Texas A&M University-Corpus Christi

Counseling and Educational Psychology Department

Accreditation

Of

Programs

In

Community Counseling

Marital, Couple, and Family Counseling / Therapy

School Counseling

Doctorate in Counselor Education

Council for Accreditation of Counseling and Related Educational Programs - CACREP

August 2003
CACREP SELF - STUDY

TEXAS A&M UNIVERSITY – CORPUS CHRISTI

2003
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- The Institution
- Program Objectives and Curriculum
- Clinical Instruction
- Faculty and Staff
- Organization and Administration
- Evaluations in the Program
Section I

THE INSTITUTION
A. The institution in which the academic unit is housed is accredited by a regional or institutional accrediting body that is recognized by the Council for Higher Education Accreditation (CHEA).

The regional accreditation bodies accredit Texas A&M University-Corpus Christi. The College of Education, which houses the Counseling and Educational Psychology Department (CNEP), is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). (Appendix A)

B. The current institutional catalogue or bulletin accurately describes the academic unit and each program offered, including admissions criteria, minimum program requirements, matriculation requirements (for example, examinations, academic-standing policies), and financial aid information.

The current institutional catalogue fully describes the academic unit and program offerings. The CNEP bulletin and the student handbooks fully describe all aspects of CNEP programs. (Appendix A)

C. The academic unit is clearly identified as part of the institution’s graduate offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly defined.

The academic unit is clearly identified as a graduate unit within the University, and only one division, Counseling and Educational Psychology, has the responsibility of preparing students in the program(s).

D. Cooperative relationships exist between the academic unit and other academic units that contribute to the professional preparation of students in the program as well as off-campus professional and community resources.

1. The Educational Leadership Division, Curriculum and Instruction Division, the Psychology Division, and the CNEP Division have a cooperative relationship as evidenced by faculty serving on curriculum committees together, serving on faculty search committees together, participating in comprehensive examinations, serving on doctoral dissertation committees, and responding to CNEP needs as related to accreditation, licensure, and other professional matters. (Appendix A)

2. Off-campus professional and community resources are fully utilized. Several partnerships have been established that go far beyond traditional internship sites, including CNEP faculty serving on the board of directors of several community agencies. (Appendix A)
E. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program’s learning environments.

The budgets for the Division have been sufficient. Budgets have met the need for resources, conducting workshops with Chi Sigma Iota, travel (originally $1,000 for faculty; $500 for doctoral students), etc. (Appendix A) Adequate classroom space has been provided with power point technology and other resources.

F. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (for example, professional travel, research, and leadership positions).

All faculty are typically supported to travel to one state conference and one National conference. Other professional participation is reimbursed when faculty conduct workshops or present research. Participation in professional associations is supported under service. (Appendix A)

G. The institution makes available to students in the program personal counseling services provided by professionals other than program faculty and students.

Personal counseling services are made available for students in the CNEP program by professionals other than program faculty and students. These services are provided by the following facilities:

- The Texas A&M University-Corpus Christi Counseling Center
- The Texas A&M University-Corpus Christi Career Counseling Center

H. Access to library and other learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.

The library facilities and resources:
1. include basic resources (e.g., books, journals) directly relevant to the program as well as resources from related disciplines such as anthropology, business, economics, education, psychology, and sociology.
2. are open evenings and weekends.
3. provide services including computerized searches, interlibrary loans, reserved books/materials, microfiche and microfilm reviewing, and photocopying.

Library facilities include all journals relevant to the fields of study by CNEP students. (Appendix A)

The library is open on evenings and weekends (see library hours brochure.) (Appendix A)

The library services include computerized searches, interlibrary loans, reserved books / materials, microfiche and microfilm reviewing, and photocopying. (Appendix A)
I. The institution provides technical and financial support to program faculty and students to ensure access to information systems and data analysis for teaching and research.

Texas A&M University-Corpus Christi provides statistical consultation and computer assistance for ongoing research activities. Limited funds for data analysis conducted by program faculty and students; and administrative support to assist the program in securing extramural funds for research have been available.

Research support is available to program faculty and students including:

- Statistical consultation and computer assistance: Dr. Richard Ricard, Dr. Donald Kester, and Dr. Robert L. Smith
- Funds are provided to help faculty complete data analysis: funds used by: Dr.’s Smith, Nelson, and Ricard through internal grants
- Administrative support is provided through the Dean’s office and through the Graduate Studies Research Center
- Dr. Mark Hartlaub, Institutional Review Board Chair and Professor of Psychology, consults with counseling students and faculty regarding proposed research.
Section II

PROGRAM OBJECTIVES AND CURRICULUM
A. A comprehensive mission statement has been developed that brings the program into focus and concisely describes the program’s intent and purpose. The mission statement:

1. describes the types of students it serves, its geographic orientation, and the priorities and expectations of the faculty;

2. is the basis for the development of program objectives and curriculum;

3. is published and available to faculty and students; and

4. is reviewed at least once every three years and revised as needed.

Mission Statement:
The Department of Counseling and Educational Psychology at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares counselors, representing diverse backgrounds and experiences, to serve the educational and mental health needs in the global community. Students, mainly from the South Texas Region, are trained in common counseling core courses to work in school, community, and mental health settings. Graduates are expected to demonstrate a knowledge base of counseling, and the clinical skills considered necessary to be an effective counselor. In addition the Department of Counseling and Educational Psychology prepares future counselor educators at the doctoral level with an emphasis in school counseling. (Appendix A)

B. The program objectives:

1. reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a pluralistic society;

The CNEP Division uses Advisory Boards to provide feedback on objectives and programs. Professional groups as ACA and its Divisions are utilized in program development. Advisory group members represent a mix of gender, ethnic background, and interests representing a pluralistic society.

2. reflect the present and projected needs of a pluralistic society for which specialized counseling and human development activities have been developed;

Specialized counseling and human development activities are reflected in all objectives. Examples include working with at-risk kids in schools, minority populations in agencies, and diverse family systems in marriage and family counseling/therapy.
3. reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies;

Objectives are developed/revised through faculty department meetings, advisory boards of former and current students, and professional community member advisory boards. (Appendix A)

4. are directly related to program activities; and

All objectives are incorporated in coursework within each of the programs: School Counseling, Community Counseling, and Marital, Couple, and Family Counseling/Therapy. Course outlines reflect activities related to specific program objectives.

5. are written so that they can be assessed.

All program objectives are written so they can be assessed through individual course requirements and comprehensive examination requirements.

**OVERALL PROGRAM OBJECTIVES**

1. To develop a theoretical and psychological base with a rationale for counseling.
2. To understand professional problems/issues/ethical concerns.
3. To develop individual counseling skills.
4. To learn group facilitation skills, and understand group behavior.
5. To understand career development and the psychology of careers.
6. To be skilled at measurement and evaluation procedures.
7. To develop professional counseling expertise under supervision.
8. To experience personal growth and professional development.
9. To respect cultural differences and interact with children/adults accordingly.

**SPECIFIC PROGRAM OBJECTIVES**

1. **ASSESSMENT SKILLS**
   a. Understand developmental and psychological stages through the life span.
   b. Understand the referral process.
   c. Develop effective interviewing and information gathering skills.
   d. Ability to select and evaluate tests.
   e. Ability to interpret tests.
   f. Ability to Diagnose behavioral and psychological problems.

2. **ORGANIZATIONAL / ADMINISTRATION SKILLS**
   a. Ability to conduct a needs assessment.
   b. Ability to identify behavioral objectives and develop treatment plans.
   c. Ability to plan comprehensive counseling programs.
   d. Ability to implement counseling practices and interventions.
   e. Ability to evaluate counseling programs and psychological interventions.
3. EDUCATIONAL COUNSELING SKILLS
   a. Knowledge of academic advising and career planning.
   b. Knowledge of consultation.

4. CAREER COUNSELING SKILLS
   a. Knowledge of career development theories.
   b. Resume building.
   c. Life career planning skills.
   d. Knowledge of career inventories and career computer programs.
   e. Knowledge of career development activities and programs.

5. PERSONAL COUNSELING SKILLS
   a. Rapport building and interviewing skills.
   b. Listening and effective intervention skills.
   c. Knowledge of counseling theory and its application.
   d. Knowledge of counseling techniques and intervention practices.
   e. Referral skills: suicide, incest, harm to self or others, etc.
   f. Diagnosis skills with DSM IV-TR.

6. GROUP COUNSELING SKILLS
   a. Understanding psychology of groups.
   b. Ability to Organize groups.
   c. Understand group process/stages.
   d. Understand the different kinds of groups.
   e. Knowledge of ethics in groups.

7. RELATIONSHIP COUNSELING / THERAPY SKILLS
   a. Skills in assessment and interviewing with families.
   b. Knowledge of systems theory and application.
   c. Understanding family development cycles.

8. PERSONAL GROWTH
   a. Knowledge of personal goals.
   b. Understand ethical considerations, including "duty to warn."
   c. Posses a commitment to obtaining up-to-date information.
   d. Understand importance of licensure, credentialing, and professional associations.

9. RESEARCH SKILLS
   a. Possess literature review skills.
   b. Research proposal writing skills.
   c. Possess problem identification skills.
   d. Understand hypothesis development and testing.
   e. Understand statistical analysis research methods.
10. MULTICULTURAL SKILLS
   a. Ability to recognize the influence of culture in counseling.
   b. Possess culturally sensitive skills.
   c. Develop ethical decision making from a multicultural perspective.

C. Programs in Career Counseling, College Counseling, Community Counseling, Gerontological Counseling, School Counseling, and Student Affairs are comprised of a minimum of two full academic years, defined as four semesters or six quarters of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Programs in Mental Health Counseling and Marital, Couple and Family Counseling/Therapy are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90-quarter credit hours required of all students.

The School Counseling program is 48 semester hours. The Community Counseling program is 48 semester hours, and the Marital, Couple, and Family Counseling/Therapy program is 60 semester hours.

D. Students actively identify with the counseling profession by participating in professional associations such as the American Counseling Association (ACA), its divisions, branches, and affiliate organizations, and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

Doctoral students and many masters’ level students are members of the American Counseling Association, as well as divisions, branches, and affiliate organizations. All students participate and have the opportunity to participate in a variety of workshops/seminars that contribute to personal and professional development. Examples include:

- Working with HIV/AIDS Clients- Clinic Workshop
- Ethics- January 31, 2003; May 22, 2003
- Substance Abuse Counseling- Clinic Workshop and Chi Sigma Iota, April 16, 2003
- Family Counseling in Schools- February 4, 2003
- Cultural Awareness- September 13, 2002
- Play Therapy; Student Workshop- October 8, 2002
- Crisis Intervention- May 22, 2003
- Working with At-Risk Youth- March 27, 2003

Doctoral students and many masters’ level students have presented research at the ACA National Conferences in San Antonio, New Orleans, and Anaheim, and at the state conferences in San Antonio, Austin, and Galveston. (Appendix A)
E. Over the course of one academic term, students meet for a minimum of 10 clock hours in a small group activity approved by the program. This planned group requirement is intended to provide direct experiences as a participant in a small group.

In CNEP 5361 Group Counseling, all students complete a minimum of 10 clock hours in group. In most semesters, this is completed in 15 clock hours. This group experience is not graded and faculty members are not present. (Appendix A)

F. Consistent with established institutional due process policy and ACA Ethical Standards, when evaluations indicate that a student is not appropriate for the program, faculty should assist in facilitating the student’s transition out of the program and, if possible, into a more appropriate area of study.

The CNEP program includes a comprehensive personal/professional monitoring system assisting students in transition from the program into more appropriate studies. Faculty and the Department Chair work together with students in this process. The professional/personal monitoring is an on-going process. This information is also included in the Student Handbook. (Appendix A)

G. Flexibility is provided within the program’s curriculum to accommodate individual differences in student knowledge and competencies.

Each student works with a faculty member in designing his/her program and curricular experiences. Individual differences in student knowledge and competency are examined at this time and throughout the program as students and advisors meet.

H. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:

1. objectives;
2. content areas;
3. required text(s) and/or reading(s);
4. methods of instruction, including a clear description of how content is delivered (e.g., lecture, seminar, supervised practical application, distance learning); and
5. student performance evaluation criteria and procedures.

All syllabi for each program are completed according to a format that includes objectives, content areas covered, required texts and readings, and student evaluation. Syllabi are made available to students in the CNEP office for review, and are distributed at the beginning of each class. (All syllabi are included in a separate Appendix under Course Syllabi)
I. Evidence exists of the use and application of research data among program faculty and students.

The use of research data and research studies is evident in each of the courses taught by faculty. (Please see course syllabi.) In addition to the use of available research data, faculty have conducted their own research and utilized the research findings in appropriate courses. Examples of faculty research included in courses:

Dr. Robert L. Smith--Research and writings on healthy family functioning--implemented in CNEP 5320 Introduction to Marriage and Family Counseling and CNEP 5322 Strategies in Family Counseling;

Dr. Johnston Brendel--Multicultural Counseling Textbook content--implemented in CNEP 5314 Theory and Practice of Multicultural Counseling;

Dr. Kaye W. Nelson --Ethnicity and Family Studies Research, Grant writing--implemented in Doctoral courses CNEP 6319 Application of Family Counseling in School Settings

Dr. Richard Ricard--Research and writings on at-risk students--implemented in CNEP 5371 Psychometrics

Course requirements include research reviews and research papers completed according to APA style.

J. Each program for which accreditation is sought must show a history of graduates.

Each program, School Counseling, Community Counseling, and Marital, Couple, and Family Counseling/Therapy has been graduating students for the past 2 years with full accreditation standards in place. The Doctoral program will graduate students in August of 2004. (Appendix A)

K. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas are: 1) Professional Identity; 2) Social and Cultural Diversity; 3) Human Growth and Development; 4) Career Development; 5) Helping Relationships; 6) Group Work; 7) Assessment; and 8) Research and Program Evaluation.

The eight common-core areas are included in the following matrix. Courses are designated that include each standard. Objectives in the course syllabi reflect CACREP standards covered.

(All students are required to take courses within this matrix and therefore must experience the curricular areas within the common core.)
## II-K-1: PROFESSIONAL IDENTITY

Studies that provide an understanding of all of the following aspects of professional functioning:

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<th>COMMON CORE AREAS</th>
<th>CURRICULAR EXPERIENCES</th>
<th>EVALUATION METHODS</th>
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<td>II-K-1-a: History and philosophy of the counseling profession, including significant factors and events;</td>
<td>CNEP 5304 Introduction to Counseling</td>
<td>Examinations, papers, projects, internship site visits, comprehensive exams, practica evaluations</td>
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<td>II-K-1-b: Professional roles, functions, and relationships with other human service providers;</td>
<td>CNEP 5304 Introduction to Counseling, CNEP 5397 Practicum, CNEP 5698 Internship</td>
<td>Papers, presentations, exams, comps, LPC requirements</td>
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<tr>
<td>II-K-1-c: Technological competence and computer literacy;</td>
<td>CNEP 5304 Introduction to Counseling, EDFN 5301 Introduction to Research, CNEP 5306 Career Counseling</td>
<td>Papers, projects</td>
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<td>II-K-1-d: Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphasis;</td>
<td>CNEP 5304 Introduction to Counseling, CNEP 5384 Counseling Process, CNEP 5397 Practicum, CNEP 5698 Internship</td>
<td>Papers, exams, projects</td>
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</table>
| II-K-1-e: Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; | CNEP 5304 Introduction to Counseling  
CNEP 5381 Counseling Strategies  
CNEP 5397 Practicum  
CNEP 5698 Internship | Internship site visits, papers, exams, comps |
|---|---|---|
| II-K-1-f: Public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; | CNEP 5304 Introduction to Counseling  
CNEP 5381 Counseling Strategies | Papers, exams, projects |
| II-K-1-g: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; | CNEP 5314 Theory and Practice of Multicultural Counseling  
CNEP 5384 Counseling Process | Papers, projects, exams, comps, readings |
| II-K-1-h: Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. | CNEP 5304 Introduction to Counseling  
CNEP 5384 Counseling Process  
CNEP 5397 Practicum  
CNEP 5698 Internship | Codes of Ethics distributed and reviewed; readings |

**II-K-2: SOCIAL AND CULTURAL DIVERSITY**

Studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities, including all of the following:  

Projects, discussion, case reporting, text exams, comps
| II-K-2-a: Multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally; | CNEP 5314 Theory and Practice of Multicultural Counseling  
CNEP 5397 Practicum | Papers, book reviews, text exams, comps |
|---|---|---|
| II-K-2-b: Attitudes, beliefs, understandings, and acculturative experience including specific experiential learning activities; | CNEP 5314 Theory and Practice of Multicultural Counseling  
CNEP 5397 Practicum | Papers, book reviews, text exams, comps |
| II-K-2-c: Individual couple, family, groups and community strategies for working with diverse populations and ethnic groups; | CNEP 5306 Career Counseling  
CNEP 5314 Theory and Practice of Multicultural Counseling  
CNEP 5361 Group Counseling  
CNEP 5381 Counseling Strategies | Papers, book reviews, text exams, facilitating a group, comps, projects |
| II-K-2-d: Counselor's roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; | CNEP 5314 Theory and Practice of Multicultural Counseling  
CNEP 5397 Practicum  
CNEP 5381 Counseling Strategies  
CNEP 5698 Internship | Simulated exercises, readings, papers |
| II-K-2-e: Theories of multicultural counseling, theories of identity development and multicultural competencies; | CNEP 5314 Theory and Practice of Multicultural Counseling | Readings, papers, projects |
| II-K-2-f: Ethical and legal considerations. | CNEP 5304 Introduction to Counseling  
CNEP 5306 Career Counseling  
CNEP 5314 Theory and Practice of Multicultural Counseling  
CNEP 5371 Psychometrics  
CNEP 5384 Counseling Process  
CNEP 5397 Practicum  
CNEP 5698 Internship | Papers, book and research reviews, text exams, videotapes, case studies, comps  
Codes of Ethics distributed and reviewed |
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<td>II-K-3: HUMAN GROWTH AND DEVELOPMENT</td>
<td>Studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:</td>
<td>Projects, discussion, case reporting, text exams, comps</td>
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</table>
| II-K-3-a: Theories of individual and family development and transitions across the lifespan; | CNEP 5306 Career Counseling  
CNEP 5354 Developmental Issues in Human Personality and Behavior | Projects, discussion, case reporting, text exams, comps |
| II-K-3-b: Theories of learning and personality development; | CNEP 5354 Developmental Issues in Human Personality and Behavior | Projects, discussion, case reporting, text exams, comps |
| II-K-3-c: Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; | CNEP 5354 Developmental Issues in Human Personality and Behavior  
CNEP 5381 Counseling Strategies | Projects, discussion, case reporting, text exams, comps |
| II-K-3-d: Strategies for facilitating optimum development over the life-span; | CNEP 5306 Career Counseling  
CNEP 5354 Developmental Issues in Human Personality and Behavior  
CNEP 5381 Counseling Strategies | Projects, discussion, case reporting, text exams, comps |
|---|---|---|
| II-K-3-e: Ethical and legal considerations. | CNEP 5354 Developmental Issues in Human Personality and Behavior  
CNEP 5371 Psychometrics  
CNEP 5381 Counseling Strategies | Projects, discussion, case reporting, text exams, comps |
| **II-K-4: CAREER DEVELOPMENT**  
Studies that provide an understanding of career development and related life factors, including all of the following: | Bibliography, computer report, research paper, interviews, midterm and final exams, comps |
| II-K-4-a: Career development theories and decision-making models; | CNEP 5306 Career Counseling | Papers, projects, midterms, final exams, comps |
| II-K-4-b: Career, avocational, educational, occupational and labor market information resources, visual and print media, computer, based career information systems, and other electronic career information systems; | CNEP 5306 Career Counseling | Computer report, research paper, interviews, exams, comps, software practice, internet exploration |
| II-K-4-c: Career development program planning, organization, implementation, administration and evaluation; | CNEP 5306 Career Counseling | Papers, projects, exams, comps |
| II-K-4-d: Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; | CNEP 5306 Career Counseling  
CNEP 5314 Theory and Practice of Multicultural Counseling | Papers, interviews, exams, comps |
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<tr>
<td>II-K-4-e: Career and educational planning, placement, follow-up and evaluation;</td>
<td>CNEP 5306 Career Counseling</td>
<td>Papers, exams, comps, projects</td>
</tr>
</tbody>
</table>
| II-K-4-f: Assessment instruments and techniques that are relevant to career planning and decision making; | CNEP 5306 Career Counseling  
CNEP 5371 Psychometrics | Papers, exams, comps, sample instruments, projects |
| II-K-4-g: Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites; | CNEP 5306 Career Counseling | Computer report, papers, exams, comps |
| II-K-4-h: Career counseling processes, techniques, and resources, including those applicable to specific populations; | CNEP 5306 Career Counseling | Papers, interviews, exams, comps, projects |
| II-K-4-i: Ethical and legal considerations. | CNEP 5306 Career Counseling | Papers, exams, comps |
| **II-K-5: HELPING RELATIONSHIPS** | **Studies that provide an understanding of counseling and consultation processes, including all of the following:** | Papers, presentations, videotapes, case studies, live observations, text exams, comps |
| II-K-5-a: Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; | CNEP 5304 Introduction to Counseling  
CNEP 5306 Career Counseling  
CNEP 5308 Theories of Counseling  
CNEP 5381 Counseling Strategies  
CNEP 5384 Counseling Process | Papers, presentations, videotapes, case studies, live observations, text exams, comps |
| II-K-5-b: An understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries; | CNEP 5304 Introduction to Counseling  
CNEP 5306 Career Counseling  
CNEP 5308 Theories of Counseling  
CNEP 5381 Counseling Strategies  
CNEP 5384 Counseling Process  
CNEP 5397 Practicum  
CNEP 5698 Internship | Videotapes, case studies, live observations |
| II-K-5-c: Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; | CNEP 5304 Introduction to Counseling  
CNEP 5306 Career Counseling  
CNEP 5308 Theories of Counseling  
CNEP 5381 Counseling Strategies | Papers, presentations, videotapes, case studies, live observations, text exams, comps |
|---|---|---|
| II-K-5-d: A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling; | CNEP 5304 Introduction to Counseling  
CNEP 5308 Theories of Counseling | Papers, presentations, videotapes, case studies, live observations, text exams, comps |
| II-K-5-e: A general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation; | CNEP 5304 Introduction to Counseling  
CNEP 5308 Theories of Counseling  
CNEP 5361 Group Counseling | Review articles, paper, Exam, projects |
| --- | --- | --- |
| II-K-5-f: Integration of technological strategies and applications within counseling and consultation processes; | CNEP 5304 Introduction to Counseling  
CNEP 5306 Career Counseling  
CNEP 5308 Theories of Counseling  
CNEP 5361 Group Counseling | Assignments, reading, lecture, exam |
| II-K-5-g: Ethical and legal considerations. | CNEP 5304 Introduction to Counseling  
CNEP 5384 Counseling Process  
CNEP 5397 Practicum  
CNEP 5698 Internship | Papers, presentation, videotapes, case studies, live observations, text exams, comps |
<p>| <strong>II-K-6: GROUP WORK</strong> | Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following: |
| II-K-6-a: Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; | CNEP 5361 Group Counseling | Facilitating a group; review articles, paper, observe and critique a group, text exam, comps |
| II-K-6-b: Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; | CNEP 5361 Group Counseling | Facilitating a group; review articles, paper, observe and critique a group, text exam, comps |
| II-K-6-c: Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research literature; | CNEP 5361 Group Counseling | Facilitating a group; review articles, paper, observe and critique a group, text exam, comps |
| II-K-6-d: Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; | CNEP 5361 Group Counseling | Facilitating a group; review articles, paper, observe and critique a group, text exam, comps |
| II-K-6-e: Approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups; | CNEP 5361 Group Counseling | Facilitating a group; review articles, paper, observe and critique a group, text exam, comps |
| II-K-6-f: Professional preparation standards for group leaders; | CNEP 5361 Group Counseling | Facilitating a group; review articles, paper, observe and critique a group, text exam, comps |</p>
<table>
<thead>
<tr>
<th>II-K-6-g: Ethical and legal considerations.</th>
<th>CNEP 5361 Group Counseling</th>
<th>Facilitating a group; review articles, paper, observe and critique a group, text exam, comps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II-K-7: ASSESSMENT</strong></td>
<td>Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:</td>
<td>Review of measures, quizzes, development of measures, comps</td>
</tr>
<tr>
<td>II-K-7-a: Historical perspectives concerning the nature and meaning of assessment;</td>
<td>CNEP 5371 Psychometrics</td>
<td>Review of measures, quizzes, development of measures, comps</td>
</tr>
<tr>
<td>II-K-7-b: Basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;</td>
<td>CNEP 5371 Psychometrics</td>
<td>In class quizzes, exams, comps</td>
</tr>
<tr>
<td>II-K-7-c: Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;</td>
<td>CNEP 5371 Psychometrics</td>
<td>In class quizzes, exams, comps</td>
</tr>
<tr>
<td></td>
<td>EDFN 5301 Introduction to Research</td>
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</tr>
</tbody>
</table>
| II-K-7-d: Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); | CNEP 5306 Career Counseling  
CNEP 5371 Psychometrics | In class quizzes, exams, comps |
| II-K-7-e: Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity; | CNEP 5306 Career Counseling  
CNEP 5371 Psychometrics | In class quizzes, exams, comps |
| II-K-7-f: Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors; | CNEP 5371 Psychometrics | In class quizzes, exams, comps, paper |
| II-K-7-g: Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; | CNEP 5306 Career Counseling  
CNEP 5371 Psychometrics | Projects, development of measures, comps |
| II-K-7-h: An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; | CNEP 5371 Psychometrics  
CNEP 5381 Counseling Strategies | Projects, development of measures, comps |
| II-K-7-i: Ethical and legal considerations. | CNEP 5371 Psychometrics  
CNEP 5381 Counseling Strategies | In class quizzes, exams, comps |
**II-K-8-a: RESEARCH AND PROGRAM EVALUATION**

Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

| II-K-8-a: The importance of research and opportunities and difficulties in conducting research in the counseling profession; | EDFN 5301 Introduction to Research | Research project, papers, exams, comps |
| II-K-8-b: Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; | EDFN 5301 Introduction to Research | Research project, papers, exams, comps |
| II-K-8-c: Use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy; | EDFN 5301 Introduction to Research | Research project, papers, exams, comps |
| II-K-8-d: Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications; | EDFN 5301 Introduction to Research | Research project, papers, exams, comps |
| II-K-8-e: Use of research to improve counseling effectiveness; | EDFN 5301 Introduction to Research | Research project, papers, exams, comps |
| II-K-8-f: Ethical and legal considerations. | EDFN 5301 Introduction to Research | Research project, papers, exams, comps |
Section III

CLINICAL INSTRUCTION
Clinical instruction includes supervised practicum and internships completed within a student’s program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the student’s professional counselor identity.

A. Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have:

1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;

2. relevant professional experience and demonstrated competence in counseling; and

3. relevant training and supervision experience.

All faculty providing practicum and internship supervision meet supervision requirements and are experienced in the field. List of faculty include:

1. Dr. Robert L. Smith (100% in Dept.)
   Professor and Department Chair

2. Dr. Johnston Brendel (100% in Dept.)
   Associate Professor

3. Dr. Richard Canada (100% in Dept.)
   Professor

4. Dr. Mary Lou Holt-Adams (100% in Dept.)
   Professor

5. Dr. Kenneth Maroney (100% in Dept.)
   Professor

6. Dr. Melissa M. Mercado (100% in Dept.)
   Assistant Professor

7. Dr. Kaye W. Nelson (100% in Dept.)
   Associate Professor and Practicum/Internship Supervisor

8. Dr. Marvarene Oliver (100% in Dept.)
   Visiting Assistant Professor

Seven of the eight faculty have 5 or more years of supervisory experience in schools, community agencies, or on-campus settings. (See faculty vitas: Appendix C)
B. Students serving as individual or group practicum supervisors must:

1. have completed counseling practicum and internship experience equivalent to those within an entry-level program;

2. have completed or are receiving preparation in counseling supervision; and

3. be supervised by program faculty, with a faculty-student ratio that does not exceed 1:5.

Doctoral students serving as individual practicum supervisors have completed master’s level counseling practicum and internship experiences, receive preparation at the doctoral level in counseling supervision, and are supervised by program faculty, with a faculty-student ratio that does not exceed 1:5.

C. A site supervisor must have

1. a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;

2. a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and

3. knowledge of the program’s expectations, requirements, and evaluation procedures for students.

On-site supervisors are carefully screened and regularly evaluated. All site supervisors meet the above criteria. Site supervisors meet on campus for supervision orientation and theory update. (Appendix C)

D. A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following:

1. settings for individual counseling with assured privacy and sufficient space for appropriate equipment (e.g., TV monitoring and taping);

2. settings for small-group work with assured privacy and sufficient space for appropriate equipment;

3. necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;

4. settings with observational and/or other interactive supervision capabilities; and
5. procedures that ensure that the client’s confidentiality and legal rights are protected.

The Counseling Lab, known as the Counseling and Training Clinic, includes all requirements listed in 1-5 above. One group room and three counseling rooms are used. Additional rooms are available. All have two-way mirrors for direct supervision, and call-in facilities. Videotaping capabilities are available, and are regularly used.

E. Technical assistance for the use and maintenance of audio and videotape and computer equipment is available as well as other forms of communication technology.

The University has provided technical assistance to update the lab, particularly related to computer equipment. The College of Education funds technical assistance update. The CNEP budget has provided funds to replace equipment.

F. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

Program faculty members regularly meet and consult with supervisors on and off-campus. Faculty and doctoral students provide supervision in the practicum. The Practicum coordinator regularly holds supervision meetings. Supervision and Practicum activities are on the agenda of each of the CNEP faculty meetings. In order to improve supervised clinical experiences for students in the program, the program faculty provides professional development opportunities for any site supervisors (e.g., training in supervision, crisis intervention). The program faculty provides professional development workshops for site supervisors in addition to individual on-site consultation. (Appendix C)

G. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student’s practicum includes all of the following:

1. 40 hours of direct service with clients, including experience in individual counseling and group work;

2. weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;

3. an average of one and one half hours per week of group supervision that is provided on a regular schedule over the course of the student’s practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and

4. evaluation of the student’s performance throughout the practicum including a formal evaluation after the student completes the practicum.
All standards 1-4 are closely adhered to in practicum, including 40 hours of direct contact, 100 clock hours, individual and group supervision, and the required hours of group work. (Appendix C)

H. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student’s practicum (as defined in Standard III. G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student’s internship includes all of the following:

1. 240 hours of direct service with clients appropriate to the program of study;

2. weekly interaction with an average of one hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor;)

3. an average of one and one half hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;

4. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, inservice and staff meetings);

5. the opportunity for the student to develop program-appropriate audio and/or videotapes of the student’s interactions with clients for use in supervision;

6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and

7. a formal evaluation of the student’s performance during the internship by a program faculty member in consultation with the site supervisor.

Standards 1-7 are adhered to in regards to the students’ 600-hour internship. The clinical handbook sets policy according to CACREP standards. (Appendix C)

I. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by program faculty, the ratio of 5 students to 1 faculty member is considered equivalent to the teaching of one three-semester hour course. Such a ratio is considered maximum per course.

The 1:5 ratio of faculty and supervisees is adhered to. Each faculty member cannot supervise more than 5 students. Five students in a practicum class can serve as the equivalent of (1) three-semester course.
J. **Group supervision for practicum and internship should not exceed 10 students.**

Group supervision for practicum and internships adhere to the 1:10 ratio. Courses are closed at 10 students.

K. **Clinical experiences (practicum and internship) should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.**

The clinic has clients from the Corpus Christi community that represent the ethnic, lifestyle, and demographic diversity of the community. Students work with this clientele under supervision both in practicum, as well as, the internship.

L. **Students formally evaluate their supervisors and learning experience at the end of their practicum and internship experiences.**

All students use the formal evaluation forms within the internship and practicum packets to evaluate supervisors as well as their supervision site. (Appendix C)

M. **Programs require students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.**

All students are required to have professional liability insurance prior to participation in practicum and internship (see practicum and internship packets). Students typically obtain insurance through ACA, a division of ACA, or through the university.
Section IV

FACULTY AND STAFF
A. The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who:

1. are sufficient in number for their academic and professional responsibilities;

2. number at least three individuals whose academic appointments are to the unit in counselor education; (If one or more of the three academic appointments is not teaching full-time in the academic unit, then there must be at least three full-time equivalent (FTE) faculty teaching in the academic unit);

3. have earned doctoral degrees in counselor education, preferably from CACREP accredited programs, or doctoral degrees in a closely related field;

4. have relevant preparation and experience in the assigned area of teaching;

5. identify with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g., NCC) and/or licenses (e.g., LPC) pertinent to the profession; and

6. have the authority to determine program curricula within the structure of the institution’s policy.

The CNEP Division at Texas A&M University-Corpus Christi employs the following faculty:

FULL - TIME PROGRAM FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
<th>Position</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert L. Smith, Ph.D.</td>
<td>University of Michigan</td>
<td>Professor and Department Chair</td>
<td>ECDC 224, 825-2307</td>
<td></td>
</tr>
<tr>
<td>Kenneth Maroney, Ed.D.</td>
<td>University of North Texas</td>
<td>Professor</td>
<td>ECDC 148, 825-5548</td>
<td></td>
</tr>
<tr>
<td>Johnston M. Brendel, Ed.D.</td>
<td>College of William and Mary</td>
<td>Associate Professor</td>
<td>ECDC 149, 825-3326</td>
<td></td>
</tr>
<tr>
<td>Melissa M. Mercado, Ph.D.</td>
<td>University of Virginia</td>
<td>Assistant Professor</td>
<td>FC 223, 825-3995</td>
<td></td>
</tr>
<tr>
<td>Richard Canada, Ed.D.</td>
<td>Indiana University</td>
<td>Professor</td>
<td>FC 217, 825-2441</td>
<td></td>
</tr>
<tr>
<td>Kaye W. Nelson, Ed.D.</td>
<td>Texas A&amp;M University-Commerce</td>
<td>Associate Professor</td>
<td>ECDC 240, 825-2739</td>
<td></td>
</tr>
</tbody>
</table>
B. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions simultaneously.

1. A core faculty member is clearly designated as the academic unit leader for counselor education who
   
   a. is responsible for the coordination of the academic unit,

   b. receives inquiries regarding the overall academic unit,

   c. is assigned at least 50% to the academic unit,

   d. makes recommendations regarding the development and expenditures from the budget,

   e. has release time from faculty member responsibilities to administer the academic unit, and

   f. provides or delegates year-round leadership to the operation of the program.

Dr. Robert L. Smith is the Department Chair and is responsible for the coordination of the unit. He is assigned 100% to the program and meets all standards expressed in a - f above. (See faculty vita: Appendix C)
2. One core faculty member is identified as the coordinator for each program for which accreditation is being sought and has

   a. a teaching assignment in the program,

   b. identified responsibilities as coordinator, and

   c. relevant preparation and experience.

Faculty members with expertise and background appropriate are assigned as leaders to coordinate each of the programs for which accreditation is sought.

Dr. Richard Canada - Community Counseling
Dr. Kaye W. Nelson - Marital, Couple, and Family Counseling/Therapy
Dr. Johnston Brendel - School Counseling
Dr. Robert L. Smith - Doctoral Program

All faculty exceed requirements a - c (See Faculty vita: Appendix C).

3. A core faculty member is identified as the clinical coordinator for the academic unit and/or program who

   a. is responsible for the coordination of all clinical experiences in each counselor education program for which accreditation is being sought,

   b. is the individual to whom inquiries regarding clinical experiences are referred, and

   c. has clearly defined responsibilities as clinical coordinator.

Dr. Kaye W. Nelson serves as the clinical coordinator for the academic unit and exceeds requirements a – c noted above. (See faculty vita: Appendix C)

4. If the counselor education academic unit operates a clinical facility, there must be a facility director who

   a. is responsible for the overall operation of the facility,

   b. has identified responsibilities,

   c. works closely with the clinical coordinator.

Frederick Capps, LPC and doctoral student, serves as the clinical facility director, responsible for the overall operation of the facility, has identified responsibilities, and works closely with the clinical coordinator, Dr. Kaye W. Nelson. (See faculty vita: Appendix C)
C. The counselor education academic unit may employ adjunct and/or affiliate counselor education faculty who

1. hold graduate degrees, preferably from CACREP accredited programs;

2. have relevant preparation and experience in the assigned area of teaching;

3. identify with the counseling profession through memberships in appropriate professional organizations (e.g., ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g., NCC) and / or licenses (e.g., LPC) pertinent to the profession; and

4. understand the mission, goals, and curriculum of the program.

All CNEP adjunct faculty meet requirements 1 – 4 above (See faculty vita: Appendix C).

D. During the three - year period preceding the date of application for program accreditation, core faculty should have engaged in activities of ACA and / or other professional activities including all of the following:

1. development / renewal (e.g., attended appropriate professional meetings, conventions, workshops, seminars);

2. research and scholarly activity; and

3. service (e.g., program presentations, workshops, consultations, speeches, direct service).

Faculty members have regularly attended, presented, or served as officers in professional associations - particularly TCA, ACA and its divisions. Research and scholarly activity has been published in ACA journals, division journals and state journals. Service activities have been engaged in at local, regional, and national levels and have involved counseling activities related to ACA and its divisions. (See faculty vita: Appendix C)

E. Adequate clerical assistance, technical equipment and support, software, and training are available to support faculty activities and the operations of the program and are commensurate with similar graduate programs.

The CNEP Division has two secretary / administrative assistants.
F. Program faculty members are assigned to provide classroom and clinical instructional services only in areas for which they have demonstrated knowledge and skills.

All assignments are made based upon faculty members’ degree, training, expertise and competence. New faculty members are hired based upon background and degree appropriate to instructional areas. (See faculty vita: Appendix C)

G. The counselor education academic unit has made systematic and long-term efforts to attract and retain faculty from different ethnic, racial, gender, and personal backgrounds representative of the diversity among people in society.

Search committees for new positions prioritize recruitment and retention of faculty members representative of diversity. Tenure - track faculty hired represent diversity in terms of ethnicity, race, gender, and personal backgrounds.

H. Adequate assistance, including technical support and professional development activities, is available for faculty members who are engaged in distance learning.

Texas A&M University-Corpus Christi provides faculty members with assistance, including technical support and professional development activities related to distance learning. The Center for Teaching Excellence conducts workshops, certification classes and technical support for distance learning programs.
Section V

ORGANIZATION AND ADMINISTRATION
A. Program descriptions and requirements are published and disseminated to all prospective students.

Prospective students receive the CNEP Division brochure, the catalogue description of the CNEP Program, course descriptions, and the full graduate school application. The packet is sent from the CNEP Division and College of Education upon request by letter, telephone, or email. Names, addresses and phone numbers of individuals requesting information are recorded in the CNEP office. Student handbooks are distributed upon request. The masters and doctoral web pages provide information to prospective students.

B. A clear procedure for responding to inquiries of prospective students has been identified and carried out.

The CNEP Department Chair, Robert L. Smith, responds to overall requests about the program, often via email. All faculty members also participate in providing information to prospective students while the departmental secretary and administrative assistant send out the requested literature. The specific program coordinators listed below often provide information regarding respective options:

- Richard Canada       Community Counseling
- Johnston Brendel    School Counseling
- Kaye W. Nelson      Marital, Couple, and Family Counseling/Therapy
- Robert L. Smith     Doctoral Program

C. Prior to or at the beginning of the first term of enrollment in the program, the following should occur for all new students:

1. a new student orientation is conducted; and

2. a student handbook is disseminated that includes the institution’s and/or program’s
   a. academic appeal policy;
   b. student retention policy explaining procedures for possible student remediation and/or dismissal from the program,
   c. written endorsement policy explaining the procedures for recommendation of students for credentialing and employment,
   d. information about appropriate professional organizations (i.e., ACA, its divisions and/or branches), involvements, and activities potentially appropriate to students in the program, and
   e. mission statement and program objectives.
Orientation meetings for new students are conducted in three ways: (1) general orientation meetings are arranged in the Fall semester; (2) orientation sessions are held in the required CNEP 5304 course; and (3) orientation sessions are held each semester in conjunction with the first Chi Sigma Iota meeting (all students are invited to attend, regardless of membership status in Chi Sigma Iota. New students are required to attend.) At these times, the Student Handbook is distributed. All sections of the Handbook are reviewed. The Department Chair and faculty conduct the orientation lasting approximately 2 hours. The outline of the orientation is as follows:

A. Introduction
B. Program description and objectives
C. Specific program emphasis areas
D. Course sequencing
E. Faculty
F. Admission and retention policies and procedures
G. Financial aid information
H. Graduate assistantship information
I. Degree plans and advisement
J. Grading policies
K. Grade appeals process
L. Expectations for professional and personal behavior (divisional monitoring process)
M. Counseling for CNEP students
N. Orientation meetings
O. Professional organizations (including student membership information)
P. Workshops sponsored by the division
Q. Practicum
R. Internship
S. Professional liability insurance
T. Professional licensure, certification, and endorsement
U. Other sources of program information
V. Degree plan
W. Notification of intent to graduate
X. Comprehensive examinations
Y. Placement and follow-up studies
Z. Agreement contract
(Appendix D)

D. The program has procedures for disseminating current information to all students enrolled in the program, and associated personnel.

The Student Handbook contains current information about the CNEP Division. New Handbooks are published and disseminated to students and associated agencies to reflect major changes in CNEP programs and policies. Information is also disseminated via announcements posted in the CNEP display case, announcements in CNEP classes, the CNEP student listserv, student orientation meetings, and Chi Sigma Iota meetings.
E. The recommended ratio of FTE students to FTE faculty is 10:1.

The total number (i.e., head count) of students in the program is 148*.
The FTE - full - time equivalent student body in CNEP is less than 100 students.

The FTE - full - time equivalent faculty in CNEP is 9.

The FTE ratio of full - time students to full - time faculty is approximately 9:1 – 10:1.

*The above data was obtained from review of CNEP admissions, review of active students that were admitted. To check status of current enrollees, the CNEP Department is beginning to survey classes to obtain data on admission status, credit hours enrolled, and related data.

The FTE faculty data is obtained by count of full - time faculty and of adjunct faculty with three classes per semester taught by adjunct faculty counting for one full - time faculty member:

Full Time Faculty (9) FTE
Smith, R. L.   Holt-Adams, M.   Nelson, K. W.
Brendel, J.   Maroney, K.   Oliver, M.
Canada, R.   Mercado, M. M.   Ricard, R.

Part Time and Adjunct Faculty (1) FTE
Gasquoine, P.

F. The teaching loads of program faculty are consistent with those of the institution’s other graduate level units that require intensive supervision as an integral part of professional preparation and incorporate time for

1. advising and supervising student research using formulae consistent with established graduate school policies within the institution;

2. maintaining knowledge and skill as a counselor educator, which ordinarily includes ongoing scholarship and service; and

3. administrative responsibilities (if applicable).

The teaching loads of faculty are consistent with those of the institution’s other graduate level units that require intensive supervision as an integral part of professional preparation of students. Tenure-track CNEP faculty teach a 3-3 course load if they have a designated research agenda. Term faculty members teach 4 courses each semester and adjunct faculty members teach 1 to 2 courses each semester. Faculty members also routinely teach summer courses.
Teaching loads include advisement of CNEP students and supervision of student research. Tenure-track doctoral faculty members are required to conduct professional research. Tenure-track faculty and term faculty members also maintain administrative responsibilities as part of their duties. These include responsibility for a program emphasis area, responsibility for comprehensive exams, student admission and screening, and other CNEP activities.

G. Graduate assistantships for program students are commensurate with graduate assistantships in other clinical training programs in the institution.

Graduate assistantships for students in the program are provided within the institutional academic unit in which the program is housed to assist program faculty and to provide additional professional preparation experiences for students in the program. The CNEP Department is allocated 8-10 doctoral Research/Teaching Assistantships. These graduate student assistantships are assigned to the CNEP practicum laboratory, the Early Childhood Development Center, the Department, and faculty, thus enabling students to obtain professional preparation experiences in addition to those provided through course work and other program activities. Assistantships are occasionally obtained through grants.

H. A written policy has been developed to recruit students to represent a multicultural and diverse society has been developed and is implemented by program faculty.

TAMUCC Graduate Catalog indicates, “Texas A&M University-Corpus Christi is committed to the pursuit of excellence in instruction, research and other forms of scholarly activity, and public service. Consistent with this commitment, the University seeks to identify, recruit and retain students who have high potential for academic success, especially those from groups who have historically been under-represented in higher education” (p. 11). The CNEP program is committed to the recruitment of students representing diverse societal groups and cultures, and has a policy of actively recruiting diverse students through several avenues: (1) regular contact with administrative personnel in equal opportunity programs at TAMUCC to identify and encourage undergraduate students interested in pursuing careers in counseling; (2) linkages with agencies in the Corpus Christi community serving diverse client populations to encourage mental health staff to pursue masters training and education; and (3) contacting other universities that have a large number of minority students.

I. The program admission criteria, as well as selection and retention procedures, are distributed to prospective students. The criteria and procedures include consideration of:

1. input from regular, adjunct, and affiliate program faculty;

2. each applicant’s potential success in forming effective interpersonal relationships in individual and small group contexts;
3. each applicant’s aptitude for graduate-level study, including technological competence and computer literacy;

4. each applicant’s career goals and objectives and their relevance to the program; and

5. each applicant’s openness to self-examination and personal and professional self-development.

The catalogue describes all program offerings in the CNEP Division, including program admission criteria, as well as selection and retention procedures. In addition, the CNEP brochure and the Student Handbook include planned programs of study. The planned programs identify all prerequisite curriculum experiences including the bachelor degree and GPA. Core curriculum requirements are included for each individual track.

Program admissions criteria as well as selection and retention procedures (described in the Student Handbook) are made available to all prospective students. All program faculty provide input into admissions, selection, and retention of students via (1) review of applicants, (2) faculty meetings, (3) and special faculty meetings (e.g. doctoral admissions) held specifically for student admissions and selection, and (4) faculty meetings in which retention issues specifically are discussed, often during the monitoring process.

The CNEP Division admits students three times per year.

CNEP applicants’ aptitude for graduate study and career goals and objectives are assessed by way of specific admission criteria and procedures. These criteria and selection procedures include:

1. TAMUCC Graduate School requirements: required undergraduate GPA.
2. Four letters of recommendation.
3. Goal statement from each applicant, read by faculty prior to admissions.
4. Undergraduate transcripts.

J. Admission decision recommendations are made by an academic unit’s selection committee.

All decisions, pertaining to admission, are made by faculty members after reviewing the applicant’s file, with emphasis placed on the applicants’ goal statements.

The admissions officer forwards files to the selection committee. The committee reviews applicants’ files with particular attention to the writing style (goal statements). Recommendations are submitted to the admissions officer who informs students of acceptance or rejection to the program. Students accepted into the program are immediately assigned an advisor.
K. Effort is made to secure financial assistance for students in the program, including all of the following:

1. monitoring to ensure that the program receives a proportionate share of institutional funds allocated for such purposes; and

2. informing students of available loans, part-time work, graduate assistantships and fellowships, and other sources of financial aid.

CNEP students are informed of loans, part-time employment opportunities, graduate assistantships and fellowships, and other sources of financial aid as they become available. This information is regularly disseminated through (1) designation in the handbook; (2) announcements in classes; and (3) postings in the CNEP display case. (See Student Handbooks)

L. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study prior to the completion of twelve semester or eighteen quarter hours of graduate study. The planned program of study identifies the following:

1. program prerequisite curricular experiences;

2. core curriculum requirements;

3. specialized curricular experiences;

4. supervised practicum and internship requirements; and

5. appropriate elective curricular requirements.

CNEP students are assigned a faculty advisor upon admission into the program. Advisors meet with students at the beginning of students’ course of graduate study to draw up the degree plan. An advisor is maintained throughout students’ enrollment. Students typically complete a planned program of study (degree plan) in their second semester on-campus. The degree plan includes all requirements.
Section VI

EVALUATIONS IN THE PROGRAM
Evaluations in the Program

A. Program mission, objectives and student learning outcomes are developed and revised when necessary through self-study on a regular schedule. This evaluation process is based on input from program faculty, current and former students, and personnel in cooperating agencies.

All aspects of the programs, including program objectives, benefit from input and review by faculty, students, graduates, and community advisory boards.

The departmental faculty on the basis of input from faculty, current and former students, and community members regularly review the program’s mission and objectives. In addition, results from the Master’s Comprehensive Examination (program exam for M.S. candidates), the EXCET examination (competency exam administered by the Texas Education Agency), and the LPC examination (State Professional Counselor’s Licensure Examination) are benchmarks examined.

On a formal basis, feedback is sought directly from the program Advisory Board and site supervisors each fall semester at the annual Advisory Board meeting (members who currently serve as professional counselors, educators, and/or administrators in the surrounding area). Formal review of the program’s mission and objectives is an official agenda item each fall semester during this meeting. Overall leadership for revising the program objectives rests with the program faculty that review the mission, objectives, and learning outcome on a regular schedule through departmental faculty meetings.

The Counseling Program Follow-Up Study has been implemented by the College of Education and University to survey graduates of the Counseling Program at Texas A&M University-Corpus Christi. The survey questionnaires are regularly mailed out to all university students.

In addition, the counseling program has two student advisory groups that provide feedback to the departmental faculty. The first group consists of current students elected by the CNEP student body to represent students as officers in Chi Sigma Iota. This student group provides feedback to the department on all matters, including mission, objectives and curriculum. The second student advisory board consists of a student voluntary group that meets with the Department Chair, Dean, and other faculty as needed to provide feedback on curriculum, objectives, and suggested changes.

B. The program faculty conduct a developmental, systematic assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development.

Student progress is assessed in the following manner:
**Master's Program**

**Admission.**
Each potential counseling major applying for admission in the master's program is first screened by the College admissions officer who considers past performance (grade point average) recommendations, test scores, etc. All applicant documents are sent to the department screening committee. Each applicant is reviewed by three faculty with particular emphasis on the student’s writing ability and goal statements. Recommendations are sent to the college admissions officer.

**Personal/Professional Monitoring.**
During each semester CNEP students are reviewed and monitored according to academic performance, professional development, and personal development. A select time at one of the monthly faculty meetings is devoted to student review. (The full student review and monitoring system is included in the Student Handbook.)

**Clinical Course Sequence.**
In order to enroll in Practicum and Internship, students must successfully complete the clinical courses: Counseling Theories, Counseling Process and Counseling Strategies.

**Practicum and Internship Review.**
The Practicum/Internship coordinator reviews the background and progress made by each student before allowing enrollment in practicum and internship. This monitoring process determines the readiness of each student to proceed at this level.

**Practicum and Internship Evaluation.**
Each master's level student is required to complete successfully a practicum and internship placement. Faculty and on-site supervisors complete Evaluation forms for each supervisee. (See Practicum and Internship Packets.)

**Comprehensive Examination.**
Each Master of Science Degree student must successfully complete an objective, multiple-choice examination and essay examination before graduation. The examination is compiled by the department faculty and is administered once each fall, spring, and summer semester. The examination consists of sections representing each area covered in the Counselor Education curriculum.

**Doctoral Program**

**Admission.**
The following data are considered in the initial screening of all applicants: GRE scores, cumulative grade point average, letters of recommendation, experiences, goal statements, and examples of research and writing. Candidates who pass this examination are invited to an interview by Counselor Education faculty. Individuals who are ranked as one of the top ten are admitted into the doctoral program. Doctoral admissions occur once a year, with a cohort
of ten students accepted. Candidates are informed by letter of the status of their application for admission.

**Doctoral Supplemental Activities.** Doctoral students successfully complete various activities to supplement course requirements. This includes assisting in teaching or developing classes, or supervising masters level practicum students, and presenting at university, state, and national conferences.

**Doctoral Examination.** Each doctoral student must complete a comprehensive examination upon completion of non-dissertation coursework. The examination consists of written essay questions covering each of the core areas and specialty areas. The examination questions are written by doctoral faculty. Students are informed by letter of the status of their results of the examination.

**Doctoral Dissertation.** Doctoral students are required to complete a dissertation and successful defense to their doctoral committee prior to graduation.

**Masters and Doctoral Practicum.** Practicum students are routinely given feedback by the on-site supervisor. Criteria used to judge student performance in practicum courses includes a supervisor’s evaluation. (See Masters and Doctoral Practicum Internship Handbook.)

**Endorsement for Licensure/Certification.** For students seeking licensure and/or school certification, faculty members provide a summative evaluation on the recommendation form required by the state licensure board and on the recommendation form required by the Office of Teacher Certification.

**C. Faculty establishes a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met.**

**Program evaluations must be ongoing, with formal evaluation occurring as follows:**

1. **an annual evaluation that documents how, where, and the extent to which program objectives are addressed in course syllabi;**

   Course syllabi are filed with the program secretary each semester and are designed to meet CACREP standards. This is checked annually by the CACREP liaison, the Department Chair. During the academic year, program evaluation is integrated in department meetings as part of the annual evaluation process. (Appendix D)

2. **a review by program faculty of programs, curricular offerings, and characteristics of program applicants;**

   Faculty members review the program and its curricula on an annual basis. They consider issues including, but not limited to: program design, program content, faculty teaching areas, program planning/reevaluation, comprehensive program exams, and competencies and needs of students. The program admissions committee evaluates the types of students seeking admission. They encourage the recruitment of students, such as culturally diverse/minority
students and students seeking employment in areas in which qualified candidates are at a shortage (particularly doctoral level students in school counseling). The college provides information regarding students to the entire program.

3. at least once every three years, program faculty conduct and document findings of formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program;

Follow-up studies of graduates are conducted on a 3-year cycle with the most recent in 2003. Employer evaluations are included in the follow-up study. Additionally, each CNEP program goes through a School of Education bi-annual review process. (Appendix D)

4. at least once every three years, program faculty conduct and document findings of formal follow-up studies of clinical site supervisors and program graduate employers to assess their perceptions and evaluations of major aspects of the program; and

Follow-up studies of graduates are conducted on a 3-year cycle with the most recent in 2003. Employer evaluations are included in the follow-up study. Additionally, each CNEP program goes through a School of Education bi-annual review process. (Appendix D)

5. at least once every three years, program faculty document use of findings from VI. C. 1, 2, 3, and 4 above in program modifications.

The faculty continually utilizes information received from the follow-up studies and other feedback in order to ensure the quality of the program. Feedback was received from several sources that the students were not sufficiently prepared in general principles and methods of case conceptualization, assessment, and diagnosis of mental and emotional status, such as DSM IV diagnosis. The faculty agreed to add this component in the required Strategies of Counseling course. Three years ago, findings indicated students requesting a marriage and family counseling program that was subsequently implemented. (Appendix D, Follow-up Schematic)

D. An official report that documents outcomes of the comprehensive program evaluation shall be prepared and distributed on a systematic basis (at least once every three years) to students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors).

Students currently in the program learn results of the program review from the web page and documents available in the departmental office. Students also learn of program reviews and changes through class announcements, conferences with advisors, and other written announcements and updates.
Faculty members receive information regarding the results of program review and evaluations through memoranda, regular faculty meetings, and faculty retreats devoted to program planning and review.

Institutional administrators are made aware of the results of program reviews and evaluations through letters and memoranda from the department chair, reports from external and internal review bodies, self-studies, and department chair meetings.

Personnel in cooperating and associated agencies learn of site-related results of program evaluations through annual advisory board and on-site supervisors meetings, telephone contacts, and site visits with the field placement coordinators. Communication with site supervisors and/or administrators during the placement process reflects site-related program evaluation results. (Appendix D: Advisory Board)

The results of the formal Follow-Up Study for the program are being inserted into the department’s websites. The addresses of the web sites are www.tamucc.edu/~docprog and www.tamucc.edu/~7Eeduweb/counselor/index.html.

E. Students have regular and systematic opportunities to formally evaluate faculty, and the student’s curricular experiences.

Students evaluate courses and instructors on the College of Education Student Evaluation of Instruction form. At the completion of each course, the evaluation forms are distributed to each student by another student. Students complete the evaluation forms while the instructor is absent from the room. Completed evaluations are sealed in an envelope and delivered by a student to the Dean’s office.

Some instructors seek additional feedback from students with open-ended Course Feedback forms. For internship courses, additional feedback is requested from the student regarding the evaluation of the student's on-site supervisor(s) using the Supervisee's Evaluation of Supervisor form.

Students also evaluate faculty and curricular experiences as officers of the Chi Sigma Iota and through the general student advisory committee.

F. Provide annual results of student course evaluations to faculty.

Results of the faculty member's course evaluation are confidentially shared with the individual faculty member after grades for the course have been submitted to the registrar. A copy of the student evaluations is sent to the department chair. Information from the course evaluations is used in the annual evaluation of faculty members. Faculty members are encouraged to incorporate students' concerns in their preparation for subsequent teaching.
G. Present written faculty evaluation procedures to program faculty at the beginning of each evaluation period and whenever changes are made in the procedures.

Faculty members follow the School of Education Merit evaluation procedures. All faculty members have a written description of these procedures and forms used each year. Any changes decided upon need approval by the faculty and are therein put in writing for the next year. At the beginning of the year faculty develop a set of goals for the year. These are reviewed by the chair. At the end of the year an annual development evaluation plan (ADEP) is used. Faculty members are provided with a template of the ADEP.

Faculty members are informed of any changes in the University, College of Education, or departmental policies. The Chair of the Counseling Program presently works with the Dean’s office and other departmental chairs concerning any change in program faculty evaluation procedures.
Program Area Standards:

STANDARDS FOR COMMUNITY COUNSELING PROGRAMS
In addition to the common core curricular experiences found in Section II.K, curricular experiences and demonstrated knowledge and skill in each of the areas below are required of all students in the program.

The four major standards are identified in the following matrix. Designated courses meet specific standards. The objectives in the course syllabi reflect the CACREP standards.

<table>
<thead>
<tr>
<th>COMMON STANDARDS</th>
<th>CURRICULAR EXPERIENCES</th>
<th>EVALUATION METHODS</th>
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<tbody>
<tr>
<td>A. FOUNDATIONS OF COMMUNITY COUNSELING</td>
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</tr>
</tbody>
</table>
| A-1: historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/mental health movement; | CNEP 5304 Introduction to Counseling  
CNEP 5319 Introduction to Community Counseling | Papers, presentations, exam, reports |
| A-2: roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors; | CNEP 5304 Introduction to Counseling  
CNEP 5319 Introduction to Community Counseling  
CNEP 5397 Practicum | Papers, presentations, reports, exam |
| A-3: policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling; | CNEP 5319 Introduction to Community Counseling  
CNEP 5397 Practicum  
CNEP 5698 Internship | Papers, presentations, reports, exam |
| A-4: ethical and legal considerations specifically related to the practice of community counseling (e.g., the *ACA Code of Ethics*); and | CNEP 5319 Introduction to Community Counseling  
CNEP 5397 Practicum  
CNEP 5698 Internship  
CNEP 5384 Counseling Process  
CNEP 5304 Introduction to Counseling | Papers, presentations, reports, case studies, exam |
|---|---|---|
| A-5: the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling. | CNEP 5319 Introduction to Community Counseling  
CNEP 5306 Career Counseling  
CNEP 5314 Theory and Practice of Multicultural Counseling | Papers, presentations, reports, case studies, exam |
| **B. CONTEXTUAL DIMENSIONS OF COMMUNITY COUNSELING** | | |
| B-1: roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings; | CNEP 5319 Introduction to Community Counseling  
CNEP 5304 Introduction to Counseling | Discussion, reports, presentations, exams, case studies |
| B-2: organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice; | CNEP 5319 Introduction to Community Counseling | Discussion, reports, presentations, exams, case studies |
| B-3: strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; and | CNEP 5319 Introduction to Community Counseling  
CNEP 5381 Counseling Strategies | Projects, reports, presentations, case studies, discussion |
|---|---|---|
| B-4: general principles of community intervention, consultation, education, and outreach; characteristics of human services programs and networks (public, private, and volunteer) in local communities. | CNEP 5319 Introduction to Community Counseling  
CNEP 5304 Introduction to Counseling | Exam, projects, comps |

**C. KNOWLEDGE AND SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS**

| C-1: typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services; | CNEP 5319 Introduction to Community Counseling  
CNEP 5698 Internship | Interviews, projects, exam, presentations, case studies |
|---|---|---|
| C-2: models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help; | CNEP 5319 Introduction to Community Counseling  
CNEP 5381 Counseling Strategies | Interviews, projects, exam, presentations, case studies, reports |
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| C-3: effective strategies for promoting client understanding of and access to community resources; | CNEP 5319 Introduction to Community Counseling  
CNEP 5381 Counseling Strategies | Role play, case studies |
| C-4: principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans; | CNEP 5319 Introduction to Community Counseling  
CNEP 5381 Counseling Strategies  
CNEP 5354 Developmental Issues In Human Personality & Behavior | Role play, case studies, comps, exam |
| C-5: knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*; | CNEP 5381 Counseling Strategies  
CNEP 5319 Introduction to Community Counseling | Exam, comps, case studies |
| C-6: effective strategies for client advocacy in public policy and other matters of equity and accessibility; and | CNEP 5319 Introduction to Community Counseling  
CNEP 5314 Theory and Practice of Multicultural Counseling | Reports, presentations, exam |
| C-7: application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches. | CNEP 5319 Introduction to Community Counseling  
CNEP 5384 Counseling Process  
CNEP 5397 Practicum  
CNEP 5698 Internship | Exam, papers, role play, comps |
D. CLINICAL INSTRUCTION

For the Community Counseling program, the 600-clock hour internship (Standard III.H) occurs in a community setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (Community Counseling Programs).

| CNEP 5698 Internship |

A. FOUNDATIONS OF COMMUNITY COUNSELING

1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/mental health movement;

2. roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;

3. policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling;

4. ethical and legal considerations specifically related to the practice of community counseling (e.g., the ACA Code of Ethics); and

5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

The standards in section, FOUNDATIONS OF COMMUNITY COUNSELING, are addressed in a number of courses. The primary courses are CNEP 5319 Introduction to Community Counseling, CNEP 5304 Introduction to Counseling, CNEP 5314 Theory and Practice of Multicultural Counseling, CNEP 5397 Practicum, and CNEP 5698 Internship. Objectives, content and method of evaluation are found in each course and address each sub-area 1-5 listed within the matrix above.
B. CONTEXTUAL DIMENSIONS OF COMMUNITY COUNSELING

1. roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;

2. organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;

3. strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; and

4. general principles of community intervention, consultation, education, and outreach; characteristics of human services programs and networks (public, private, and volunteer) in local communities.

The course, CNEP 5319 Introduction to Community Counseling, is the principal vehicle through which the student is exposed to issues that address CONTEXTUAL DIMENSIONS OF COMMUNITY COUNSELING. Topics, such as the role of counselors and professional counselor issues, are addressed in CNEP 5304 Introduction to Counseling; and strategies for community needs assessment are emphasized in CNEP 5381 Counseling Strategies.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS

1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;

2. models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help;

3. effective strategies for promoting client understanding of and access to community resources;

4. principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;

5. knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual;

6. effective strategies for client advocacy in public policy and other matters of equity and accessibility; and
application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

CNEP 5319 Introduction to Community Counseling addresses many of the issues identified in KNOWLEDGE AND SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS. However, several other required courses play a role in thoroughly covering these concepts. These courses are CNEP 5308 Theories of Counseling, CNEP 5306 Career Counseling, CNEP 5314 Theory and Practice of Multicultural Counseling, CNEP 5354 Developmental Issues In Human Personality and Behavior, and CNEP 5381 Counseling Strategies, CNEP 5384 The Counseling Process, CNEP 5397 Practicum, and CNEP 5698 Internship.

D. CLINICAL INSTRUCTION

For the Community Counseling program, the 600-clock hour internship (Standard III. H) occurs in a community setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C. 1-2. The requirement includes a minimum of 240 direct service clock hours.

For the Community Counseling program, students complete a 600-hour internship in a community setting, under the clinical supervision of a site supervisor. Support for CLINICAL INSTRUCTION standards can be found in course materials: CNEP 5698 Internship (Appendix E), the Practicum/Internship Handbook (Appendix B), and the Master’s Student Handbook (Appendix D). The practicum/internship handbook includes all appropriate measures used to evaluate interns.
Program Area Standards:

STANDARDS FOR MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY PROGRAMS
In addition to the common core curricular experiences found in Section II.K.,
curricular experiences and demonstrated knowledge and skill in each of the areas
below are required of all students in the program.

There are five courses that are unique to the marriage and family program at Texas A&M
University-Corpus Christi. These courses serve to introduce students to systemic thinking
and practice. Courses were developed to meet the CACREP requirements for accreditation,
and licensure requirements in the state of Texas.

These courses are:
CNEP 5320 – Introduction to Marriage and Family Counseling
CNEP 5322 – Strategies in Family Counseling
CNEP 5324 – Counseling Couples
CNEP 5326 – Family Counseling with Children and Adolescents
CNEP 5319 – Introduction to Community Counseling

Additionally, family systems work is integrated in many other courses throughout the
program, including but not limited to, CNEP 5304 – Introduction to Counseling; CNEP 5308
Theories of Counseling; CNEP 5314 Theory and Practice of Multicultural Counseling, and
CNEP 5381 Counseling Strategies.

The four major standards are included in the following table. Designated courses cover each
standard. Objectives in course syllabi reflect the CACREP standards.

<table>
<thead>
<tr>
<th>COMMON CORE AREAS</th>
<th>CURRICULAR EXPERIENCES</th>
<th>EVALUATION METHODS</th>
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<tbody>
<tr>
<td>A: FOUNDATIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/ THERAPY</td>
<td>CNEP 5320 Introduction to Marriage &amp; Family Counseling</td>
<td>Assignments, activities, exams</td>
</tr>
<tr>
<td></td>
<td>CNEP 5322 Strategies in Family Counseling</td>
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<td></td>
<td>CNEP 5326 Family Counseling With Children &amp; Adolescents</td>
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<tr>
<td></td>
<td>A-1: history of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy;</td>
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</tbody>
</table>
| A-2: structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family counseling/therapy (e.g., IAMFC); | CNEP 5304 Introduction to Counseling  
CNEP 5320 Introduction to Marriage & Family Counseling | Assignments, activities, exams |
| A-3: ethical and legal considerations specifically related to the practice of marital, couple, and family counseling/therapy (e.g., the ACA and IAMFC Code of Ethics); | CNEP 5320 Introduction to Marriage & Family Counseling  
CNEP 5324 Counseling Couples  
CNEP 5326 Family Counseling with Children & Adolescents  
CNEP 5304 Introduction to Counseling | Assignments, activities, exams |
| A-4: implications of professional issues unique to marital, couple, and family counseling/therapy including recognition, reimbursement, and right to practice; | CNEP 5320 Introduction to Marriage & Family Counseling  
CNEP 5304 Introduction to Counseling | Assignments, activities, exams |
| A-5: the role of marital, couple, and family counselors/therapists in a variety of practice settings and in relation to other helping professionals; and | CNEP 5320 Introduction to Marriage & Family Counseling  
CNEP 5326 Family Counseling with Children & Adolescents | Assignments, activities, exams |
| A-6: the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/therapy. | CNEP 5314 Theory & Practice of Multicultural Counseling  
CNEP 5320 Introduction to Marriage & Family Counseling  
CNEP 5324 Counseling Couples  
CNEP 5326 Family Counseling with Children & Adolescents | Assignments, activities, exams |
<table>
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<tr>
<th>B: CONTEXTUAL DIMENSIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B-1:</strong> Marital, couple, and family life cycle dynamics, healthy family functioning, family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems;</td>
</tr>
<tr>
<td>CNEP 5320 Introduction to Marriage &amp; Family Counseling</td>
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<tr>
<td>CNEP 5322 Strategies in Family Counseling</td>
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<tr>
<td>CNEP 5324 Counseling Couples</td>
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<td>CNEP 5326 Family Counseling with Children &amp; Adolescents</td>
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<td>Assignments, activities, exams</td>
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<tr>
<td><strong>B-2:</strong> Human sexuality issues and their impact on family and couple functioning, and strategies for their resolution; and</td>
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<tr>
<td>CNEP 5324 Counseling Couples</td>
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<td>Assignments, activities, exams</td>
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<tr>
<td><strong>B-3:</strong> Societal trends and treatment issues related to working with diverse family systems (e.g., families in transition, dual-career couples, and blended families).</td>
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<tr>
<td>CNEP 5324 Counseling Couples</td>
</tr>
<tr>
<td>CNEP 5326 Family Counseling with Children &amp; Adolescents</td>
</tr>
<tr>
<td>Assignments, activities, exams</td>
</tr>
</tbody>
</table>
## C: KNOWLEDGE AND SKILL REQUIREMENTS FOR MARITAL, COUPLE, AND FAMILY COUNSELOR/THERAPISTS

| C-1: family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g., legal, legislative, school and community systems) and with individuals; | CNEP 5320 Introduction to Marriage & Family Counseling  
CNEP 5322 Strategies in Family Counseling  
CNEP 5324 Counseling Couples  
CNEP 5326 Family Counseling with Children & Adolescents  
CNEP 5308 Counseling Theories | Assignments, activities, exams |
|---|---|---|
| C-2: interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions; | CNEP 5322 Strategies in Family Counseling  
CNEP 5324 Counseling Couples  
CNEP 5326 Family Counseling with Children & Adolescents  
CNEP 5319 Introduction to Community Counseling  
CNEP 5384 Counseling Process | Assignments, activities, exams |
| C-3: preventive approaches for working with individuals, couples, families, and other systems such as pre-marital counseling, parenting skills training, and relationship enhancement; | CNEP 5320 Introduction to Marriage & Family Counseling  
CNEP 5324 Counseling Couples  
CNEP 5326 Family Counseling with Children & Adolescents | Assignments, activities, exams |
Listed below are the specific requirements for the curricular experiences and demonstrated knowledge and skill in Marital, Couple, and Family Counseling/Therapy and the courses in which these requirements are met:
A. FOUNDATIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY

1. history of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy;

CNEP 5320 Introduction to Marriage and Family Counseling specifically addresses this standard as well as CNEP 5322 Strategies in Family Counseling and CNEP 5326 Family Counseling with Children and Adolescents.

2. structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family counseling/therapy (e.g., IAMFC);

CNEP 5304 Introduction to Counseling is the first course that defines and discusses professional identity. This standard is also met through CNEP 5320 Introduction to Marriage and Family Counseling.

3. ethical and legal considerations specifically related to the practice of marital, couple, and family counseling/therapy (e.g., the ACA and IAMFC Code of Ethics);

This standard is met through CNEP 5304 Introduction to Counseling and CNEP 5320 Introduction to Marriage and Family Counseling in which ethical codes for ACA, APA, IAMFC, and AAMFT are reviewed and discussed. Case examples are presented and discussed in class as well as homework assignments and on examination. Legal issues such as privileged communication, duty to protect and warn, and duty to report child abuse, are discussed in this class particularly as it relates to the state of Texas. This is also discussed in CNEP 5326 Family Counseling with Children and Adolescents, and CNEP 5324 Counseling Couples.

4. implications of professional issues unique to marital, couple, and family counseling/therapy including recognition, reimbursement, and right to practice;

This standard is also met through the content of CNEP 5320 Introduction to Marriage and Family Counseling, as well as in which the development of the profession and current settings, practices, and professional identity issues are discussed. CNEP 5381 Counseling Strategies and CNEP 5322 Strategies in Family Counseling also cover several of these issues.

5. the role of marital, couple, and family counselors/therapists in a variety of practice settings and in relation to other helping professionals; and

In CNEP 5304 Introduction to Counseling, students gain a knowledge base of the counseling profession in general, which includes marriage and family counselors and the work that they engage in through agencies, hospitals, and private practice settings, as well as how they
interact with other professionals. In CNEP 5320 Introduction to Marriage & Family Counseling, we expand upon that knowledge and discuss specifically MFC/T’s in these settings.

6. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/therapy.

CNEP 5314 Theory & Practice of Multicultural Counseling is designed to address this particular standard. In this course students discuss issues including but not limited to: gender, sexual orientation, ethnicity, alternative family lifestyles, blended families, and homeless families. Additionally, these issues are covered in CNEP 5320 Introduction to Marriage and Family Counseling, CNEP 5324 Counseling Couples, and CNEP 5326 Family Counseling with Children & Adolescents.

B. CONTEXTUAL DIMENSIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/ THERAPY

1. marital, couple, and family life cycle dynamics, healthy family functioning, family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems;

The content of this standard is met through several courses – CNEP 5320 Introduction to Marriage & Family Counseling, CNEP 5322 Strategies in Family Counseling, CNEP 5324 Counseling Couples, and CNEP 5326 Family Counseling with Children & Adolescents.

2. human sexuality issues and their impact on family and couple functioning, and strategies for their resolution; and

CNEP 5324 Counseling Couples contains the content that meets this standard. In this course, students learn about sexuality from a life-span developmental process, discuss the physical, psychological, and social aspects of human sexuality, and learn appropriate counseling skills for clients with issues related to human sexuality.

3. societal trends and treatment issues related to working with diverse family systems (e.g., families in transition, dual-career couples, and blended families).

CNEP 5324 Counseling Couples and CNEP 5326 Family Counseling with Children & Adolescents build upon the knowledge base that students have gained in CNEP 5320. In these courses students spend the majority of the classroom time in role-play situations with families that they have designed and diagrammed for the course. They use their different theoretical approaches with different family systems and dynamics as closely approaching real life situations as possible.
C. KNOWLEDGE AND SKILL REQUIREMENTS FOR MARITAL, COUPLE, AND FAMILY COUNSELOR/THERAPISTS

1. family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g., legal, legislative, school and community systems) and with individuals;

Both CNEP 5308 Counseling Theories and CNEP 5320 Introduction to Marriage & Family Counseling discuss theories and their application. In addition, CNEP 5322, CNEP 5324, and CNEP 5326 contain advanced theory and techniques.

2. interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions;

The courses in the curriculum that most completely meet this standard are CNEP 5319 Introduction to Community Counseling, CNEP 5384 Counseling Process, and CNEP 5322 Strategies in Family Counseling. In CNEP 5326 Family Counseling with Children & Adolescents students learn these skills in relationship to the parent-child dyad specifically.

3. preventive approaches for working with individuals, couples, families, and other systems such as pre-marital counseling, parenting skills training, and relationship enhancement;

The majority of this knowledge base is contained in CNEP 5320 Introduction to Marriage & Family Counseling. What students learn in this course is supported by content in CNEP 5324 Counseling Couples and CNEP 5326 Family Counseling with Children & Adolescents.

4. specific problems that impede family functioning, including issues related to socioeconomic disadvantage, discrimination and bias, addictive behaviors, person abuse, and interventions for their resolution; and

In the marriage and family track, the primary course that discusses these issues is CNEP 5322 Strategies in Family Counseling. However, all MFC/T students also take CNEP 5314 Theory and Practice of Multicultural Counseling, which augments the knowledge learned in CNEP 5322.
5. Research and technology applications in marital, couple, and family counseling/therapy.

All students take a course through the Educational Administration Department, EDFN 5301 Introduction to Research. The Counseling Department has a collaborative relationship with the Department of Education and Administration and the many of the students in these courses are counseling students. Therefore, many of the examples used are counseling examples and the journal articles and instruments reviewed are appropriate for our students. CNEP 5320 Introduction to Marriage and Family Counseling also addresses the issue of assessment in family work and teaches the students which instruments are available and usable for assessment and diagnosis.

D. CLINICAL INSTRUCTION

For the Marital, Couple, and Family Counseling/Therapy Program, the 600 clock-hour internship (Standard III.H.) occurs in a counseling setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours, defined as work with couples, families, and individuals from a systems perspective, with the majority of the direct service clock hours occurring with couples and family units.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address standards A, B, and C (Marital, Couple, and Family Counseling/Therapy Programs).

For the Marital, Couple, and Family Counseling/Therapy Program, students complete a 600-hour internship in a counseling setting, under the clinical supervision of a site supervisor. The majority of direct contact hours required for internship students occur with couples and family units.

Support for CLINICAL INSTRUCTION standards can be found in course materials: CNEP 5698 Internship (Appendix E), the Practicum/Internship Handbook (Appendix B), and the Master’s Student Handbook (Appendix D). The practicum/internship handbook includes all appropriate measures used to evaluate interns.
Program Area Standards:

STANDARDS FOR SCHOOL COUNSELING PROGRAMS
In addition to the common core curricular experiences found in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

The four major standards are included in the following matrix. Courses are designated that meet each of the standards. The course objectives found within each of the syllabi indicate standards being met.

<table>
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<tr>
<th>CORE AREAS</th>
<th>CURRICULAR ACTIVITIES</th>
<th>EVALUATION METHODS</th>
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<tbody>
<tr>
<td>A. FOUNDATIONS OF SCHOOL COUNSELING</td>
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</table>
| A-1: history, philosophy, and current trends in school counseling and educational systems; | CNEP 5316 Developmental School Counseling  
CNEP 5304 Introduction to Counseling | Assignments, activities, exams |
| A-2: relationship of the school counseling program to the academic and student services program in the school; | CNEP 5316 Developmental School Counseling  
CNEP 5698 Internship | Assignments, activities, exams |
| A-3: role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school; | CNEP 5316 Developmental School Counseling  
CNEP 5304 Introduction to Counseling  
CNEP 5698 Internship | Assignments, activities, exams |
| A-4: strategies of leadership designed to enhance the learning environment of schools; | CNEP 5316 Developmental School Counseling  
CNEP 5698 Internship | Assignments, activities, exams |
| A-5: knowledge of the school setting, environment, and pre-K-12 curriculum; | CNEP 5316 Developmental School Counseling  
CNEP 5698 Internship | Assignments, activities, exams |
| A-6: current issues, policies, laws, and legislation relevant to school counseling; | CNEP 5316 Developmental School Counseling  
CNEP 5381 Counseling Strategies  
CNEP 5384 Counseling Process | Assignments, activities, exams |
| A-7: the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling; | CNEP 5314 Theory and Practice of Multicultural Counseling  
CNEP 5316 Developmental School Counseling  
CNEP 5698 Internship | Assignments, activities, exams |
|---|---|---|
| A-8: knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development; | CNEP 5316 Developmental School Counseling  
CNEP 5381 Counseling Strategies  
CNEP 5314 Theory and Practice of Multicultural Counseling  
CNEP 5354 Developmental Issues in Human Personality & Behavior  
CNEP 5698 Internship | Assignments, activities, exams |
| A-9: knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and | CNEP 5316 Developmental School Counseling  
CNEP 5306 Career Counseling | Assignments, activities, exams |
| A-10: ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ACA Code of Ethics* and the *ASCA Ethical Standards for School Counselors*). | CNEP 5316 Developmental School Counseling  
CNEP 5384 Counseling Process  
CNEP 5397 Practicum in Schools  
CNEP 5698 Internship | Assignments, activities, exams |
B. CONTEXTUAL DIMENSIONS FOR SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

| B-1: advocacy for all students and for effective school counseling programs; | CNEP 5316 Developmental School Counseling  
CNEP 5381 Counseling Strategies  
CNEP 5397 Practicum | Assignments, activities, exams |
|---|---|---|
| B-2: coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students; | CNEP 5316 Developmental School Counseling  
CNEP 5381 Counseling Strategies  
CNEP 5397 Practicum  
CNEP 5698 Internship | Assignments, activities, exams |
| B-3: integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development; | CNEP 5316 Developmental School Counseling | Assignments, activities, exams |
| B-4: promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate; | CNEP 5316 Developmental School Counseling  
CNEP 5397 Practicum  
CNEP 5698 Internship | Assignments, activities, exams |
| B-5: methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community; | CNEP 5316 Developmental School Counseling | Assignments, activities, exams |
| B-6: methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and | CNEP 5316 Developmental School Counseling | Assignments, activities, exams |
| | CNEP 5371 Psychometrics | |
| B-7: knowledge of prevention and crisis intervention strategies. | CNEP 5316 Developmental School Counseling | Assignments, activities, exams |
| | CNEP 5304 Introduction to Counseling | |
| | CNEP 5381 Counseling Strategies | |
| | CNEP 5397 Practicum | |

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

C-1: Program Development, Implementation, and Evaluation

| C-1a: use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes; | CNEP 5371 Psychometrics | Assignments, activities, exams |
| | EDFN 5301 Introduction to Research | |
| C-1b: design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home; | CNEP 5316 Developmental School Counseling  
CNEP 5397 Practicum | Assignments, activities, exams |
|---|---|---|
| C-1c: implementation and evaluation of specific strategies that meet program goals and objectives; | CNEP 5316 Developmental School Counseling  
CNEP 5384 The Counseling Process  
CNEP 5381 Counseling Strategies | Assignments, activities, exams |
| C-1d: identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies; | CNEP 5316 Developmental School Counseling | Assignments, activities, exams |
| C-1e: preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program; | CNEP 5316 Developmental School Counseling  
CNEP 5397 Practicum | Assignments, activities, exams |
| C-1f: strategies for seeking and securing alternative funding for program expansion; and | CNEP 5316 Developmental School Counseling  
CNEP 5698 Internship | Assignments, activities, exams |
| C-1g: use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program. | CNEP 5371 Psychometrics  
CNEP 5316 Developmental School Counseling  
CNEP 5306 Career Counseling | Assignments, activities, exams |
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<td><strong>C-2: Counseling and Guidance</strong></td>
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| C-2a: individual and small group counseling approaches that promote school success, through academic, career, and personal/social development for all; | CNEP 5361 Group Counseling  
CNEP 5316 Developmental School Counseling | Assignments, activities, exams |
| C-2b: individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development; | CNEP 5361 Group Counseling  
CNEP 5316 Developmental School Counseling  
CNEP 5306 Career Counseling | Assignments, activities, exams |
| C-2c: approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs; | CNEP 5316 Developmental School Counseling  
CNEP 5698 Internship | Assignments, activities, exams |
| C-2d: issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide); | CNEP 5316 Developmental School Counseling  
CNEP 5354 Developmental Issues in Human Personality & Behavior  
CNEP 5381 Counseling Strategies | Assignments, activities, exams |
| C-2e: developmental approaches to assists all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options); | CNEP 5354 Developmental Issues in Human Personality and Behavior  
CNEP 5316 Developmental School Counseling | Assignments, activities, exams |
| C-2f: constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career and personal/social success; | CNEP 5397 Practicum  
CNEP 5698 Internship  
CNEP 5316 Developmental School Counseling | Assignments, activities, exams |
|---|---|---|
| C-2g: systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and | CNEP 5308 Theories of Counseling  
CNEP 5381 Counseling Strategies | Assignments, activities, exams |
| C-2h: approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs. | CNEP 5316 Developmental School Counseling  
CNEP 5381 Counseling Strategies | Assignments, activities, exams |
| **C-3: Consultation** | | |
| C-3a: strategies to promote, develop, and enhance effective teamwork within the school and larger community; | CNEP 5316 Developmental School Counseling  
CNEP 5361 Group Counseling  
CNEP 5397 Practicum  
CNEP 5698 Internship | Assignments, activities, exams |
| C-3b: theories, models, and processes of consultation and change with teachers, administrators, and other school personnel, parents, community groups, agencies, and students as appropriate; | CNEP 5316 Developmental School Counseling  
CNEP 5361 Group Counseling  
CNEP 5397 Practicum  
CNEP 5698 Internship  
CNEP 5304 Introduction to Counseling | Assignments, activities, exams |
A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy, and current trends in school counseling and educational systems;
2. relationship of the school counseling program to the academic and student services program in the school;
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. strategies of leadership designed to enhance the learning environment of schools;
5. knowledge of the school setting, environment, and pre-K-12 curriculum;
6. current issues, policies, laws, and legislation relevant to school counseling;
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and
10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).

The Counseling and Educational Psychology Department at Texas A&M University-Corpus Christi encompasses the above foundation areas of studies through the following course work and experiences: CNEP 5316 Developmental School Counseling, CNEP 5304 Introduction to Counseling, CNEP 5698 Internship in Schools, CNEP 5381 Counseling Strategies, CNEP 5384 Counseling Process, CNEP 5314 Theory & Practice of Multicultural Counseling, CNEP 5354 Developmental Issues in Human Personality & Behavior, CNEP 5306 Career Counseling, and CNEP 5397 Practicum in Schools.

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. advocacy for all students and for effective school counseling programs;
2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;
3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development;
4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community.
6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and
7. knowledge of prevention and crisis intervention strategies.

The Counseling and Educational Psychology at Texas A&M University-Corpus Christi encompasses the above foundation areas of studies through the following course work and experiences: CNEP 5316 Developmental School Counseling, CNEP 5381 Counseling Strategies, CNEP 5397 Practicum, CNEP 5371 Psychometrics, and CNEP 5304 Introduction to Counseling and CNEP 5698 Internship.
C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1. Program Development, Implementation, and Evaluation
   a. use, management, analysis, and presentation of data from school – based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;
   b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home;
   c. implementation and evaluation of specific strategies that meet program goals and objectives;
   d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
   e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
   f. strategies for seeking and securing alternative funding for program expansion; and
   g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

The Counseling and Educational Psychology at Texas A&M University-Corpus Christi encompasses the above foundation areas of studies through the following course work and experiences: CNEP 5371 Psychometrics, EDFN 5301 Introduction to Research, CNEP 5316 Developmental School Counseling, CNEP 5384 Counseling Process, and CNEP 5381 Counseling Strategies. Students have a comprehensive field experience through their practicum and internship to implement the above listed standards.

2. Counseling and Guidance
   a. individual and small group counseling approaches that promote school success, through academic, career, and personal/social development for all;
   b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;
   c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
   d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);
   e. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);
f. constructive partnerships with parents, guardians, families, and communities in order to promote each student’s academic, career, and personal/social success;
g. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and
h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

The Counseling and Educational Psychology at Texas A&M University-Corpus Christi encompasses the above foundation areas of studies through the following course work and experiences: CNEP 5316 Developmental School Counseling, CNEP 5361 Group Counseling, CNEP 5354 Developmental Issues in Human Personality & Behavior, CNEP 5381 Counseling Strategies, and CNEP 5308 Theories of Counseling. Students are required in their Practicum, CNEP 5397 and CNEP 5698 Internship, to complete group and individual counseling experiences, under supervision, associated with the above standards.

3. Consultation
   a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;
   b. theories, models, and processes of consultation and change with teachers, administrators, and other school personnel, parents, community groups, agencies, and students as appropriate;
   c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and
   d. knowledge and skills in conducting programs that are designed to enhance students’ academic, social, emotional, career, and other developmental needs.

The Counseling and Educational Psychology at Texas A&M University-Corpus Christi encompasses the above foundation areas of studies through the following course work and experiences: CNEP 5316 Developmental School Counseling, CNEP 5361 Group Counseling, CNEP 5397 Practicum, and CNEP 5698 Internship, and CNEP 5304 Introduction to Counseling.

D. CLINICAL INSTRUCTION

For the School Counseling program, the 600-clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).
For the School Counseling Program, students complete a 600-hour internship in a school counseling setting, under the supervision of a site supervisor.

Support for CLINICAL INSTRUCTION standards can be found in course materials: CNEP 5698 Internship (Appendix E), the Practicum/Internship Handbook (Appendix B), and the Master’s Student Handbook (Appendix D). The practicum/internship handbook includes all appropriate measures used to evaluate interns.
Program Area Doctoral Standards:

COUNSELOR EDUCATION AND SUPERVISION

DOCTORAL STANDARDS
Doctoral degree programs in Counselor Education and Supervision are intended to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings. Doctoral programs accept as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry. Doctoral programs prepare students to generate new knowledge for the counseling profession through research that results in dissertations that are appropriate to the field of counselor education or supervision. This extension of knowledge should take into account the societal changes of the 21st century and prepare graduates to be leaders and advocates for change. The doctoral program standards are intended to accommodate the unique strengths of different programs. Doctoral programs for which accreditation is sought must encompass all of the entry-level program standards. Students admitted to doctoral programs must have completed studies that meet CACREP entry-level standards as specified in Sections II, III, and in a specific program, and provide evidence of a knowledge base of a professional counselor.

A copy of the *Doctoral Program Student Handbook* containing information about the doctoral program and many of the forms utilized in the program is in the Doctoral Program Appendix.

All doctoral course syllabi are located in the Doctoral Program Appendix.

**Section I**

**The Institution**

**A. Access is provided to library and other learning resources appropriate for doctoral level scholarly inquiry, study, and research by students and program faculty.**

The library facilities and resources include basic resources (e.g., books, journals) directly relevant to the doctoral program as well as resources from related disciplines such as anthropology, business, economics, education, psychology, and sociology. The library is available for use throughout the day including evening and weekends (see library hours brochure, Appendix A). It provides services which include computerized searches, interlibrary loans, reserved books/materials, microfiche and microfilm reviewing, and photocopying (Appendix A).
B. Faculty teaching loads and research and service expectations are equivalent to comparable doctoral programs in the institution.

The teaching loads of faculty are consistent with those of the institution’s other graduate level units that require intensive supervision as an integral part of professional preparation of students. Tenure-track CNEP faculty teach a 3-3 course load if they have a designated research agenda. Term faculty members teach 4 courses each semester and adjunct faculty members teach 1 to 2 courses each semester. Faculty members also routinely teach summer courses.

Teaching loads include advisement of CNEP students and supervision of student research. Tenure-track doctoral faculty members are required to conduct professional research. Tenure-track faculty and term faculty members also maintain administrative responsibilities as part of their duties. These include responsibility for a program emphasis area, responsibility for comprehensive exams, student admission and screening, and other CNEP activities.

Section II
Program Objectives and Curriculum

A. Doctoral program objectives address the professional leadership roles of counselor education, supervision, advanced counseling practice, and research competencies expected of doctoral graduates.

DOCTORAL PROGRAM OBJECTIVES

Overall Objectives

- All doctoral students will develop a broad, in-depth knowledge and experience base, systems oriented, enabling one to become an effective counselor educator, school counseling professional, school guidance program director, and practitioner with advanced skills, and leadership in the counseling profession- agencies or private settings.
- Students will demonstrate an in-depth knowledge base, beyond that required for entering the counseling profession, particularly related to school counseling and counselor education pedagogy.
- Students will demonstrate professional skills by completing an extensive internship experience directly related to their individual professional goals.
- Students will demonstrate research skills beyond that considered necessary for intelligent critique of counseling-related research to a level which results in the generation of a research agenda significant to the counseling profession.
- Students will compare and contrast theories, interventions, and programs in terms of goals, roles, and techniques for change, with an emphasis placed on efficacy and integration of approaches.
Specific Objectives

- Ability to develop and teach graduate level courses in counselor education with specific emphasis in school counseling preparation.
- Ability to supervise counselors in training through organized practicum and internship experiences.
- Ability to evaluate counselor education programs through the use of CACREP standards.
- Knowledge of professional issues and trends in counseling, school counseling, and counselor education.
- Knowledge (of) issues related to diversity, culture, and multiculturalism.
- Knowledge of ethical issues, practices, and codes of ethics in counseling.
- Knowledge of research needs and current research findings and issues in counseling.
- Knowledge of research paradigms and approaches used in conducting research.
- Ability to conduct research both quantitative and qualitative.
- Ability to prepare and deliver professional/scholarly presentations.
- Ability to write for publication.
- Knowledge of, and involvement in, professional organizations and the professionalization of counseling.

B. The doctoral program consists of a minimum of four academic years of graduate-level preparation (including entry-level preparation), defined as eight semesters or 12 quarters with a minimum of 96 hours or 144 quarter hours of graduate-level credits required of all students in the program.

The TAMUCC counseling doctoral program consists of 120 semester hours including 15 hours of research and 12 hours of dissertation. Individuals entering the doctoral program either have completed our 48-hour Master’s program or its equivalent, or they have completed a master’s degree in another field and prerequisite master’s level CACREP equivalent counseling courses. The total semester hours exceed the 96 semester hour minimum specified in the Standard.

C. Learning experiences beyond the entry-level are required in all of the following content areas:

**Doctoral Program Required Core Courses**
- CNEP 6305 Advanced Theories In Counseling
- CNEP 6310 Advanced School Counseling Strategies
- CNEP 6315 Professional, Legal, & Ethical Issues
- CNEP 6320 Advanced Appraisal Techniques and Psychometrics
- CNEP 6335 Consultation Theory & Methods
- CNEP 6350 Seminar in Counseling Supervision
- CNEP 6351 Seminar in Current Counseling Topics
- CNEP 6360 Introduction to Research Design & Statistics
- CNEP 6370 Advanced Quantitative Analysis
CNEP 6384  Qualitative Research Design
CNEP 6395  Doctoral Practicum in School Counseling
CNEP 6396  Doctoral Internship
CNEP 6397  Research Seminar
CNEP 6398  Dissertation Hours
EDLD 6392  Advanced Topics in Statistical Reasoning

**Doctoral Program Recommended Elective Courses**
CNEP 6319  Applications of Family Counseling in School Settings
CNEP 6325  Advanced Seminar in Career and Life Planning
CNEP 6355  Leadership & Administration of School Counseling Services
CNEP 6365  Advanced Stress Management: Design & Research of Programs
CNEP 6390  Advanced Research and Study in Counselor Education

All doctoral course syllabi are located in the Doctoral Program Appendix.

1. **theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;**

   This is addressed in:
   CNEP 6305  Advanced Theories In Counseling
   CNEP 6350  Seminar in Counseling Supervision
   CNEP 6335  Consultation Theory & Methods
   CNEP 6310  Advanced School Counseling Strategies
   CNEP 6319  Applications of Family Counseling in School Settings
   CNEP 6325  Advanced Seminar in Career & Life Planning

2. **theories and practices of counselor supervision;**

   This is addressed in:
   CNEP 6305  Advanced Theories In Counseling
   CNEP 6350  Seminar in Counseling Supervision
   CNEP 6395  Doctoral Practicum in School Counseling
   CNEP 6396  Doctoral Internship

3. **instructional theory and methods relevant to counselor education;**

   This is addressed in:
   CNEP 6315  Professional, Legal, & Ethical Issues
   CNEP 6335  Consultation Theory & Methods
   CNEP 6351  Seminar in Current Counseling Topics
   CNEP 6390  Advanced Research & Study in Counselor Education
4. pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning;

This is addressed in:
CNEP 6310 Advanced School Counseling Strategies
CNEP 6315 Professional, Legal, & Ethical Issues
CNEP 6355 Leadership & Administration of School Counseling Services
CNEP 6351 Seminar: Current Counseling Topics
CNEP 6335 Consultation Theory & Methods
CNEP 6350 Seminar in Counseling Supervision
CNEP 6395 Doctoral Practicum in School Counseling
CNEP 6396 Doctoral Internship

5. design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;

This is addressed in:
CNEP 6360 Introduction to Research Design & Statistics
EDLD 6392 Advanced Topics in Statistical Reasoning
CNEP 6370 Advanced Quantitative Analysis
CNEP 6397 Research Seminar
CNEP 6398 Dissertation

6. design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;

This is addressed in:
CNEP 6360 Introduction to Research Design & Statistics
CNEP 6384 Qualitative Research Design
EDLD 6392 Advanced Topics in Statistical Reasoning
CNEP 6397 Research Seminar
CNEP 6398 Dissertation

7. models and methods of assessment and use of data;

This is addressed in:
CNEP 6320 Advanced Appraisal Techniques and Psychometrics
CNEP 6395 Doctoral Practicum in School Counseling
CNEP 6396 Doctoral Internship
CNEP 6360 Introduction to Research Design & Statistics
EDLD 6392 Advanced Topics in Statistical Reasoning
CNEP 6370 Advanced Quantitative Analysis
CNEP 6384 Qualitative Research Design & Analysis
CNEP 6397 Research Seminar
CNEP 6398 Dissertation
8. ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics);

This is addressed in:
CNEP 6315 Professional, Legal, & Ethical Issues
CNEP 6350 Seminar in Counseling Supervision
CNEP 6360 Introduction to Research Design & Statistics
CNEP 6395 Doctoral Practicum in School Counseling
CNEP 6396 Doctoral Internship
CNEP 6397 Research Seminar

9. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs;

This is addressed in:
CNEP 6315 Professional, Legal, & Ethical Issues
CNEP 6310 Advanced School Counseling Strategies
CNEP 6319 Applications of Family Counseling in School Settings
CNEP 6325 Advanced Seminar in Career & Life Planning
CNEP 6350 Seminar in Counseling Supervision
CNEP 6335 Consultation Theory & Methods
CNEP 6305 Advanced Theories In Counseling

D. It is expected that doctoral students will have experiences that are designed to:

1. develop an area of professional counseling expertise;

Each doctoral student develops an area of professional expertise through fulfillment of the requirement to complete didactic semester hour course work. The student’s internship is related to that area. For the Specialty Area, students choose counselor education and school counseling courses.

2. develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public;

Upon submission of their completed doctoral dissertation, each student is required to submit a completed Doctoral Activities Form verifying their participation in a variety of activities including collaboration with faculty in supervision, co-teaching, co-presenting, and/or co-authorship. Students present at conferences, often times co-presenting with faculty members. Transportation to conferences is often provided to students. Students are also strongly encouraged to publish articles while students in the program, and most faculty members regularly co-author articles or book chapters with students. Students are required to assist in supervision of at least two masters’ level practica, under the supervision of a faculty member.
3. foster participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and ACA;

Each student is required to maintain professional liability insurance throughout the program, choosing from that offered by the University, American Counseling Association, International Association of Marriage and Family Counselors or the Texas Counseling Association. Membership as a prerequisite is required. In a variety of doctoral courses, students are informed about and strongly encouraged to join and be active in the Association for Counselor Education and Supervision and other branches and divisions of ACA and TCA. Students have regularly participated in such organizations through state and national journal submissions, as well as state and national conference presentations. In addition, the doctoral students have taken a leadership role in operating a very active chapter of Chi Sigma Iota.

4. meet criteria for appropriate credentials;

The doctoral program is designed to meet the didactic course requirements for Licensure as a Professional Counselor in the state of Texas and to provide students the opportunity to meet clinical requirements. The doctoral program can be individualized to meet requirements for School Counselor Certification and Marriage and Family Therapy licensure.

5. promote scholarly counseling research; and

Each doctoral student is required to complete, at minimum, a research-based dissertation under the supervision and approval of a 4-faculty-member dissertation committee. Students are also strongly encouraged to publish articles, either on their own or in co-authorship with a faculty member.

6. enhance technical competence.

Students are required to use word processing in clinical and didactic courses and for the comprehensive exam that must be passed before beginning the dissertation. Computer-based statistical packages are required in research courses, and web-based applications in some required courses. Students are required to use word processing to write theory and research papers in classes. All students are taught to use power point for presentations and use these at conferences.
Section III
Clinical Instruction

A. Doctoral students are required to participate in a supervised advanced practicum in counseling as part of the doctoral program. If conducted at the student’s current work site, the practicum experience must include new learning that is qualitatively different from the student’s occupational responsibilities. The purpose of this practicum is to develop and/or refine advanced counseling skills, which should conceptually link counselor practice to teaching and supervision.

Counseling doctoral students are required to take CNEP 6395 Doctoral Practicum in School Counseling.

B. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the doctoral advisor and student, based on experience and training. Students should be given the opportunity to participate in additional supervised practica or internships that are appropriate to their career objectives.

Through CNEP 6396 Internship, doctoral students complete a minimum of 600 clock hours of internship experience with a minimum of 240 direct client contact hours. In collaboration with the major professor and the internship supervisor, each student designs the amount of clinical work and supervision involved in the internship as befits the student’s experience, training, area of specialization, and career goals. A significant part of the internship is based on campus at either the program’s Early Childhood Development Center. The students acquire teaching experience through faculty mentoring.

C. During practica and internships, the student must receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

During each practicum and internship, students receive at least weekly supervision at a ratio of 1 supervisor to 2 students per hour, as well as at least one hour of weekly group supervision, provided or supervised by the regular faculty member assigned to the practicum.
Section IV
Faculty and Staff

A. Any academic unit offering the doctorate requires a minimum of five FTE counselor education faculty positions.

The TAMUCC counseling program has 9 FTE faculty positions, which exceeds the 5 stated in the Standard.

B. Faculty participate in ACA, ACES and other ACA divisions, branches, and affiliate organizations appropriate to their teaching responsibilities and/or scholarly interests.

Counseling faculty hold membership in ACA and at least one division. Program faculty members participate in ACA-affiliated organizations through regular publication, presentation, and committee activities. (See faculty vitae in Vitae Appendix.)

C. Doctoral committee chairs are currently engaged in research, writing, and publication in the field of counselor education.

To chair a doctoral committee, a faculty member must be a member of the Graduate Faculty. Faculty members attain this highest Graduate Faculty status by meeting criteria for professional activity.

D. Doctoral faculty chair a maximum of five active doctoral dissertation committees during a given academic term.

The program adheres to this policy.

E. In addition to the number of doctoral dissertation committees chaired, program faculty may serve on a maximum of five additional doctoral committees during a given academic term.

Each of our faculty members serves on no more than five additional active doctoral dissertation committees in a given semester.
Section V
Organization and Administration

A. In addition to the entry-level considerations, doctoral program admission criteria include consideration of each applicant’s

1. academic aptitude for doctoral-level study;

Applicants’ academic aptitude is assessed on the basis of GPA. The GPA for a master’s in counseling must be 3.25 or higher.

2. previous professional experience;

Applicants’ previous professional experience is assessed by the Doctoral Admissions Committee based on information obtained in the applicant’s application package and during their oral interviews. (See Doctoral Program Appendix.)

3. fitness for the profession, including self-awareness and emotional stability;

Fitness for the profession, including self-awareness and emotional stability and potential for professional leadership and advocacy are assessed in part through three recommendations the applicants submit with their application package. These are also assessed through the oral portion of the admission exam in which the applicant is interviewed and evaluated by a group comprised of a minimum of three program faculty members. (See Doctoral Program Appendix.)

4. verbal and written communication skills;

Verbal communication skills and expertise in technological applications are assessed also through the oral portion of the admission exam in which the applicant is interviewed and evaluated by a group comprised of at least three program faculty members. Written communication skills are assessed through the written portion of the admissions exam and a review of scholarly products presented by the applicant.

5. potential for professional leadership and advocacy;

Potential for professional leadership and advocacy are assessed in part through three recommendations the applicants submit with their application package. These are also assessed through the oral portion of the admission review process in which the applicant is interviewed and evaluated by a group comprised of program faculty members. (See Doctoral Program Appendix.)
6. expertise in technological applications.

Applicants use word processing to complete the written portion of the admissions exam. This is also a standard item asked during the oral interview for admissions. (See Doctoral Program Appendix.)

B. Before completing the fourth term of enrollment in the doctoral program, students establish an approved doctoral committee and complete a planned program of study in conjunction with this committee.

Students obtain initial advising during the doctoral orientation meeting. Doctoral students are required to form their doctoral committee and complete a degree plan by the end of their fourth semester.

C. Students attend planned meetings with their doctoral committee during their doctoral programs.

Doctoral students meet with their committee chairs routinely throughout their programs. In addition, at minimum, students have planned meetings with their committees at the time of approval of the degree plan, qualifying exams, dissertation proposal seminar, and dissertation defense seminar. Students may call meetings of their committees at other times. The doctoral cohorts work closely with faculty.

Section VI
Evaluations in the Program

The doctoral program is evaluated using criteria specified in the entry-level standards, Section VI, A-G.

Please see Section VI, A-G, which includes reference to the evaluation of both master’s and doctoral programs within the counseling program as a whole. (Doctoral Program Appendix.)