various employee assistance programs.

Training, Other Qualifications, and Advancement

A 60-semester hour master's degree in Professional Counseling, is generally considered the minimum educational requirement for CMH counselors. For most counseling positions, state licensure as a Professional Counselor or eligibility for licensure is required. State licensure requires satisfactory performance on a national licensure exam and additional supervision post-graduation.

A minimum of two (2) years of study, including both a supervised practicum and internship is required for the master's degree. The primary focus of the master's program in Clinical Mental Health Counseling is the development of a counseling

practitioner. Although the program emphasizes the evaluation and use of counseling research, the program's aim is to produce practitioners who can provide high quality counseling and counseling related services.

The program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The curriculum combines academic theory and technique courses with hands-on practicum and field-site internship experiences. The faculty of the Clinical Mental Health Counseling Education Program place great value on exposing students to a variety of theories and techniques of counseling, appropriate professional counseling organizations, and interdisciplinary professional activities.

The Clinical Mental Health Counseling Program at SFASU endorses the philosophy that counseling is an empowering process in which persons exercise control over their own lives. The program adheres to concepts of the holistic nature of people, self-responsibility for health promotion and wellness, the uniqueness of each individual, and equal opportunity for counseling services for all persons.

MASTER OF ARTS DEGREE IN PROFESSIONAL COUNSELING CLINICAL MENTAL HEALTH COUNSELING

The Master of Arts degree in Professional Counseling requires a minimum of 60 semester hours of academic preparation. The degree includes a required core curriculum of 45 hours, 9 hours of practicum and internship, and 6 specialization hours for clinical mental health counseling related courses. Students must have an undergraduate course in general psychology and abnormal psychology as pre-requisites for the program.

The curriculum is comprised of the following courses:

CURRICULUM PLAN FOR CLINICAL MENTAL HEALTH COUNSELING STUDENTS

BACKGROUND COURSES

FIRST YEAR

PCOU 5310 Survey of Abnormalities
PCOU 5320 Professional Orientation to Counseling
PCOU 5322 Family Counseling
PCOU 5325 Career Development and Counseling
PCOU 5330 Crisis Counseling
PCOU 5331 Theories of Counseling
PCOU 5335 Multicultural Counseling
PCOU 5341 Seminar in Counseling Research

PCOU 5385 Lifespan Development

SECOND YEAR

PCOU 5321 Seminar in Drug and Alcohol Abuse
PCOU 5323 Legal and Ethical Issues in Counseling
PCOU 5328 Group Counseling
PCOU 5333 Counseling Skills and Techniques
PCOU 5339 Professional Counseling Practice
PCOU 5359 Assessment in Counseling
PCOU 5391 Mental Health Psychopathology
PCOU 5393 Pre-Practicum in Counseling or Elective (Alternative)

THIRD YEAR

PCOU 5394 Practicum in Counseling
PCOU XXX Elective Course - with guidance of graduate advisor
PCOU 5395 Internship in Clinical Mental Health Counseling

Some of these courses may be taken during the summer sessions. All core classes must be taken before student is allowed to enroll in practicum.

CACREP Standards (2016): Section 3 Professional Practice: Internship

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in **roles and settings with clients relevant to their specialty area**. Based on CACREP Standards students must complete their internship placement within a clinical mental health location.

For a working professional, six hours is the recommended course load per semester. The semester that a student is enrolled in Practicum, a lighter course load is recommended in order to provide maximum flexibility in scheduling clients. Full time students can take 9-12 hours per semester.

CLINICAL REHABILITATION COUNSELING

Every year more and more people overcome mental, physical, or emotional disabilities and become self-sufficient and productive citizens. Some find employment in occupations previously thought too complex or physically demanding. Others enroll in colleges and technical schools. One member of the team of professionals that helps individuals with disabilities achieve their maximum personal and vocational potential is the rehabilitation counselor.

Rehabilitation counselors begin the counseling process by learning about their clients. Not only do they interview the client, they may read school reports, confer with medical personnel, and talk with family members to determine the exact nature of the disability. If the disability occurred after the person had begun his or her work life, the counselor may discuss the client's previous work experience with former employers. The counselor also confers with physicians, psychologists, and occupational therapists about the types of tasks the client can perform. The counselor, in addition, engages in counseling sessions with the client to explore and evaluate training and career options, and uses this information to develop an Individually Written Rehabilitation Plan (IWRP).

A rehabilitation program generally includes training for a specific job. Job training is often one of several steps in the rehabilitation process, and occurs only after a sufficient amount of evaluation, research and counseling has been done to find the most suitable job for a client.

Because a client's employment success is an important goal of rehabilitation counseling, the counselor must keep in touch with the business community to learn the types of workers needed by industry and the training required for each job. Counselors in vocational rehabilitation agencies spend some of their time publicizing the program and informing businesses and community leaders about the services they offer. Rehabilitation counselors in private industry keep up to date on vacancies that might be filled by persons with physical or emotional disabilities.

In addition to exploring job possibilities with clients, rehabilitation counselors often make follow-up contacts to ensure that placement has been successful. If the new employee has a specific problem on the job, the counselor may suggest adaptations to the employer.

An increasing number of counselors specialize in a particular area of rehabilitation; some work almost exclusively with individuals who are blind, deaf, mentally ill, mentally retarded, or have alcohol or drug addictions.

The amount of time spent counseling each client varies with the severity of the problems as well as with the size of the counselor's caseload. Some rehabilitation

counselors are responsible for many persons in various stages of rehabilitation; others, such as those who work with individuals with severe disabilities, may work with relatively few cases at a time. Caseload size and amount of time spent with a client primarily depend on the work setting.

Employment

Rehabilitation counselors work in state and local rehabilitation agencies financed cooperatively with Federal and State Funds. Several hundred vocational rehabilitation specialists and counseling psychologists work in the Veterans Administration's vocational rehabilitation programs, or in VA hospitals and medical centers, Rehabilitation centers, sheltered workshops, hospitals, mental health centers, special schools, centers for independent living and other public and private agencies with rehabilitation programs and job placement services employ thousands more. Other rehabilitation counselors work in private industry, including insurance companies and other commercial enterprises, manufacturing firms and rehabilitation consulting firms.

Training, Other Qualifications, and Advancement

A master's degree in rehabilitation counseling, counseling, or counseling psychology is generally considered the minimum educational requirement for rehabilitation counselors. Vocational rehabilitation agencies in some states may, however, accept applicants with bachelor's degree in rehabilitation services, counseling, psychology or other related fields. Experience in employment counseling, job development, psychology, education and social work may be helpful in securing employment as a rehabilitation counselor. Many state agencies have work-study programs whereby employed counselors can earn graduate degrees in the field.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits graduate programs in rehabilitation counseling. Usually, two years of study, including a period of supervised work experience is required for the master's degree. Master's degree programs generally offer courses in human services and psychology, principles of rehabilitation counseling, counseling theory and techniques, occupational and educational information and community resources. Also taught are courses in placement and follow-up, assessment and evaluation, psychosocial aspects of disability, medical and legislative aspects of rehabilitation, and research methods.

MASTER OF ARTS IN PROFESSIONAL COUNSELING CLINICAL REHABILITATION COUNSELING

The Master of Arts degree in Professional Counseling requires a minimum of 60 semester hours of academic preparation. The degree includes a core curriculum of 39 hours, 12 hours of advanced coursework in rehabilitation counseling and 9 hours of

practicum and internship.

The core curriculum for the Rehabilitation Counselor Education Program consists of basic preparatory studies in disability, educational and occupational information, counseling and case management, and the vocational rehabilitation process. Students who lack basic preparation in any of the core knowledge and skill areas may be required to complete prerequisite coursework or complete individual studies prior to entry into one of the advanced graduate courses.

CURRICULUM PLAN FOR CLINICAL REHABILITATION COUNSELING STUDENTS

BACKGROUND COURSES

FIRST YEAR

PCOU 5320 Professional Orientation to Counseling
PCOU 5310 Survey of Abnormalities
PCOU 5331 Theories of Counseling
PCOU 5385 Lifespan Development
PCOU 5335 Multicultural Counseling
PCOU 5325 Career Development and Counseling
PCOU 5326 Medical Orientation to Counseling
PCOU 5341 Seminar in Counseling Research

SECOND YEAR

PCOU 5321 Seminar in Drug and Alcohol Abuse
PCOU 5323 Legal and Ethical Issues
PCOU 5339 Professional Counseling Practice
PCOU 5359 Assessment in Counseling
PCOU 5333 Counseling Skills and Techniques
PCOU 5328 Group Counseling
PCOU 5342 Psychosocial Aspects of Counseling
PCOU 5391 Mental Health Psychopathology

THIRD YEAR

PCOU 5394 Practicum in Counseling
PCOU 5322 Family Counseling
PCOU 5395 Internship in Rehabilitation Counseling

Some of these courses may be taken during the summer sessions.

CACREP Standards (2016): Section 3 Professional Practice: Internship

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in **roles and settings with clients relevant to their specialty area**. Based on CACREP Standards students must complete their internship placement within a rehabilitation counseling program.

For a working professional, six hours is the suggested course load per semester. The semester that a student is enrolled in Practicum, a lighter course load is recommended in order to provide maximum flexibility in scheduling clients. Full time students can take 9-12 hours per semester.

SCHOOL COUNSELING

School counseling is a comprehensive profession intending to educate the whole child encompassing academic, personal/social, and career development through a comprehensive developmental guidance and counseling program.

The four main components of a school guidance program include, individual planning, responsive services, guidance curriculum, and system support. The professional school counselor manages the program in order to assist all students in achieving their academic potential in order to lead fulfilling lives as responsible members of society.

It is imperative that school counselors have a strong professional identity and a commitment to the profession. School counselors can provide a valuable service not only to the students, but also to the parents, the school and to the community. Within this framework, the school counselor acts as the link in providing an avenue to positive, healthy communication and helps to provide an atmosphere that will enhance the well-being of all students.

Employment

Qualified school counselors are currently in great demand in Texas. According to Texas Education Agency (TEA) during the 2001-2002 academic year, there was a total growth in school counseling jobs of 685. This growth has continued and there are currently over 8000 school counselors in the state of Texas. The job market is extremely positive at this time, and graduates of this program can feel confident in their potential for success in the school counseling market.

Training, Other Qualifications, and Advancement

A master's degree from a school counselor preparation program, two years of classroom teaching experience, and successful completion of the state certification exam are required in order to be certified as a professional school counselor in the State of Texas. In addition to school certification, school counselors may choose to

complete the requirements to be licensed as a professional counselor.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits graduate programs in school counseling. A minimum of two (2) years of study, including a supervised practicum and internship is required for the master's degree. Master's degree programs generally offer courses in human development, social and cultural foundations, the helping relationship, group counseling, lifestyle and career development, appraisal and assessment, research and evaluation, and professional orientation.

MASTER OF ARTS DEGREE IN PROFESSIONAL COUNSELING SCHOOL COUNSELING

The Master of Arts Degree in Professional Counseling requires a minimum of 60 semester hours of academic preparation. The degree includes a required core curriculum of 45 hours, 6 specialization hours of school counseling classes, and 9 hours of practicum and internship.

Students must have a course in Abnormal Psychology, General Psychology, and Educating Exceptional Children as leveling work to prepare for the graduate degree.

CURRICULUM PLAN FOR SCHOOL COUNSELING STUDENTS

BACKGROUND COURSES

FIRST YEAR

PCOU 5310 Survey of Abnormalities
PCOU 5320 Professional Orientation to Counseling
PCOU 5331 Theories of Counseling
PCOU 5335 Multicultural Counseling
PCOU 5385 Lifespan Development
PCOU 5341 Seminar in Research
PCOU 5325 Career Development and Counseling

SECOND YEAR

PCOU 5323 Legal and Ethical Issues
PCOU 5324 The School Counselor
PCOU 5339 Professional Counseling Practice
PCOU 5391 Mental Health Psychopathology

PCOU 5359 Assessment in Counseling
PCOU 5328 Group Counseling
PCOU 5333 Counseling Skills and Techniques
PCOU 5329 Child and Adolescent Therapy
PCOU 5321 Seminar Alcohol and Drug Abuse

THIRD YEAR

PCOU 5322 Family Counseling
PCOU 5395 Internship in School Counseling
PCOU 5394 Practicum in Counseling

Summer courses must be taken in order to graduate on the above schedule.

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in **roles and settings with clients relevant to their specialty area**. Based on CACREP Standards students must complete their internship placement within a school counseling program.

For a working professional, six hours is the suggested course load per semester. The semester that a student is enrolled in Practicum, a lighter course load is recommended in order to provide maximum flexibility in scheduling clients. Full time students can take 9-12 hours per semester.

Timeline for Required Actions

What Action to be Taken:	What Action Should be Taken:	Where to Secure Forms/Information:	Whom to See:
1. Develop class schedule and complete degree plan	After notice of admission and before each registration period	SFA website Schedule of Classes, Professional Counseling Program website, CN Course in D2L, Faculty Advisor	Faculty Advisor
2. Activate MySFA account and SFA Email account	After notice of admission and prior to enrollment period	SFA Website, IT Help Desk	
3. Activate Live Text License	At the beginning of the first semester of enrollment	COE LiveText Coordinator	
4. Apply for Admission to Candidacy	After completing 15 semesters of graduate work to include PCOU 5320, PCOU 5331, 5333, 5391 and PCOU 5385.	Faculty Advisor or Candidacy Coordinator, Dr. Wendy Killam/ Counseling Program Handbook	Faculty Advisor Dr. Wendy Killam
5. Apply for Practicum	Prior to application deadline semester before enrollment	Practicum Coordinator/ Counseling Program Handbook	Dr. Leigh Kirby
6. Audit degree plan to ensure all coursework is complete	Prior to last two semesters of enrollment	Graduate Faculty Advisor	Faculty Advisor
7. Apply for Internship	Prior to application deadline semester before enrollment	Internship Coordinator/ Counseling Program Handbook	Dr. Leigh Kirby
8. Arrange to complete comprehensive examination	During one of the two final semesters before graduation	Comps Coordinator/ Counseling Program Handbook	Comps Coordinator
9. Apply for graduation, pay graduation fee	By deadline in current Graduate School Bulletin	SFA Website	Registrar
10. Purchase cap and gown	Mid semester during last semester of enrollment	Campus Bookstore	Campus Bookstore

APPENDICES

The Student Evaluation Scale is included in LiveText for all classes. Faculty will complete the rubric and provide feedback to students every semester.

Student Evaluation Scale

As part of the process of ongoing evaluation, students' academic performance, interpersonal skills, and counseling dispositions will be assessed each semester as indicators of the likelihood of success within the Professional Counseling Program and eventual performance as competent, professional master's level counselors. The SFASU Professional Counseling Program can recommend counseling or an independent mental health evaluation prior to granting degree candidacy. This information can be used for evaluative and decision-making purposes regarding continued participation in the program up to the point of graduation in order to protect the public welfare.

Potential as a graduate student and counselor

1	2	3	4	5	6	7
Very limited at this time	Low potential at this time		Average Potential at this time		High Potential at this time	

Evaluation Areas							
1	2	3	4	5	6	7	Don't Know

Identifiable Interest in Welfare of Others

1	2	3	4	5	6	7	Don't Know
---	---	---	---	---	---	---	------------

Receptivity to Feedback

1	2	3	4	5	6	7	Don't Know
---	---	---	---	---	---	---	------------

Academic Potential

1	2	3	4	5	6	7	Don't Know
---	---	---	---	---	---	---	------------

Interpersonal Skills

1	2	3	4	5	6	7	Don't Know
---	---	---	---	---	---	---	------------

Acceptance of Diverse Ideas and Values

1	2	3	4	5	6	7	Don't Know
---	---	---	---	---	---	---	------------

Professionalism and Ethical Behavior

1	2	3	4	5	6	7	Don't Know
---	---	---	---	---	---	---	------------

Social/Emotional Capacity to Work with Others in a Helping Capacity

1	2	3	4	5	6	7	Don't Know
---	---	---	---	---	---	---	------------

Ability for Self-Awareness

- I support this student's continuation in the program.
- I do not support this student's continuation in the program
- Insufficient information to render judgement.

Please provide an explanation of non-support on the reverse side of this form.

Signature of Professor

Date

Performance Fitness Evaluation

- N No Opportunity to observe
- 0 Does not meet criteria for program level
- 1 Meets criteria only minimally or inconsistently for program level
- 2 Always meets minimum requirements for program level
- 3 Always performs above minimum requirements in a satisfactory manner

Counseling Skills and Abilities

1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created	N	0	1	2	3
2. The student demonstrates therapeutic communication skills including:					
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining time limits, etc.	N	0	1	2	3
b. Understanding content - understanding the primary elements of the client's story	N	0	1	2	3
c. Understanding context - understanding the uniqueness of the story elements and their underlying meanings	N	0	1	2	3
d. Responding to feelings - identifying client affect and addressing those feelings in a therapeutic manner	N	0	1	2	3
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Establishing and communicating empathy - taking the perspective of the client without over-identifying.	N	0	1	2	3
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy - staying in the here and now	N	0	1	2	3
i. Timing - responding at the optimal moment	N	0	1	2	3
j. Intentionality - responding with a clear understanding of the therapist's therapeutic intention	N	0	1	2	3
k. Self-disclosure-skillful and carefully-considered for a specific therapeutic purpose	N	0	1	2	3
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.	N	0	1	2	3
4. The student collaborates with the client to establish clear therapeutic goals.	N	0	1	2	3
5. The student facilitates movement toward client goals.	N	0	1	2	3
6. The student demonstrates adequate knowledge of a wide variety of theoretical bases.	N	0	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.	N	0	1	2	3
8. The student creates a safe clinical environment.	N	0	1	2	3
9. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2	3

Professional Responsibility					
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others.	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training or experience.	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory and motor capacities to respond therapeutically to clients.	N	0	1	2	3
Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2	3
2. The student is honest, fair and respectful of others.	N	0	1	2	3
3. The student is aware of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2	3
4. Student demonstrates ability to receive, integrate and utilize feedback from peers, teachers and supervisors.	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence and trust in own ability.	N	0	1	2	3
6. The student follows professionally recognized problem solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading or deceptive.	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2	3
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality and choices regarding self-determination and autonomy.	N	0	1	2	3
5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language and socioeconomic status.	N	0	1	2	3

Candidacy

At the completion of 15 to 18 graduate hours to a continuation oral exam will be administered to determine where deficiencies exist and whether or not a student should be admitted to candidacy and continue in the degree program. Before admission to candidacy to a degree plan can be completed, however, the student must have satisfied the following requirements:

1. Have complete the 15 to 18 hours of core curriculum
2. Attained at least a 3.0 GPA on all work at SFASU in the major and overall.
3. Be making satisfactory progress in the program.

Instructions Regarding Application

The application should be filled out completely. Students should attach a current copy of their unofficial graduate transcript. Students should submit their completed application to Dr. Killam or to the program secretary. The program secretary will contact students to schedule an appointment with counseling faculty members. Incomplete applications will not be processed and will be returned to the student.

The Process

At least two faculty members will comprise each interview committee. The interview will be an opportunity to review each student's progress in the program to date and based on the evaluation, to either approve or deny candidacy. The process is also an opportunity for the student to evaluate the program of education and make suggestions for change and improvement. Should the candidate be unsuccessful on the first attempt, the candidate may sit for one further examination. Should the candidate fail to pass two candidacy interviews, the student will be removed from the program.

Professional Counseling Program Admission to Candidacy Application

STEPHEN F. AUSTIN STATE UNIVERSITY

James I. Perkins College of Education - Department of Human Services and Educational Leadership

Application Deadlines: Fall – September 1 Spring – February 1

Late applications will not be accepted

Graduate counseling students are required to make application for candidacy upon the completion of 12-18 semester hours of graduate work at SFASU. Students should submit this application with a copy of their unofficial transcript to the counseling program offices. **Students must be admitted to candidacy prior to enrollment in PCOU 5333 - Counseling Skills and Techniques**

Name _____ Student ID # _____

Phone # _____ Email _____

Concentration Clinical Mental Health Counseling Clinical Rehabilitation Counseling School Counseling
 Date enrolled in PCOU Program (Semester/Year) _____ G.P.A. _____

FOR PROGRAM USE ONLY

Date of Candidacy meeting _____ *Passed* _____ *Not Passed* _____

 FACULTY PARTICIPANT DATE _____

 FACULTY PARTICIPAN DATE _____

 FACULTY PARTICIPANT DATE _____

PROGRAM DECISION			
___ Admitted to Candidacy	___ Admitted to Candidacy with conditions	___ Not admitted to Candidacy with remediation	___ Student should no longer pursue a graduate degree in Counseling
	Conditions:	Justification: Faculty responsible for Remediation Plan:	Justification:

 PROGRAM DIRECTOR (PRINT)

 STUDENT CANDIDATE (PRINT)

 PROGRAM DIRECTOR SIGNATURE DATE

 STUDENT SIGNATURE DATE

Professional Counseling Program Application for Comprehensive Examinations

**STEPHEN F. AUSTIN STATE UNIVERSITY
James I. Perkins College of Education
Department of Human Services and Educational Leadership**

Application Deadlines: Fall – September 1 Spring – February 1 Summer – June 1
(If the above date falls on a weekend, the application will be accepted the following Monday by 5:00 p.m.)

Late applications will not be accepted

Name _____ Student ID # _____

Phone # _____ Email _____

Concentration: Clinical Mental Health Counseling Clinical Rehabilitation Counseling School Counseling

Anticipated date of testing (semester/year) _____ G.P.A. _____

Date of Candidacy: _____ (semester/year) Date of Graduation:
(semester/year)

You may take the comprehensive exam no sooner than one semester prior to your graduation semester. The following courses must have been completed prior to taking the exam:

- PCOU 5310 Survey of Abnormalities
- PCOU 5320 Professional Orientation
- PCOU 5323 Legal and Ethical Issues
- PCOU 5325 Career Development and Counseling
- PCOU 5328 Group Counseling
- PCOU 5331 Theories in Counseling
- PCOU 5333 Skills and Techniques
- PCOU 5335 Multicultural Counseling
- PCOU 5341 Seminar in Counseling Research
- PCOU 5359 Assessment in Counseling
- PCOU 5385 Lifespan Development
- PCOU 5391 Mental Health Psychopathology

Students must pass the Comprehensive Exam as partial requirement for completion of their degree. Students must be enrolled during the semester in which they take the test. Per University policy (Graduate Bulletin/Comprehensive Examinations), students have two opportunities to pass the exam. If a student is unsuccessful after two attempts, s/he will be removed from the program. Successful completion of the Comprehensive Examination is required for admission to Counseling Internship.

My signature below acknowledges my understanding of policies and procedures described above as they relate to the Comprehensive Exam and continuation in the program.

Student Signature

Date

Faculty Signature

Professional Counseling Program Application for Counseling Practicum

STEPHEN F. AUSTIN STATE UNIVERSITY
James I. Perkins College of Education
Department of Human Services and Educational Leadership

Application Deadlines Fall – June 1 Spring – Sept. 1 Summer – Feb. 1

(If the above date falls on a weekend, the application will be accepted the following Monday by 5:00 p.m.)

Late applications will not be accepted

Name _____ Student ID # _____
 Concentration Clinical Mental Health Counseling Clinical Rehabilitation Counseling School Counseling
 Anticipated date of enrollment in Practicum (Semester/Year) _____ G.P.A. _____

Document completion of courses: Must complete 48 hours before start date of Practicum

Required Core			Specialty Area		
Courses required before practicum are in bold			Courses required before practicum are in bold		
Course	Grade	Title	Course	Grade	Professor
PCOU 5310		Survey of Abnormalities	Clinical Mental Health Counseling		
PCOU 5320		Prof Orientation in Counseling	PCOU 5329		Child and Adolescent Therapy
PCOU 5323		Legal and Ethical Issues	PCOU 5330		Crisis Counseling
PCOU 5325		Career Development and Counseling			
PCOU 5328		Group Counseling			
PCOU 5331		Theories in Counseling	Clinical Rehabilitation Counseling		
PCOU 5333		Skills and Techniques	PCOU 5326		Medical Orientation to Cou
PCOU 5335		Multicultural Counseling	PCOU 5342		Psychosocial Aspects of Cou
PCOU 5341		Seminar in Counseling Research			
PCOU 5359		Assessment in Counseling			
PCOU 5385		Lifespan Development	School Counseling		
PCOU 5391		Mental Health Psychopathology	PCOU 5324		The School Counselor
			PCOU 5329		Child and Adolescent Therapy
PCOU 5321		Seminar Alcohol and Drug Abuse			
PCOU 5322		Family Counseling			
PCOU 5339		Professional Counseling Practice			

Academic Advisor: _____ Date: _____

Student Signature: _____ Date: _____

Student Name (Printed) _____

For office use only:

Date Received _____ Date reviewed by Training Director _____ Approved Not Approved

Date Candidacy completed _____ G.P.A. at start of Practicum _____

Reason for No approval _____

Professional Counseling Program Application for Counseling Internship

STEPHEN F. AUSTIN STATE UNIVERSITY
James I. Perkins College of Education
Department of Human Services & Educational Leadership

Application Deadlines Fall – June 1 Spring – Sept. 1

(If the above date falls on a weekend, the application will be accepted the following Monday by 5:00 p.m.)

Late applications will not be accepted

Name _____ Student ID # _____

Phone # _____ Email _____

Concentration Clinical Mental Health Counseling Clinical Rehabilitation Counseling School Counseling

Anticipated date of enrollment (Semester/Year) _____ G.P.A. _____

Number of credit hours in which you wish to enroll in internship for this semester

- 3 semester hours (300 hours in an agency/school, requires two long semesters of enrollment)
 6 semester hours (600 hours in an agency/school)

Date Practicum (PCOU 5394) completed (or to be completed) with a grade of B or better:

Semester _____ Year _____ Grade _____

Verification of passing Comprehensive Exam Attached _____

INTERNSHIP SITE

Approved Internship Site with SFASU Affiliation Agreement Attached _____

Approved PCOU Program Internship Agreement Attached _____

Address _____ Phone _____

Site Supervisor's Name _____ Phone _____

Supervisor Credentials (check all that apply)

- Clinical Social Worker Certified School Counselor Licensed Professional Counselor Other
 Licensed Marriage and Family Therapist Licensed Psychologist Certified Rehabilitation
Counselor

Internship Course Supervisor Signature _____ Date _____

Student Signature _____ Date _____

For office use only:

Date Received _____ Date reviewed _____ Approved Not

Approved Reason for No approval _____