School Counseling Program Handbook

Master’s Degree

WEST COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING,
KINESIOLOGY, AND SPECIAL EDUCATION

The West College of Education Department of Counseling, Kinesiology, and Special Education offers five majors: Clinical Mental Health Counseling, School Counseling, Training and Development, Human Resource Development, and Special Education.
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Introduction
Welcome to the School Counseling Program! As faculty we look forward to meeting you and to your participation in our classes. We are committed to facilitating your growth in the knowledge and skills needed to become a competent school counselor. Plus, we hope that as you pursue your Master's degree, you will enjoy the experience shared with your colleagues, your fellow students.

This student handbook governs School Counseling master’s degree students’ educational program.

The Handbook of Advanced Certification Policies and Clinical Experiences for the Gordon T. and Ellen West School of Education (WCOE) at Midwestern State University provides general information, policies, procedures, and expectations for advanced candidates, school-based educators, and WCOE faculty. Under the mentorship of WCOE faculty and school/community mentors, candidates participate in a variety of clinical experiences integrated into each program area. Our model supports the gradual release of responsibility. Professional school partners work together over time, building relationships and commitment to their shared goals. They develop new strategies, roles, and relationships to “ensure that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards” (CAEP, 2016).

Midwestern State University Mission and Values
Midwestern State University is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university’s undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values
• Excellence in teaching, learning, scholarship, and artistic production
• Intellectual curiosity and integrity
• Critical thinking
• Emotional and physical well-being
• Mutual respect, civility, and cooperation
• Social justice
• Civic service
• Stewardship of the environment, and of financial and human resources
• A safe, attractive, and well-designed campus
West College of Education Mission and Values
The mission of the Gordon T. & Ellen West College of Education, a community of learners, is to prepare successful, reflective professionals through the use of best practice. Although the West College of Education has its roots in the preparation of teachers, principals, and school counselors, we also seek to prepare individuals who want to work as dyslexia specialists, reading specialists, educational diagnosticians, general counselors, human resources specialists, training and development specialists, and professionals in sports and leisure studies.

West College of Education Philosophy and Values
The West College of Education believes that learning changes both individuals and society. Developing resiliency and tolerance enhances an individual’s potential. Through education, the individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self-contribute to an informed, democratic, and synergistic society. Our faculty continually strives to establish a reflective and collaborative community to enhance the potential of both the learner and society. They are caring and devoted to our mission and philosophy. Whether you seek a career in education or any of the other fields that share our college, we want you to walk away with the knowledge, experience, and confidence to step into a role as a leader in your field.

Advanced Program Advisory Councils (APAC)
Each of the three advanced programs maintain advisory councils comprised of WCOE program faculty and professional practitioners/community members. The purpose of the APACs is to advise the West College of Education advanced programs on assessment, policies, and procedures related to enhancing graduate quality and capacity and to supporting sustained and evidence-based continuous improvement of all course and field-based learning experiences impacting P-12 student learning and development and/or professional placement.

Clinical Mental Health/School Counseling Advisory Council
The Clinical Mental Health/School Counseling Advisory Council, chaired by the CLMH program coordinator, assists in the design, delivery, evaluation, and major policy decisions of the clinical mental health/school counseling preparation program. Membership is comprised of professional representatives from private practice and public schools, the director of educator preparation (TEA), certification officer, accreditation specialist, department chair, and dean of the West College of Education. The council meets regularly, at least two times per year.

CLMH/SC Roles and Responsibilities
• Advise, review, evaluate, recommend, and co-construct policies and procedures related to the evaluation and continuous improvement of the CLMH/SC program including: program evaluation/satisfaction, key assessments, student recruitment, student quality, and program impact on student learning leading to initial or advanced certification.
• Review and vote on applicant admissions to School Counseling certification programs (2 to 4 times per year)
• Advise, review, evaluate, recommend, co-construct, and implement policies and procedures related to the placement and evaluation of CLMH/SC program graduate students in field and/or clinical experiences.
• Review qualifications for university supervisors and site supervisors/mentors who either host or supervise candidates seeking advanced certification along with data related to candidates’ evaluations of university supervisors and site supervisors/mentors to ensure highly qualified practitioners.
• Identify and address issues and concerns related to CLMH/SC graduate and program quality and capacity, continuous improvement, and field-based/clinical experiences.
• In this capacity, CLMH/SC may make recommendations in areas above for approval by WCOE College Council. University level changes must also be approved by MSU Graduate Council and/or MSU Academic Council, Board of Regents, Texas Higher Education Coordinating Board (THECB), and SACS.

Program Objectives
The graduate program in school counseling will equip the counselor with the knowledge and skill necessary to supply guidance and counseling services in a school setting. The school counselor will be able to provide direct
counseling to students; consult with parents, teachers, and administrators; act as a liaison between the school and outside agencies; and facilitate classroom guidance activities.

Mission Statement
The graduate program in school counseling will equip the counselor with the knowledge and skill necessary to supply guidance and counseling services in a school setting. The school counselor will be able to provide direct counseling to students; consult with parents, teachers, and administrators; act as a liaison between the school and outside agencies; and facilitate classroom guided activities.

Graduate Admission Requirements/Important Information

Admission to the Dr. Billie Doris McAda Graduate School
In order to participate in graduate level studies at Midwestern State University, a candidate must be accepted by the Dr. Billie Doris McAda Graduate School and the program. The requirements for the Graduate School are listed below. Consult the specific program section of the catalog for program requirements. Please note, students may meet the Graduate School requirements for admission, but not meet the program requirements. Prospective students are encouraged to contact the Graduate School and visit our website http://msutexas.edu/graduateschool for current requirements.

Applicants for graduate or post-baccalaureate classification (including students who have completed their undergraduate degree at Midwestern State University) must complete the following steps:

A student who has previously attended Midwestern State as a graduate student, but who did not enroll for fall or spring term must reactivate his or her file by completing a reactivation form. If a graduate student has not attended MSU for a year or more, a new application is required, with an application processing fee of $50.00. All late applications are subject to approval by the Dean of the McAda Graduate School. If an applicant cannot be admitted and registered for the term submitted on the application, a new application and application fee may be required for subsequent semesters.

Graduate Degree Seeking Students
Graduate Standardized Test Scores and Official Transcripts: The requirement for standardized test scores is decided at the college level. Students should contact the graduate coordinator of their intended graduate program for information. If test scores are required, the scores must be no more than ten years old. Students for whom official test scores cannot be obtained from an approved official source will be required to retake the test. An official transcript from each institution attended must be received from an official source prior to admission. (See section for program requirements.) Students must also meet program specific admission requirements and standards.

Non-degree Seeking Students
Post-Baccalaureate, Post-Master’s, or Certificate Seeking: Students under this classification are taking courses for professional improvement or certification and are not pursuing a master’s degree. Other than teacher’s certification students, non-degree seeking students are not eligible for financial aid.

Courses taken as a post-baccalaureate student may be transferred into a master’s program, subject to program approval, up to a maximum of 9 hours. The chair of the student’s graduate program must approve acceptance and/or applicability of the hours.

Unconditional Admission
An applicant who meets each of the following admission criteria may be eligible for unconditional admission by the graduate faculty of the student’s intended major:

A bachelor’s degree from a regionally accredited institution. The McAda Graduate School must receive an official transcript, including one on which a bachelor’s degree is posted, directly from each institution the applicant has attended. International graduate student applicants must submit a course-by-course credential evaluation with
GPA that includes verified transcripts. MSU strongly prefers the WES ICAP evaluation, but will accept a comparable evaluation from a NACES member.

A cumulative undergraduate GPA of at least 3.0 from the student’s graduating institution.

An undergraduate background judged by the graduate faculty of the student’s intended major to be adequate for success in the student’s intended major.

**Program Admission Requirements**

All students seeking admission to graduate programs in the West College of Education must meet 1) University requirements, 2) West College of Education requirements, 3) and specific program requirements.

**Student Fitness and Performance**

**Program Standards**

Students enrolled in all programs in the West College of Education must maintain high scholastic standards (stipulated under “Grades for Graduate Study”) and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and techniques that are generally accepted by other professionals, and conform to the ethics of relevant professional associations and the state of Texas. A student’s acceptance in any program does not guarantee student’s fitness to remain in that program. The faculty are responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program.

**Evaluating Student Fitness and Performance**

Members of the faculty, using their professional judgments, evaluate student fitness and performance continually. Students usually receive information and counseling related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by faculty to make such judgments include instructors’ observations of course performance, evaluations of students’ performances in practice situations, and the disciplines’ codes of ethics. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

**M.A. Clinical Mental Health, with a concentration in School Counseling**

Mission Statement: The mission of the Clinical Mental Health Counseling Program faculty is to provide counseling students with the most recent research, technology, necessary training, and supervision required to become a Licensed Professional Counselor (LPC). Program faculty are committed to training students who are knowledgeable, ethical, competent, self-aware, and professionally mature, who hold a strong counselor identity, dedicated to advocacy efforts, and display a respect for diverse populations and multiculturalism in the role of counselors. The Clinical Mental Health Counseling Program will qualify students as counselors and provide them with the necessary skills to become fully functioning counselors who work in a variety of related settings and fields in an evolving diverse society. The program is teaching-centered with professors who are readily available to meet the needs of students. The Master of Arts with a major in clinical mental health requires 60 semester hours.

Mission Statement: The mission of the Clinical Mental Health with a concentration in School Counseling faculty is to equip the counselor with the knowledge and skill necessary to supply guidance and counseling services in a school setting. The school counselor will be able to provide direct counseling to students; consult with parents, teachers, and administrators; act as a liaison between the school and outside agencies; and facilitate classroom guidance activities. The graduate program concentration in school counseling prepares students to be public school counselors and requires 60 semester hours. Students are required to pass a comprehensive exam as a program completion requirement. Texas School Counselor certification requires completion of an approved master’s degree, two years of teaching experience, and a passing score on the state mandated examination, the TExES test and an internship in a school setting.
Enrollment in courses with the COUN prefix (with the exception of COUN 6013) requires admission to the Master of Arts in clinical mental health program or permission of the Counseling Program Coordinator.

**Professional Learning and Ethical Practice**
Candidates are expected to engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapt their practice to meet the needs of each learner.

**Texas Administrative Code Educators’ Code of Ethics**
Faculty, candidates, and staff must adhere to the Educators’ Code of Ethics as found in 19 TAC §247.2 of the Texas Administrative Code. These standards cover 1) professional ethical conduct, practices, and performance, 2) ethical conduct toward professional colleagues, and 3) ethical conduct toward students. All faculty, candidates and staff must understand, acknowledge, and adhere to the Code of Ethics and Standard Practices for Texas Educators.

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<td>TITLE 19 EDUCATION</td>
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<td>PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION</td>
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<td>CHAPTER 247 EDUCATORS’ CODE OF ETHICS</td>
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Enforceable Standards.

   a. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   b. Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   c. Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   d. Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
   e. Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   f. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
   g. Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
   h. Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
   i. Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
   j. Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
   k. Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
   l. Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
   m. Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
n. Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in
obtaining a new job as an educator or in a school, apart from the routine transmission of administrative
and personnel files, if the educator knows or has probable cause to believe that such person engaged in
sexual misconduct regarding a minor or student in violation of the law.

2. Ethical Conduct Toward Professional Colleagues.
   a. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning
colleagues unless disclosure serves lawful professional purposes or is required by law.
   b. Standard 2.2. The educator shall not harm others by knowingly making false statements about a
colleague or the school system.
   c. Standard 2.3. The educator shall adhere to written local school board policies and state and federal
   laws regarding the hiring, evaluation, and dismissal of personnel.
   d. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or
citizenship rights and responsibilities.
   e. Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race,
color, religion, national origin, age, gender, disability, family status, or sexual orientation.
   f. Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to
   influence professional decisions or colleagues.
   g. Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the
   SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

3. Ethical Conduct Toward Students.
   a. Standard 3.1. The educator shall not reveal confidential information concerning students unless
disclosure serves lawful professional purposes or is required by law.
   b. Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in
   a manner that adversely affects or endangers the learning, physical health, mental health, or safety of
   the student or minor.
   c. Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts
   regarding a student.
   d. Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits
to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national
origin, religion, family status, or sexual orientation.
   e. Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical
mistreatment, neglect, or abuse of a student or minor.
   f. Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship
   with a student or minor.
   g. Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under
   21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person
   under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or
   illegal/unauthorized drugs in the presence of the educator.
   h. Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and
   boundaries based on a reasonably prudent educator standard.
   i. Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor,
including, but not limited to, electronic communication such as cell phone, text messaging, email,
instant messaging, blogging, or other social network communication. Factors that may be considered
in assessing whether the communication is inappropriate include, but are not limited to:
   i. the nature, purpose, timing, and amount of the communication;
   ii. the subject matter of the communication;
   iii. whether the communication was made openly or the educator attempted to conceal the
communication;
   iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a
   romantic relationship;
v. whether the communication was sexually explicit; and
vi. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Department of Counseling Statement of Expectations

Programs in the Department of Counseling are charged with the dual task of nurturing the development of counselors-in-training and ensuring the quality of client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student’s progress in the program may be interrupted for failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with being able to provide effective or ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, a professional attitude, and moral character. These factors are evaluated based on one’s academic performance and one’s ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should also demonstrate the ability to accept and integrate feedback, gain awareness of their impact on others, accept personal responsibility, and show effective and appropriate expression of emotions.

For further information about Midwestern State University’s policies regarding student ethics and conduct, please consult https://msutexas.edu/student-life/_assets/files/handbook.pdf and/or page 9 of your student handbooks.

Program Accreditation

CACREP has accredited the Clinical Mental Health program, which includes the School Counseling program. Students are encouraged to visit the CACREP website to learn more about counseling accreditation guidelines: http://www.cacrep.org/template/index.cfm. Click here to view the CACREP School Counseling Standards. Additionally, the School Counseling program at MSU is approved by the Texas Education Agency (TEA) and is aligned to the School Counselor (§239.15) standards as designated in Texas Administrative Code.

Liability Insurance

All General and School Counseling students are required to carry professional liability insurance as many of the courses require students to work with clients in a counseling format. Counseling sessions may be scheduled during the day or on evenings the class does not meet.

Confidentiality

Counseling courses often require sharing personal information, both private client information and student’s personal experiences. Counseling students must agree to keep such information confidential and do not discuss private information outside class unless discussion with professors is appropriate.

Comprehensive Examination

All students must pass a comprehensive examination prior to receiving the graduate degree. Successful completion will demonstrate the student's ability to integrate theory with practice.

Affirmative Action Policy Statement

It is the policy of Midwestern State University that there shall be no discrimination against any individual because of personal characteristics such as, but not limited to, age, sex, gender identity, race, creed, disability, national origin, religion, or sexual orientation. This nondiscrimination policy applies to all students (and applicants), faculty, staff, and employees.

The School Counseling Program strictly adheres to this policy. In addition, the program faculty believes that the recruitment and development of culturally diverse counselors is a professional responsibility, similar to providing adequate and appropriate services to culturally diverse clientele.
Therefore, the program actively recruits minority students, and makes every effort to retain these students via financial and tutorial assistance.

Any student who feels that he/she may need accommodations due to the impact of a disability should consult Disability Services at (940)397-4140 or https://msutexas.edu/student-life/disability/.

Program Application Procedures

- Complete an application online by visiting www.applytexas.org before the set deadlines. There is a $35 application fee for domestic students and $50 for international students.

- Students who have earned a 3.0 GPA on an undergraduate degree from an accredited university may be automatically admitted to a West College of Education graduate program. Students who have earned less than a 3.0 GPA on an undergraduate degree from an accredited university should submit scores from the GRE ScoreItNow! Students who do not make a satisfactory score on the writing sample, may be required to take an approved writing intensive course and/or seek tutoring from the MSU Writing Center. International students must also take the TOEFL and IELTS, which test proficiency of the English language. Please allow at least 1 month for official scores to be received by the Graduate School.

- Request official transcripts from each institution attended other than MSU. Transcripts should be sent directly to the MSU Graduate Admissions Office at 3410 Taft Blvd; Wichita Falls, TX 76308. Transcripts may also be sent electronically by the institution for expedited receipt.

- Meet with the graduate coordinator of your intended major for program specific requirements and application information. Some departments may require a separate departmental application.

- If you are applying for financial aid, a FAFSA must be completed (https://fafsa.ed.gov). For assistance filling out the form, visit the MSU Financial Aid Office webpage: https://msutexas.edu/finaid/.

- Upon receipt of your application, we will contact you with your Mustang ID and PIN to be used to check the status of your application online.

- Once your application file is complete with all required test scores and transcripts, a review will be sent to the graduate coordinator for consideration. The Graduate Dean reviews all admission decisions and sends formal notification to each student.

Any Questions about the process, contact us at 940-397-4920

Admission and Screening Procedures

All students seeking admission to graduate programs in the West College of Education must meet 1) University requirements, 2) West College of Education requirements, 3) and specific program requirements.

1. Students who have earned a 3.0 GPA on an undergraduate degree from an accredited university may be automatically admitted to a West College of Education graduate program. Students who have earned less than a 3.0 GPA on an undergraduate degree from an accredited university should submit scores from the GRE ScoreItNow! Students who do not make a satisfactory score on the writing sample, may be required to take an approved writing intensive course and/or seek tutoring from the MSU Writing Center.

2. Admission to a specific program also requires a satisfactory background of undergraduate course work and experience. Admission to all programs requires 18 to 24 hours of acceptable undergraduate course work. Leveling work may be required if a student needs additional undergraduate background.
Applicants should note that successful completion of all admission criteria above does not guarantee admission into the program. Enrollment is limited in order to ensure small class sizes, appropriate student-faculty ratios as dictated by accreditation guidelines and availability of Practicum/Internship placement sites.

The Graduate School allows a maximum of 6 years to complete the School Counseling master’s degree. This six-year time limit begins the semester a student first enrolls in classes. A proportionately longer period of time is granted for programs requiring more than 36 graduate hours. Courses completed more than six years prior to graduation date may be repeated or replaced unless the student evidences competency as determined by the graduate coordinator. Students affected by this policy should contact the coordinator of their respective program to initiate an extension to the time limit.

Students receiving provisional admission should note that this does not guarantee full admission to the School Counseling Program at a future date.

To gain full admission into the program, the student must complete the following coursework and obtain a cumulative GPA of at least 3.0 (having not received a grade of ‘C’ or lower in any course). Failure to obtain a GPA of at least 3.0 in these courses may result in dismissal from the program. In select cases the student may be permitted to re-take a provisional course. After completion of the re-taken course, the student’s GPA will be recalculated. If the student does not obtain a GPA of at least 3.25 after the recalculation, the student will be dismissed from the program.

Graduate School Non-Degree Seeking Admissions
The Graduate School admits students for general graduate coursework on a non-degree basis under certain circumstances. Students under this classification are taking courses for professional improvement or certification and are not pursuing a master’s degree. Other than teacher’s certification students, non-degree seeking students are not eligible for financial aid.

Students admitted by the Graduate School for general coursework on a non-degree basis should note that this does not guarantee future admission to the School Counseling Program. In addition, students admitted under non-degree status will have second priority (after fully admitted students) for registration of Department of Counseling courses with limited enrollments.

Course Registration Information (Online)
NOTE: The web registration system will not permit you to register before your scheduled time

At your scheduled time, go to: https://msutexas.edu/

1. This takes you to the MSU Portal. Read the important information then login and click on Registration on the left side under Quick Launch Navigation.

2. Select the term for which you want to register, then click Submit.
   NOTE: If message says you have holds on your record, click on the View Holds link to determine which office(s) to contact regarding the hold(s).

3. Enter the CRNs (Course Reference Numbers) of your courses in the blank boxes. Click Submit Changes when finished. NOTE: If selecting a course with a required lab, enter both lab and lecture CRNs before clicking submit.

4. The system will confirm your enrollment and give you any messages for courses that could not be added.

5. When you are satisfied with your enrollment, click on Registration Fee Assessment at the bottom of the screen, this takes you to a listing of your tuition and fee charges. You have the option of using MasterCard, Visa, American Express, or Discover to pay on your account at this
website. A 2.75% convenience fee, approved by the Board of Regents, will be assessed on all credit card payments for tuition and fees. You may avoid the convenience fee by using the Electronic Funds Transfer payment option.

6. Click on Student Detail Schedule to view and print a copy of your schedule. Please review it carefully to make sure your registration is correct. To make any changes, click on Add or Drop Classes at the bottom of the screen.

7. If you are changing your schedule, when you click Add or Drop Classes, you will see courses for which you are already registered, with a box labeled “Action” that has “None”. Click there, you have a choice of “Web Drop/Delete”. Change box to “Web Drop/Delete” for courses you no longer want. Scroll down to the blank boxes to enter CRNs for additional courses you want. When finished, click Submit Changes or these courses will not be dropped or added. Resume with number 6 above.

8. Important last step: Under the Personal Information tab, click on links for Addresses, Phone numbers, and E-mails. Check information to make sure it is up-to-date. It is the student’s responsibility to keep addresses, emails, and phone numbers current.

9. For security purposes, click on Exit at the top of the screen to logout of Web World when you are finished. Also, logout of the MSU Portal as well.

For registration assistance, please call (940) 397-4321.
For billing assistance, please call (940) 397-4101

Student Fitness and Performance

Program Standards
Students enrolled in all programs in the West College Education must maintain high scholastic standards (stipulated under “Grades for Graduate Study”) and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and techniques that are generally accepted by other professionals, and conform to the ethics of relevant professional associations and the state of Texas. A student’s acceptance in any program does not guarantee student’s fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program.

Evaluating Student Fitness and Performance
Members of the faculty, using their professional judgments, evaluate student fitness and performance continually. Students usually receive information and counseling related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by faculty to make such judgments include instructors’ observations of course performance, evaluations of students’ performances in practice situations, and the disciplines’ codes of ethics. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

Reporting Suspcion or Incidence of Child Abuse
Texas law says anyone who thinks a child, or person 65 years or older, or an adult with disabilities is being abused, neglected, or exploited must report it to the Department of Family and Protective Services (DFPS). A person who reports abuse in good faith is immune from civil or criminal liability. DFPS keeps the name of the person making the report confidential. Anyone who does not report suspected abuse can be held liable for a misdemeanor or felony. Time frames for investigating reports are based on the severity of the allegations. Teacher candidates should report abuse to the building administrator, WCOE school-based educator, and the Texas Abuse Hotline (1-800-252-5400) (https://www.dfps.state.tx.us/Contact_us/report_abuse.asp).
Required Withdrawal from a Program

A faculty member who believes that a student is not making satisfactory progress or meeting program or university standards, should discuss the situation with the student. If the faculty member believes the student’s performance cannot improve to acceptable standards, the faculty member should refer the student to the Faculty Review Committee. The Faculty Review Committee consists of three faculty members in the West College of Education appointed by the Dean.

The committee will notify the student of the reasons contributing to unsatisfactory progress or failure to meet program standards. The student will have an opportunity to meet with the Committee to respond to and to present information and witnesses to the committee. The Committee will also meet with the faculty member who referred the student. After considering the matter, and within 10 working days of meeting with the student, the Committee will report to the student and the Dean, recommending continuance or removal from the program. The Committee may require conditions or restrictions on the student’s continuing in the program. Within 10 working days of receipt of the Committee’s recommendations, the student will notify the Dean of the acceptance or appeal of the recommendations.

If the student appeals, the Dean will consider the Committee’s recommendations, meet with the student, and determine whether the student will be allowed to remain in the program. The Dean need not meet with the student before making a decision, if the student has had reasonable opportunity to meet and has either failed or refused to meet. The student will be notified of the Dean’s decision in writing within ten working days of the Dean’s meeting with the student or within twenty working days from the date of the appeal.

Notification of Criminal Conviction, Denial of Certification, and Criminal Background Checks

Condition of Certification

As required by Texas Occupations Code (TOC), Section 53.152, candidates should be aware that an individual who has been convicted of any offense, in any state, may be denied an initial or advanced certificate. By completing the admission process into an initial or advanced program, each individual is aware that even after completion of a degree, if at any point that individual was convicted of any crime, of any degree, he/she may still graduate from the program but may be denied a certificate by the State Board of Educator Certification.

Criminal Background Checks

Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

Preliminary Checks

All candidates enrolled in an educator preparation program are eligible to request a Preliminary Criminal History Evaluation. A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. Information on Preliminary Criminal History Evaluations can be found on the TEA Texas Education Agency website.

Entrance to Public Schools

Candidates are required to complete a criminal background check for entrance into public schools. There is variation in the degree of background checks across school districts. These background checks may take as much as 3 weeks to complete before a candidate may enter a public school classroom. It is at the discretion of the district, not the EPP, as to how, when and where these background checks are conducted. In addition, a school district reserves the right to deny entry to any person, regardless of the result of the background check. Please do not contact individual districts unless you have permission from the certification office.
Professional Fitness Alert Policy and Procedure Policy

If any WCOE degree candidate demonstrates inappropriate behavior leading a faculty member to question the student’s fitness for assuming a professional role, the professor will warn the candidate that said behavior is unacceptable and will document the warning/s. If the candidate’s behavior and/or response to warnings do not demonstrate a change, the faculty member will complete the Professional Fitness Alert Form and inform the student of the following steps that will occur.

If a candidate shows an egregious lack of judgment suggesting lack of professional fitness, a fitness form may be issued without a previous warning. The five-member fitness alert committee is appointed by the dean and includes at least one representative from outside the candidate’s department.

*Procedure*

Issuing the Professional Fitness Alert Form requires the following action.
1. Professor issuing professional fitness alert form will attach accompanying narrative to document the situation or incident and give both to his/her department chair.
2. Department chair will give the professional fitness alert to the fitness alert committee chair.
3. Fitness alert committee will meet to determine if professional fitness alert documentation meets minimum requirements.
4. The student’s program coordinator and the student will receive a copy.
5. Within ten days from the time the Professional Fitness Form was submitted, the committee will convene and meet with the student and the reporting faculty member.
6. The situation will be described and discussed. The committee can dismiss the complaint, issue the *Intervention and Growth Plan*, or dismiss the student from the academic program.
7. The student, the program coordinator, and the department chair will receive a copy of the decision of the committee.
8. During the intervention period, if credible information of continued inappropriate behavior is brought to the attention of the committee in writing, the professional fitness alert committee will reconvene to consider further action.

*Counseling – candidates who have repeated issues with Fitness Alerts or concerns forwarded to a department chair, certification officer or dean, may receive counseling regarding the appropriateness of the teaching profession. WCOE concerns may be based upon the knowledge; skills and/or disposition outlined in syllabi and the conceptual framework but may also include engagement in the profession. WCOE is ultimately responsible for the performance of its completers and reserves the right to determine who is identified as a WCOE teacher/educator professional.*

*Fitness for the Profession and Counseling Out of Program*

Admitted candidates are expected to meet specified non-academic standards that are necessary to be competent teachers. The intent is to ensure that the students recommended for teacher certification are able to effectively and independently carry out the duties for which they are being prepared. The fitness criteria include personality characteristics, responsibility characteristics, communication skills, social relationships, and commitment to the teaching profession. Students who have been identified with a demonstrable discrepancy by one or more professors or cooperating teachers will meet with the Fitness Alert Committee to discuss options and develop a growth plan. The Fitness Alert Committee consists of three faculty members in the West College of Education appointed by a department chair. Failure to make satisfactory progress on the growth plan may result in denied admission to student teaching or removal from the program. In extreme cases, the student may be immediately removed.
Procedure: Issuing the *Professional Fitness Form* requires the following actions:

1. Faculty member provides *Professional Fitness Form* with accompanying narrative/document to program chair.
2. Department chair provides *Professional Fitness Form* to the fitness alert committee chair.
3. Fitness alert committee meets to determine if fitness alert meets minimum requirements.
4. Within 10 days:
   - Fitness alert committee meets with student and/or faculty to review and discuss the *Professional Fitness Form*.
   - Copies provided to program coordinator and student committee chair.
5. Complaints:
   - If the complaint is dismissed, the student is dismissed from the program with an *Intervention and Growth Plan* to be implemented.
   - If the complaint is dismissed, copies of the committee’s decision provided to student, program coordinator, and department chair.

**WCOE Complaint Process**

**Complaints:**
In this policy, the terms “complaint” and “grievance” shall have the same meaning.

**Other Complaint Processes:**
Stakeholder complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with this complaint policy after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion shall be submitted in accordance with policy.
2. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with policy.
3. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with policy and the procedural safeguards handbook.

4. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with policy, and the procedural safeguards handbook.

Notice to Stakeholders:
The West College of Education (WCOE) shall inform stakeholders of this policy by information posted in the physical facility, on the website or, upon request, written information.

Guiding Principles:
Informal Process: WCOE encourages stakeholders to discuss their concerns with the appropriate employee who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible level. Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process: A stakeholder may initiate the formal process described above by timely filing a written complaint form. Even after initiating the formal complaint process, stakeholders are encouraged to seek informal resolution of their concerns. A stakeholder whose concerns are resolved may withdraw a formal complaint at any time. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or WCOE policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation:
Neither the WCOE nor any WCOE employee shall unlawfully retaliate against any stakeholder for bringing a concern or complaint.

General Provisions Filing:
Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including e-mail and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate WCOE employee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date and time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate WCOE employee no more than three days after the deadline.

Scheduling Conferences:
WCOE shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a stakeholder fails to appear at a scheduled conference, the WCOE may hold the conference and issue a decision in the stakeholder’s absence.

Response:
At Levels One and Two, “response” shall mean a written communication to the stakeholder from the appropriate employee. Responses may be hand-delivered, sent by electronic communication to the stakeholder’s e-mail address of record, or sent by U.S. Mail to the stakeholder’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days:
“Days” shall mean university business days. In calculating time lines under this policy, the day document is filed is “day zero.” The following business day is “day one.”

Representative:
“Representative” shall mean any person who or organization that is designated by the stakeholder to represent the stakeholder in the complaint process. The stakeholder may designate a representative through written notice to the WCOE at any level of this process. If the stakeholder designates a representative with fewer than three days’
notice to WCOE before a scheduled conference or hearing, the WCOE may reschedule the conference or hearing to a later date, if desired, in order to include the WCOE’s counsel. The WCOE may be represented by counsel at any level of the process.

Consolidating Complaints:
Complaints arising out of an event or a series of related events shall be addressed in one complaint. A stakeholder shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings:
All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the stakeholder, at any point during the complaint process. The stakeholder may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred:
Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms:
Complaints and appeals under this policy shall be submitted in writing on a form provided by the WCOE. Copies of any documents that support the complaint should be attached to the complaint form. If the stakeholder does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the support unless the stakeholder did not know the documents existed before the Level One conference. A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be re-filed with all the required information if the re-filing is within the designated time for filing.

Level One:
Complaint forms must be filed:

a. Within 15 days of the date the stakeholder first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

b. With the lowest level WCOE employee who has the authority to remedy the alleged problem. If the only WCOE employee who has authority to remedy the alleged problem is the WCOE legal authority or designee whom the complaint is about, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One. If the complaint is not filed with the appropriate employee, the receiving employee must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate employee.

The appropriate WCOE employee shall investigate as necessary and schedule a conference with the stakeholder within ten days after receipt of the written complaint. The WCOE employee may set reasonable time limits for the conference. Absent extenuating circumstances, the WCOE employee shall provide the stakeholder a written response within ten days following the conference. In reaching a decision, the WCOE employee may consider information provided at the Level One conference and any other relevant documents or information the WCOE employee believes will help resolve the complaint.

Level Two:
If the stakeholder did not receive the relief requested at Level One or if the time for a response has expired, the stakeholder may re-quest a conference with the WCOE legal authority or designee to appeal the Level One decision. The appeal notice must be filed in writing, on a form provided by the WCOE, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline. After receiving notice of the appeal, the Level One WCOE employee shall prepare and forward a record of the Level One complaint to the Level Two Program legal authority or designee. The stakeholder may request a copy of the Level One record.
The Level One record shall include:
1. The original complaint form and any attachments.
2. All other documents submitted by the stakeholder at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One Program employee in reaching the Level One decision.

The Program legal authority or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the stakeholder may provide information concerning any documents or information relied upon by the Program employee for the Level One decision. The Program legal authority or designee may set reasonable time limits for the conference. The Program legal authority or designee shall provide the stakeholder a written response within ten days following the conference. In reaching a decision, the WCOE legal authority or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the WCOE legal authority or designee believes will help resolve the complaint. Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

If the complaint WCOE employee who has authority to remedy the alleged problem is the WCOE legal authority or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

Complaints to the Texas Education Agency:
If the stakeholder is not satisfied with the complaint process or outcome, the stakeholder may file a complaint against the Program with the Texas Education Agency. The official Texas Education Agency complaint process can be found at: http://tea.texas.gov/About_TEA/Contact_Us/Complaints/Complaints.

School Counselor Certification Transition Points

M.A. Clinical Mental Health w/ emphasis in School Counseling
Transition Points for School Counselor Certification

<table>
<thead>
<tr>
<th>ADMISSION</th>
<th>Key Assessment or Activity</th>
<th>CAEP</th>
<th>TEA</th>
<th>CACREP</th>
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</thead>
<tbody>
<tr>
<td>an application on file (forms available in</td>
<td>Application, Service Record, Teaching Certificate</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Graduate School Office)</td>
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<tr>
<td>Bachelor's degree and standard Texas Teacher</td>
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<td>✓</td>
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<td>Certificate or equivalent;</td>
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<tr>
<td>Grade point average of 3.0 in previous</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>education courses; and</td>
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<tr>
<td>Successful committee screening on selected</td>
<td>Graduate Essay</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>criteria.</td>
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<tr>
<td>Approval of Teacher Education Committee</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Criminal Records – Right to Preliminary</td>
<td>Signed policy acknowledgement submitted with admission</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>Background Check</td>
<td>acceptance to Tk20</td>
<td></td>
<td></td>
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<tr>
<td>Code of Ethics and Standard Practices for</td>
<td>Signed acknowledgement and agreement to abide by code</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Texas Educators</td>
<td>submitted w/ admission acceptance to Tk20</td>
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<tr>
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<tbody>
<tr>
<td>WCOE School Counselor Handbook</td>
<td>Signed Handbook Acknowledgement submitted to Tk20</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Dyslexia Training</td>
<td>Certificate of Completion submitted to Tk20</td>
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<tr>
<td>Mental Health Texas Behavior Support Initiative</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>ORIENTATION</td>
<td>Key Assessment or Activity</td>
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<tr>
<td>Substance Abuse Training</td>
<td>Certificate of Completion submitted to Tk20</td>
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<tr>
<td>Youth Suicide Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Criminal Records – Right to Preliminary Background Check</td>
<td>Reaffirmation of understanding submitted to D2L</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Privacy and Confidentiality Pledge</td>
<td>Privacy Pledge Quiz</td>
<td>✓</td>
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<tr>
<td>Educator Ethics</td>
<td>Ethics Quiz</td>
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<td>Child Abuse and Neglect Reporting</td>
<td>Child Abuse and Neglect Reporting Quiz</td>
<td>✓</td>
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<td>Human Trafficking</td>
<td>Human Trafficking Quiz</td>
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<tr>
<th>COURSES</th>
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<th>TEA</th>
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<tbody>
<tr>
<td>1. COUN 5103 Professional Orientation</td>
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<td>2. COUN 5213 Human Development &amp; Learning</td>
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<td>3. COUN 5223 Career Development Counseling (pre-req: COUN 5203)</td>
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<td>4. COUN 5253 Assessment (pre-req: COUN 5263)</td>
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<tr>
<td>5. COUN 5243 Group Counseling (pre-reqs: COUN 5203, COUN 5273)</td>
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<tr>
<td>6. COUN 5263 Diagnosis and Treatment Planning</td>
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<tr>
<td>7. COUN 5273 Theories and Techniques of Counseling (pre-reqs: COUN 5203, COUN 6013)</td>
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<tr>
<td>8. COUN 5283 Advanced Counseling Skills (pre-reqs: must have completed 24 hours, including COUN 5203, COUN 5243, COUN 5263, COUN 5273, COUN 5303, COUN 5363, and COUN 6013)</td>
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<tr>
<td>9. COUN 5303 Ethics and Issues in Counseling (pre-req: COUN 5203)</td>
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<td>10. COUN 5363 Multicultural Counseling</td>
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<tr>
<td>11. COUN 6013 Human Relations</td>
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<tr>
<td>12. COUN 5403 Intro to School Counseling</td>
<td>School Counseling Interview and Evaluation</td>
<td>#</td>
<td>#</td>
<td>✓</td>
</tr>
<tr>
<td>13. COUN 5233 Comprehensive School Counseling Services</td>
<td>• Mock Comprehensive Counseling Program Website Assessment</td>
<td>#</td>
<td>#</td>
<td>✓</td>
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<tr>
<td></td>
<td>• Career Interest Inventory Assessment</td>
<td>*</td>
<td>*</td>
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</tr>
<tr>
<td>14. COUN 6023 Counseling Children (pre-req: COUN 5203)</td>
<td>Child Counseling Video and Analysis Performance Assessment</td>
<td>*</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>15. COUN 5813 Practicum in School Counseling (Pre-reqs: must have completed 39 semester hours, including COUN 5253, COUN 5273, and COUN 5283)</td>
<td>School Counseling Practicum Evaluation</td>
<td>*</td>
<td>*</td>
<td>✓</td>
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<tr>
<td>16. COUN 5823 (6 hours) Internship in School Counseling (pre-req: COUN 5813)</td>
<td>School Counseling Internship Evaluation</td>
<td>*</td>
<td>*</td>
<td>✓</td>
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<tr>
<td>PRACTICUM</td>
<td>Key Assessment or Activity</td>
<td>CAEP</td>
<td>TEA</td>
<td>CACREP</td>
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</tr>
<tr>
<td>1.</td>
<td>Candidate Info and Site Supervisor Qualification Form (CISSQ) and supervision agreement distributed.</td>
<td>Accreditation Specialist distributes training to site supervisors and monitors completion of training within the three-week timeline.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Clinical Coordinator collaborates with district to assign qualified Site Supervisor (min 3 years exp and certified in field)</td>
<td>Accreditation Specialist tracks receipt of CISSQ documentation, verifies site supervisor qualifications, and receipt of signed supervision agreement and uploads to assessment system.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
| 3. | 15-week practicum placement | • Candidate documents 160 practicum hours tied to Texas School Counselor Standards (min. 40 hours direct)  
• 1 observation in each 3rd of practicum  
• First contact, pre-conference, observation, post-conference with substantive feedback  
• Signatures of candidate, site supervisor, and university supervisor  
• Completed time logs | ✓ | ✓ | ✓ |
| 4. | Site Supervisor completes summative evaluation of candidate | School Counseling Practicum Evaluation | * | * | * |
| 5. | University Supervisor completes summative evaluation of candidate | School Counseling Practicum Evaluation | * | * | * |

<table>
<thead>
<tr>
<th>INTERNSHIP</th>
<th>Key Assessment or Activity</th>
<th>CAEP</th>
<th>TEA</th>
<th>CACREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Successful completion of practicum.</td>
<td>Earn grade of at least a ‘C’</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>2.</td>
<td>Candidate Info and Site Supervisor Qualification Form (CISSQ) and supervision agreement distributed.</td>
<td>Accreditation Specialist distributes training to site supervisors and monitors completion of training within the three-week timeline.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Clinical Coordinator collaborates with district to assign qualified Site Supervisor (min 3 years exp and certified in field)</td>
<td>Accreditation Specialist tracks receipt of CISSQ documentation, verifies site supervisor qualifications, and receipt of signed supervision agreement and uploads to assessment system.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
| 4. | Internship Placement (600 clock hours of supervised counseling internship) | • Candidate documents 600 internship hours tied to Texas School Counselor Standards (min. 240 hours direct)  
• 1 observation in each 3rd of internship  
• First contact, pre-conference, observation, post-conference with substantive feedback  
• Signatures of candidate, site supervisor, and university supervisor  
• Completed time logs | ✓ | ✓ | ✓ |
| 5. | Site Supervisor completes summative evaluation of candidate | School Counseling Internship Evaluation | * | * | * |
| 6. | University Supervisor completes summative evaluation of candidate | School Counseling Internship Evaluation | * | * | * |
| 7. | Pass Practice Test with at least 80% in each competency and 10 hours of practice | Certify Teacher School Counselor Practice Test | # | # | # |
### RECOMMENDATION FOR CERTIFICATION

<table>
<thead>
<tr>
<th>Key Assessment or Activity</th>
<th>CAEP</th>
<th>TEA</th>
<th>CACREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Passing scores on the School Counseling Licensure Exam (252)</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>2. Satisfactory Internship</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>3. Apply to State Board for Educator Certification</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4. State review</td>
<td>✓</td>
<td>✓</td>
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</table>

### POST GRADUATION

<table>
<thead>
<tr>
<th>Key Assessment or Activity</th>
<th>CAEP</th>
<th>TEA</th>
<th>CACREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Satisfaction of employer</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Satisfaction of completer</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**US-University Supervisor**  
**SS-Site Supervisor**  
*Performance/Skill Assessment*  
#Content Knowledge Assessment  
✓Accreditation Requirement

### Program Curriculum Overview

The School Counseling master’s degree is comprised of a minimum of 60 semester credit hours of approved graduate-level coursework.

- **EDUC 5053** Introduction to Educational Research  
- **COUN 5103** Professional Orientation  
- **COUN 5113** Mediation and Conflict Resolution  
- **COUN 5213** Human Development and Learning  
- **COUN 5223** Career Development Counseling  
- **COUN 5233** Comprehensive School Counseling Services  
- **COUN 5243** Group Counseling  
- **COUN 5253** Assessment  
- **COUN 5273** Theories and Techniques of Counseling I  
- **COUN 5283** Advanced Counseling Skills  
- **COUN 5293** Practicum in Counseling  
- **COUN 5303** Ethics and Issues in Counseling  
- **COUN 5363** Multicultural Counseling  
- **COUN 5403** Introduction to School Counseling  
- **COUN 6013** Human Relations  
- **COUN 6043** Graduate Internship (6 hours)  
- **COUN 6023** Counseling Children  
- **COUN 5263** Diagnosis and Treatment Planning*  
  or  
  **SPED 5013** Exceptional Individuals*  

*Plus three (3) semester hours from the following list:  
- **COUN 5323** Marriage and Family Counseling  
- **COUN 5343** Introduction to Reality Therapy
Students who have taken SPED 5013 (Exceptional Individuals) as an undergraduate will take COUN 5263 (Diagnosis and Treatment Planning). Students who have not taken SPED 5013 as an undergraduate will take it at the graduate level and will not take COUN 5263.

**For those students who decide to pursue LPC licensure, this course is required and COUN 5293, Practicum in Counseling will need to be repeated twice.

Core Program Faculty

The following are core faculty associated with the School Counseling Program. Per accreditation guidelines core faculty “have the authority to determine program curricula within the structure of the institution’s policies and to establish the operational policies and procedures of the program” (CACREP 2016 Standards, p. 7). Core faculty also serves as Faculty Advisors for students in the program. Names are listed alphabetically:

**Dr. Wendy Risner**
- Degree: PhD in Counselor Education and Supervision from Texas Tech University
- Primary Courses Taught: Introduction to School Counseling, Practicum in School Counseling, Internship in School Counseling, Counseling Children
- Primary Research/Clinical Interest: Non-Suicidal Self-Injury, Self-Care, Adolescent Issues, LGBTQ+ Advocacy
- Office Phone: (940) 397-4983
- Email Address: wendy.helmcamp@msutexas.edu

**Dr. Tiffany Stewart*  
- Degree: PH.D. from University of Akron
- Primary Courses Taught: Introduction to Counseling, Multicultural Counseling
- Primary Research/Clinical Interest: Multicultural Issues, Client Advocacy, Counseling Children
- Office Phone: (940) 397-4134
- Email Address: tiffany.stewart@msutexas.edu

**Dr. Tara Fox**
- Degree: Ph.D. In Counselor Education and Supervision from Texas Tech University
- Primary Courses Taught: Human Relations, Assessment and Testing, Practicum, Graduate Internship, Diagnosis and Treatment Planning, Program Evaluation Research, and Career Development
- Primary Research/Clinical Interest: Integrated Behavioral Healthcare, Rural Mental Health, and Wellness
- Office Phone: (940) 397-4141
- Email Address: tara.fox@msutexas.edu

*NOTE: The Program Coordinator’s defined duties include: (1) oversight of the program’s mission, (2) proposals for program curriculum (Program Course Distribution) changes, (3) revisions to the student handbook, (4) coordination or the student admission process, (5) oversight and modifications to the program’s organizational policies and procedures, (6) management of the program website and marketing materials, (7) oversight of accreditation and licensure standards, (8) representation of the program to non-program faculty, staff, administration and prospective students, (9) direct recruiting efforts for the program, (10) coordinate curriculum and design assessment related to CACREP, (11) coordinate quality assessments with accreditation manager, and (12) verify schedule, course sequence with department chair.

NOTE: The Clinical Coordinator’s/University Supervisor’s defined duties include: (1) oversight of the program’s practicum and internship student application and approval process, (2) revisions to the structure and requirements for completion of clinical courses, (3) modifications to supervisor qualifications and dissemination of relevant
clinical course information (e.g., practicum and internship syllabi), and (4) representation of the program to community clinical placements/professionals.

Professional Organizations and Student Involvement
The School Counseling Program strongly encourages students to learn about and become involved in counseling-related professional organizations. Among many other important benefits, involvement in such organizations:

- Promotes professional skill development
- Increases knowledge from leaders in the counseling profession
- Provides non-university-related networking opportunities
- Offers additional professional endorsement possibilities
- Helps build one’s resume
- Provides continuing education units
- Increases excitement for and devotion to the counseling profession

The School Counseling Program encourages membership and active participation in both umbrella and specialty organizations. In particular, the Program encourages student membership and involvement in the following four professional organizations:

1. **American Counseling Association**
Mission = To enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity. [from http://www.counseling.org/AboutUs/]
Main website = http://www.counseling.org/
Membership website = http://www.counseling.org/membership/

2. **American Mental Health Counselors Association**
Mission = To enhance the profession of clinical mental health counseling through licensing, advocacy, education and professional development. [from http://www.amhca.org/about/default.aspx]
Main website = http://www.amhca.org/
Membership website = http://www.amhca.org/become/default.aspx

3. **Texas Counseling Association**
Mission = To be the professional organization representing all licensed counselors, and those in graduate training to be counselors, in Texas. [from http://www.txca.org]
Main website = www.txca.org

4. **Greenbelt Counseling Association**
Mission = To be the professional organization representing all licensed counselors, and those in graduate training to be counselors, in Archer, Baylor, Clay, Foard, Hardeman, Jack, Knox, Montague, Throckmorton, Wichita, Wilbarger, and Young counties.
Main website = http://www.txca.org/tea/GREENBELT_CA.asp

Where to Turn for Questions/Resources
The following persons/offices should be contacted as resources for the common questions/issues below:

- Tips for program success, sample course sequence, additional copies of the student handbook = Program ‘current students’ website

- School Counseling required coursework or planned program = Program required coursework’ website (see http://www.mwsu.edu/academics/graduateschool/school-counseling), your Faculty Advisor, or the Program/Clinical Coordinator as a secondary resource
- School Counseling degree requirements = Your Faculty Advisor, or the Program/Clinical Coordinator as a secondary resource

- Program-related issues/concerns = Your Faculty Advisor, or the Program/Clinical Coordinator as a secondary resource

- Graduation procedures/forms/requirements = Graduate School website (see https://msutexas.edu/registrar/commencement/index.php)

- Counselor licensure = https://www.dshs.state.tx.us/counselor/ or the Program/Clinical Coordinator as a secondary resource

- Comprehensive examination = Student handbook, Faculty Advisor or the Dept Administrative Assistant as a secondary resource, or the Program/Clinical Coordinator as a tertiary resource

- Practicum or Internship = Student handbook’s Practicum and Internship Guidelines, or Program/Clinical Coordinator as a secondary resource

- Course registration problems = Dept Administrative Assistant, or the Office of the Registrar (see https://msutexas.edu/registrar/index)

College Practicum and Internship Guidelines

The Advanced Programs Practicum Handbook provides guidance for each of the program coordinators, advisors, accreditation specialists, and university supervisors that are involved in the clinical experience of advanced program certification candidates (diagnostician, principal, and school counselor).

Each School Counseling candidate is expected to log 160 hours during the experience while meeting program and TEA guidelines. The goal is to provide the candidate with practical experience in the role of school counseling and therefore not limited to the idea of counseling session. The experience should replicate every aspect of what a school counselor might do in his/her role. In as such, the school counseling practicum candidate will be evaluated on criteria related to TEA School Counseling Standards.

Counseling is defined as direct contact with a client in an on-going therapeutic relationship, either in a one-to-one, or group, setting. Therapeutic interventions by the counselor are designed to help clients develop greater psychological health. A counseling relationship is not didactic, though clients may gain new knowledge or skills. Crisis intervention is a specialized form of counseling, and a practicum experience requires demonstration of building an on-going relationship and helping clients resolve psychological issues.

The purpose of Practicum in relation to counselor/client skills is for trainees to develop and improve counseling and conceptualization skills. To offer feedback to trainees and to evaluate trainees’ skills, faculty supervisors observe counseling tapes and/or in vivo sessions. Practicum students also develop an ability to self-evaluate, reflecting on their experiences and trying new interventions. Such growth is also facilitated by an open dialogue with trainees sharing with each other as counseling dynamics are processed during class. Subjective, Observation, Affect, Plan (SOAP) notes and case studies also support self-reflection and continued improvement as a counselor.

Practicum requires considerable time management to acquire 160 hours in one semester particularly if the trainee has job and family responsibilities. The time strain is exacerbated when taking the course during a summer term.

It is necessary for students to arrange for a Practicum site prior to the beginning of the course to allow for the maximum amount of time to fulfill the hours requirement. A list of approved Practicum sites is included in this guide.

Given time constraints, a student is permitted to bring in 50 indirect hours prior to the beginning of Practicum I. Students may only begin this process upon the approval of the Theories II instructor.
Clinical Experiences

Students are placed in their school of choice/employment. Supervisors must have a certification in school counseling. TEA requires that the practicum to be 160 hours in length. Evaluation forms are located in the appendix of this handbook. The WCOE fitness alert process is used for remediation. Site supervisors are asked to attend an orientation for their site supervisory role. Site supervisors also serve on the school counseling advisory council. Counseling faculty serve as the students’ resources as well as the site supervisor plus the site principal.

- Selecting Site Supervisor
  - Steps for Advanced Program Collaborative Placement Process [All documents should be placed in the Z drive>College of Education>Clinical Experiences>Advanced Program Placements>(Program)>(Current Academic Year)>Mentor Qualification Forms>(Folder created for each candidate/mentor)]
    - Candidate Info and Site Supervisor Qualification Form (CISSQ) distributed to candidates at time of advising into Practicum, attached to advising email. (Advisor)
    - CISSQ Forms collected and uploaded into the Z Drive. (Advisor)
    - Verification of site supervisor qualifications (Accreditation Specialist)
    - Collaboration with direct supervisors regarding possible site supervisors by PCs via email
    - PCs complete and send Placement spreadsheet to Accreditation Specialist (after all placement information has been agreed upon by direct supervisors).
    - PCs document collaboration efforts into Tk20. Create PDF of email response from direct supervisor of site supervisor that confirms placement supervision and place in the Z drive.
    - Accreditation Specialist distributes training to site supervisors and monitors completion of training within the three-week time line. As needed, Accreditation Specialist will reach out to PCs to communicate with site supervisors to complete the training.
    - Accreditation Specialist uploads site supervisor documentation into Tk20.
    - Accreditation Specialist sets up the placements and clinical experience binders in Tk20 in collaboration with PCs to determine dates for evaluation email links to be generated from Tk20 to the site supervisors.
    - PCs monitor the completion of the candidate evaluations and reach out to Accreditation Specialist to resend links as needed.
  - Minimum qualifications for Site Supervisor
    - Certified in Program/Certificate Area
    - Minimum of 3 years’ experience in the certification area
    - Complete training on:
      - Coaching and mentoring
      - Expectations for Site Supervisor
      - Expectations for Candidate
  - Placement Site Requirements
    - authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose. Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, clinical teaching, and/or practicum. (A) All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, clinical teaching, and/or practicum.
    - All documents underlined in this handbook can be found in the Z drive>College of Education>Clinical Experiences>Advanced Programs Practicum Handbook
    - Email for candidate choosing site supervisor/mentor: This document contains contents for the email sent to candidates by advisor when enrolling in practicum
    - Collaboration Letter: Letter for each program to send to student identified site supervisor
      - School Counseling Collaboration Letter
Diagnostician Collaboration Letter
Educational Leadership Collaboration Letter

- Documentation of supervisor acceptance
  - PDF of placement approval from Site Supervisor’s direct supervisor uploaded to Z drive
- Candidate Information and Site Supervisor Qualifications Form: To be complete by Site supervisor and uploaded to Z drive College of Education>Clinical Experiences>Advanced Program Placements>(Program)>(Current Academic Year)
  - School Counseling Candidate Information and Site Supervisor Qualifications Form
  - Diagnostician Candidate Information and Site Supervisor Qualifications Form
  - Educational Leadership Candidate Information and Site Supervisor Qualifications Form
- Documentation Template: to be used by advisor and accreditation specialist to track receipt of documents and verification of qualifications
- Excel Placement Sheet: This document is to be completed by the Program Coordinator to document pertinent placement information and uploaded to Z drive. It can be found at Z drive College of Education>Clinical Experiences>Advanced Program Placements>

Observations
- Procedures and Requirements
  - Requirements
    - 1 observation in each third of the practicum
    - Preconference at least day before the observation
    - Observation at least 45 minutes long
    - Post conference with substantive feedback
    - Signatures of candidate, site supervisor, and university supervisor
  - Procedures
    - Complete observation form after each observation, print, sign, and scan
    - Send observation form and Reflection form to candidate after each observation
    - Ask candidate to sign and get site supervisor signature then scan document
    - Ask candidate to complete reflection form
    - Tell candidate to save signed form and completed reflection until they have all three. Then candidate will compile the 3 signed observation forms and the completed reflections into one document and upload it to Tk20.

- Observation Forms
  - School Counseling Observation Form
  - Candidate Observation Reflection: to be complete after each observation
  - Candidate Observation Reflection form
    - School Counseling Reflection Form
  - Uploading to Tk20
    - Students upload all 3 observations and reflections in one scanned document to Tk20
    - The WCOE Accreditation Specialist is the point of contact for Tk20 trouble shooting.
  - University Supervisor checks Tk20 to ensure all 3 observations are signed and that the 3 reflections are included before assigning candidate grade for the practicum

Time Logs
- Procedures and Requirements
  - University Supervisor
    - Requirements
      - Time Log entries required
        - Collaboration Selection of Site Supervisor
        - First Contact
        - Observation 1
          - Preconference
          - Observation
          - Post conference
        - Observation 2

Midwestern State University 2020
• Preconference
• Observation
• Post conference

- Observation 3
  • Preconference
  • Observation
  • Post conference

- Procedure
  o Collaboration of Site Supervisor will be logged in Tk20 by Program Coordinator
  o First Contact and 3 observation Preconference, Observation, and Post Conference will be logged in Tk20 by University Supervisor

- Candidates
  • Candidates will log practicum professional experience hours in TK20
    o EDLE and School Counseling - 160 hours
    o Diagnostician – 180 hours

- Time Log Guides
  o Guide for Time Log Guides for Candidates
  o Guide for Time Log Guides for University Supervisors
  o Guide for Running Time Log Reports for University Supervisors

Standards Based Assessment (Practicum Evaluation)
  o Complete assessment in Tk20
    ▪ University Supervisor will complete Practicum Evaluation in Tk20 for each candidate
  o Ensure Site Supervisor completes assessment in Tk20 - University Supervisor
    ▪ Site Supervisor Practicum Evaluation must be completed for Candidate before grade is assigned
  o Forms
    ▪ School Counseling Evaluation Form

Quality Assessment System

Quality and Strategic Evaluation
The School Counseling program maintains a quality assurance system comprised of multiple measures (see transition points chart, p. 20) that require candidates to progress in a specific order. Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards (TEA and CACREP).

As noted above, candidates have opportunities to practice applications of content knowledge and skills learned in course work. The School Counseling APAC designs experiences and assessments. Assessments for the experience along with all other key assessments are verified through Lawshe’s validation.
Assessment Cycle

WCOE blends with the same assessment cycle as the University Assessment Committee with some additional steps. The following dates are approximate given changes in the calendar but hold true from year to year.

<table>
<thead>
<tr>
<th>Event</th>
<th>Deadline日期</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Program Report Templates Available on Z drive</td>
<td>~Sept 18</td>
</tr>
<tr>
<td>Z:&gt;College of Education&gt;Continuous Imp Data and Analyses</td>
<td></td>
</tr>
<tr>
<td>[Academic Year]&gt;Annual Report Forms</td>
<td></td>
</tr>
<tr>
<td>Program-level data posted on the Z drive for review</td>
<td>~Sept 18</td>
</tr>
<tr>
<td>Z:&gt;College of Education&gt;Continuous Imp Data and Analyses</td>
<td></td>
</tr>
<tr>
<td>[Academic Year]&gt;&gt;Program Data Reports</td>
<td></td>
</tr>
<tr>
<td>Faculty/Program Review of [Academic Year]&gt;Data</td>
<td>Sept 20-Oct 16</td>
</tr>
<tr>
<td>Completed Annual Reports Due – upload to Z drive</td>
<td>~Oct 16</td>
</tr>
<tr>
<td>Z:&gt;College of Education&gt;Continuous Imp Data and Analyses</td>
<td></td>
</tr>
<tr>
<td>[Academic Year]&gt;&gt;Annual Report Forms</td>
<td></td>
</tr>
<tr>
<td>College Wide Data Analysis Meeting</td>
<td>~Oct 23</td>
</tr>
<tr>
<td>University Assessment Plans due into WEAVE</td>
<td>~Nov 1</td>
</tr>
<tr>
<td>Dean’s Review Plans</td>
<td>Nov 1- Dec 1</td>
</tr>
<tr>
<td>Assessment Cycle Closes</td>
<td>Dec 1</td>
</tr>
<tr>
<td>Peer Review Process including APAC</td>
<td>Dec 1 – Feb 1</td>
</tr>
<tr>
<td>Peer Review forms are due to Office of Institutional Effectiveness</td>
<td>Feb 1</td>
</tr>
<tr>
<td>Final Catalog Changes for following academic year due to Provost Office</td>
<td>First Friday of Feb.</td>
</tr>
</tbody>
</table>

Continuous Improvement Criteria

Employment Needs

Data regarding employment needs is analyzed to develop a graduate recruiting plan. The goal of the graduate recruiting plan is to admit a pool of candidates that reflects the diversity of America’s teacher pool and, over time, should reflect the diversity of P-12 students. Data includes community, state, national, regional, or local needs for school and district staff prepared in advanced fields. Evidence of the recruiting plan is shared with the APAC and evaluated on a regular basis as a part of the Assessment Cycle.

APAC Admission Review

The School Counseling program APAC regularly reviews admission criteria. Each cohort must achieve a college grade point average of 3.0.

Selectivity During Preparation

The School Counseling program has set the following performance criteria for each of the key assessments. Candidates must achieve this minimum performance at each step to move forward in the program. Performance data is analyzed each fall during the college data analysis window and relayed to the APAC. Evidence is available in the Continuous Improvement folder on the z drive. Evidence is shared with the APAC and evaluated on a regular basis as a part of the Assessment Cycle.
## Minimum Performance Criteria for School Counselor Certification

<table>
<thead>
<tr>
<th>ADMISSION</th>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade point average</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>Successful committee screening on selected criteria.</td>
<td>Graduate Essay</td>
<td>10</td>
</tr>
<tr>
<td>Criminal Records – Right to Preliminary Background Check</td>
<td>Signed policy acknowledgement submitted with admission acceptance to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Code of Ethics and Standard Practices for Texas Educators</td>
<td>Signed acknowledgement and agreement to abide by code submitted w/ admission acceptance to Tk20</td>
<td>P/F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCOE School Counselor Handbook</td>
<td>Signed Handbook Acknowledgement submitted to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Dyslexia Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Mental Health Texas Behavior Support Initiative Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Substance Abuse Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Youth Suicide Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Criminal Records – Right to Preliminary Background Check</td>
<td>Reaffirmation of understanding submitted to D2L</td>
<td>P/F</td>
</tr>
<tr>
<td>Privacy and Confidentiality Pledge</td>
<td>Privacy Pledge Quiz</td>
<td>P/F</td>
</tr>
<tr>
<td>Educator Ethics</td>
<td>Ethics Quiz</td>
<td>P/F</td>
</tr>
<tr>
<td>Child Abuse and Neglect Reporting</td>
<td>Child Abuse and Neglect Reporting Quiz</td>
<td>P/F</td>
</tr>
<tr>
<td>Human Trafficking</td>
<td>Human Trafficking Quiz</td>
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<table>
<thead>
<tr>
<th>COURSES</th>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5403 Intro to School Counseling</td>
<td>School Counseling Interview and Evaluation</td>
<td>80% Proficient</td>
</tr>
<tr>
<td>COUN 5233 Comprehensive School Counseling Services</td>
<td>• Mock Comprehensive Counseling Program Website Assessment</td>
<td>80% Proficient</td>
</tr>
<tr>
<td></td>
<td>• Career Interest Inventory Assessment</td>
<td></td>
</tr>
<tr>
<td>COUN 6023 Counseling Children</td>
<td>Child Counseling Video and Analysis Performance Assessment</td>
<td>80% Proficient</td>
</tr>
<tr>
<td>(pre:req: COUN 5203)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5813 Practicum in School Counseling (Pre-reqs: must have completed 39 semester hours, including COUN 5253, COUN 5273, and COUN 5283)</td>
<td>School Counseling Practicum Evaluation</td>
<td>80% Proficient</td>
</tr>
<tr>
<td>COUN 5823 (6 hours) Internship in School Counseling (pre-req: COUN 5813)</td>
<td>School Counseling Internship Evaluation</td>
<td>80% Proficient</td>
</tr>
</tbody>
</table>
### PRACTICUM

<table>
<thead>
<tr>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-week practicum placement</td>
<td>80% Proficient</td>
</tr>
<tr>
<td>- Candidate documents 160 practicum hours tied to Texas School Counselor Standards (min. 40 hours direct)</td>
<td></td>
</tr>
<tr>
<td>- 1 observation in each 3rd of practicum</td>
<td></td>
</tr>
<tr>
<td>- First contact, pre-conference, observation, post-conference with substantive feedback</td>
<td></td>
</tr>
<tr>
<td>- Signatures of candidate, site supervisor, and university supervisor</td>
<td></td>
</tr>
<tr>
<td>- Completed time logs</td>
<td></td>
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</tbody>
</table>

### INTERNSHIP

<table>
<thead>
<tr>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful completion of practicum</td>
<td>80% Proficient</td>
</tr>
<tr>
<td>Internship Placement (600 clock hours of supervised counseling internship)</td>
<td>✓</td>
</tr>
<tr>
<td>- Candidate documents 600 internship hours tied to Texas School Counselor Standards (min. 240 hours direct)</td>
<td></td>
</tr>
<tr>
<td>- 1 observation in each 3rd of practicum</td>
<td></td>
</tr>
<tr>
<td>- First contact, pre-conference, observation, post-conference with substantive feedback</td>
<td></td>
</tr>
<tr>
<td>- Signatures of candidate, site supervisor, and university supervisor</td>
<td></td>
</tr>
<tr>
<td>- Completed time logs</td>
<td></td>
</tr>
<tr>
<td>Pass Practice Test with at least 80% in each competency and 10 hours of practice</td>
<td>#</td>
</tr>
<tr>
<td>Certify Teacher School Counselor Practice Test</td>
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</table>

### Selection at Completion

Upon completion of the program, the certification officer verifies the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization.

### RECOMMENDATION FOR CERTIFICATION

<table>
<thead>
<tr>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing scores on the School Counseling Licensure Exam (252)</td>
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<tr>
<td>Satisfactory practicum</td>
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<td>Satisfactory Internship</td>
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<td>Apply to State Board for Educator Certification</td>
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<tr>
<td>Application for certification is made by applying online at <a href="http://www.tea.state.tx.us">http://www.tea.state.tx.us</a>.</td>
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</tr>
<tr>
<td>State review</td>
<td>✓</td>
</tr>
<tr>
<td>Upon receipt of the University recommendation, the State Board for Educator Certification screens all applicants for Texas certificates for a record of felony or misdemeanor conviction through the Texas Department of Public Safety.</td>
<td></td>
</tr>
</tbody>
</table>
Satisfaction of Employers

The School Counseling program surveys employers of current/recent practitioners. Data from this survey is shared with the APAC. The survey measures employer satisfaction with completers’ preparation and that completers reach employment milestones such as promotion and retention. Evidence is shared with the APAC and evaluated on a regular basis as a part of the Assessment Cycle.

Satisfaction of Completers

The School Counseling program surveys completers that are currently serving as school counselors. Data from this survey is shared with the APAC. The survey measures employed completers’ perceived preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective. Evidence is shared with the APAC and evaluated on a regular basis as a part of the Assessment Cycle.

MSU WCOE Policy for Returning Finishers

Graduate

Advanced Certification Returners

*If an advanced certification candidate is seeking test approval for an advanced certification and the standards and/or test has changed since the candidate completed the advanced program at MSU, the candidate will be required to:*

- Repeat the WCOE certification exam testing [policy](#)
- Be assigned to and work with MSU College of Education Faculty Member(s)
- Complete up to an additional 15 hours of coursework from MSU and/or MSU training modules before test approval

*If an advanced certification candidate has returned to MSU after a period of five or more years following the academic year of completion and the candidate is seeking test or retest approval for advanced certification the candidate will be required to:*

- Repeat the WCOE certification exam testing [policy](#)
- Be assigned to and work with MSU College of Education Faculty Member(s)
- Complete up to an additional 18 hours of coursework from MSU before test approval

Process

- Candidate should contact Certification Officer
  - Candidate must purchase Certify Teacher. Candidate must complete at least 10 hours of total study time and pass each domain and competency with at least 80%.
  - Certification Officer refers candidate to Faculty member for content area/testing preparation after the candidate completes the Certify Teacher training according to the WCOE certification exam testing [policy](#).
    - See Faculty Test Tutoring Expectations document for tutoring/guided training process.
- Certification Officer, in conjunction with the program coordinator, will identify course(s) or training modules that must be taken. This will be done upon the student completing the Certify Teacher test preparation.
  - Candidate must be approved by Certification Officer based on recommendation from a faculty member in order to be released to test with supporting evidence.

Designated Faculty for Test Tutoring

Graduate

- Educational Diagnostician (Grades EC-12) – Rutherford, Cavitt, Schultz
- Principal as Instructional Leader (Grades EC-12) – Blacklock, Acuña
- School Counselor (Grades EC-12) – Fox, Stewart
- Superintendent (Grades EC-12) – Blacklock, Acuña
Faculty Test Tutoring/Guided Training Expectation

In order to help candidates prepare for a certification test that they have already failed (or that the test has changed since the candidate completed), a faculty member (tutor) will be assigned to work with that candidate on test preparation skills and content area. This will take the form of tutoring or guided training. Once a candidate is assigned, the candidate must contact the faculty member to set a time to meet with them. The tutoring is in addition to any courses or training modules that are indicated for the student.

The tutor should meet with the candidate in person or virtually (eg. via Zoom) for the content and test preparation. The following are suggestions for tutoring that have been very successful:

- Look at the areas in which candidate received less than 70% at the competency level on the failed test (or on the practice test if it is a candidate that needs tutoring because the standards changed or five years have passed since completing the program)
- Work on each competency using an inquiry approach using test question examples.
- Unpack each question.
- Ask candidate to read the prompt and then ask them to highlight the keywords.
- Make sure they know what the key words mean.
- Read through each answer choice and force the candidate to say yes, no, or maybe if they believe the choice could be the answer. Ask them why.
- Have the candidate eliminate all but two answers.
- As you work through the answers with the candidate, identify content knowledge that may be lacking.
- Study the identified needed content knowledge with the candidate.
- If test anxiety is identified by the candidate as one of the factors contributing to problems with the test, provide and discuss strategies to address test anxiety. There are resources for this in the Counseling Center. You can contact Pam Midget to obtain the resources.
- Consider spending about an hour on each identified competency. Tutoring will probably need to be divided into 45-minute to an hour sessions.
- Keep in mind that if there are not enough released test questions for a competency, you might need to find more questions or create some on your own.
- After you have completed tutoring with the candidate, have them retake the Certify Teacher practice test or a TExES content test. If they pass all competencies with at least and 80%, let the Certification Officer know that they candidate has completed tutoring. If the candidate does not pass all of the competencies with at least an 80%, continue working with them on those competencies.
- For Constructed Response questions:
  - Have candidates read through the question and highlight key words. Ensure they understand the key words.
  - Have candidate write a construct response.
  - Assess candidate’s response using the rubric.
  - Discuss with the candidate why they received the rubric score for each criterion.
  - Help candidate reshape the structured response so that it would receive a 4 on each criterion.

The Guided training modules are self-paced and specifically designed to assist the candidate to increase their conceptual understanding.

- The faculty member will assess the TExES results and design a study plan that addresses any competency that the candidate scores below 80%.
- The candidate will be provided a study plan that will focus on those deficits.
- The self-paced modules include graphic organizers, note-taking strategies, practice mini-quizzes, and open-ended responses to help them accommodate the content.
- The modules will unpack the content into small chunks and allow immediate feedback with the mini-quizzes.
- Each module open-ended assignments and graphic organizers will be shared through google drive with the faculty member for more in-depth feedback.
• After the candidate has completed the modules, they will take a TExES content test. If the candidate passes all competencies with at least 80%, the faculty member will let the Certification Officer know that they candidate has completed the test preparation. If the candidate does not pass all of the competencies with at least an 80%, continue working with them on those competencies.

Additional Resources for Tutoring:
- Khan Academy
- Quizzizz
- STAAR Released Tests
  https://tea.texas.gov/student-assessment/testing/staar/staar-released-test-questions
  Contains test form, answer key and rationales.
- Quizlet
APPENDIX

Practicum Forms
Dear Administrator,

(Candidate name) is taking the capstone course, COUN 5813: Practicum in School Counseling to complete their degree requirements to become an educational diagnostician. The purpose of this communication is to obtain your permission to help the candidate meet preparation requirements. It is important for the candidate to have a qualified site supervisor. We have identified (Site Supervisor Name) as a possible site supervisor for the candidate and are seeking approval of this person to mentor the candidate as their site supervisor.

According to §239.83, the site supervisor must meet the following criteria:

1. Hold a Current Certification as a school counselor
2. Have a Minimum of 3 Years’ Experience as school counselor

Please reply to this email (tiffany.stewart@msutexas.edu) to confirm your agreement with this placement or to express any concerns you may have.
Dear Parents/Guardians:

My name is __________________________, and I am one of the counselors working with your child at ________________________. I am a Masters-Level counseling student at Midwestern State University. As a part of my educational evaluation, I may be required to videotape (or audiotape) one of my counseling sessions. The video will only be shared with my instructor whose name is ________________________________. The tape will be a way to evaluate my counseling skills and will be used solely for educational purposes.

The tape will remain confidential and will only be viewed by my instructor and myself. After the tape has been reviewed, it will be destroyed.

In order to video my session with your child, I will need your consent and ask that you sign this form and return it to ________________________ no later than ____________________. If you have questions or concerns, please feel free to contact me at any time. Thank you.

Sincerely,

(Your Name)

Parent/Guardian Signature:

________________________________________________________

Name of Child: ____________________________________________
I, ________________________, agree to be counseled by a practicum/intern student in the graduate Counseling Program at Midwestern State University.

I further understand that I will participate in counseling interviews that may be audiotaped, videotaped, and/or viewed by practicum/intern students through the use of one-way observation windows.

I also understand that I will be counseled by a graduate student who has completed advanced coursework in counseling/therapy.

Finally, I understand that the student will be supervised by a faculty member or site supervisor.

Client’s Signature: _____________________________________________________________

Age: ___________________________ Date: ________________________________

Counselor’s Signature: _________________________________________________________
Guidelines for Writing a Case Study

The following form requires the trainee to integrate an array of information about a client. It is useful as a training device, as well as for providing the supervisor valuable information about both the trainee’s conceptualization skills and client characteristics.

**CASE STUDY FORMAT**

**Identifying Data:** This section will include all relevant demographic information.
- a. Age
- b. Sex
- c. Race
- d. Marital status
- e. University classification
- f. Living situation
- g. Manner of dress
- h. Physical appearance
- i. General self-presentation

**Presenting Problem:** This section should include a listing of the problem areas, from the client’s perspective, noting particularly the client’s view of their order of importance.

Suggested items to focus upon:
1. Was there a precipitating set of circumstances?
2. How long has the problem(s) persisted?
3. Has this problem occurred before? What were the circumstances at the time?

**Relevant History:** This section will vary in comprehensiveness according to the depth and length of treatment, and will vary in focus according to theoretical orientation and specific nature of the problem(s).

**Interpersonal Style:** This section should include a description of the client’s orientation towards others in his/her environment and should include two sections:
1. Is there an overall posture he/she takes towards others? What is the nature of her/his typical relationships? Karen Horney’s conceptualization may be useful here:
   - a. Moving toward (dependency, submission)
   - b. Moving against (aggressive, dominance)
   - c. Moving away (withdrawal)
2. How is the client’s interpersonal stance manifested specifically within the therapeutic dyad? What is the client’s interpersonal orientation toward the counselor?

**Environmental Factors:** This section should include:
1. Elements in the environment which function as stressors to the client, both those centrally related to the problem and more peripheral stressors.
2. Elements in the environment which function as supports for the client: friends, family, living accommodations, recreational activities, financial situation.

**Personal Dynamics:**
1. **Cognitive Factors:** This section will include any data relevant to thinking and mental processes such as:
   - a. Intelligence
   - b. Mental alertness
   - c. Nature and content of fantasy life
   - d. Level of insight: Client’s “psychological mindedness” or ability to be aware and observant of changes in feeling state and behavior and client’s ability to place his/her behavior in some interpretive scheme and to consider hypotheses about her/his own and others’ behavior.
   - e. Capacity for judgment: Client’s ability to make decisions and carry out the practical affairs of daily living.
2. **Emotional Factors**
   - a. Typical or most common emotional states
   - b. Mood during interview
c. Appropriateness of affect
d. Range of emotions the client has the capacity to display
e. Cyclical aspects of the client’s emotional life

3. Behavioral Factors
   a. Psychosomatic symptoms
   b. Other physical related symptoms
   c. Existence of persistent habits or mannerism
   d. Sexual functioning
   e. Eating patterns
   f. Sleeping patterns

Counselor’s Conceptualization of the Problem(s): This section will include a summary of the counselor’s view of the problem. Include only the most central and core dynamics of the client’s personality and note in particular the inter-relationships between the major dynamics. What are the common themes? What ties it all together? This is a synthesis of all the above data and the essence of the conceptualization.

Treatment Plan: Based on the above information, describe the plan you will follow to address the present and emerging problems. Make it consistent with your theoretical orientation.

From C. Longanbill and C. D. Stoltenberg, “The case conceptualization format: A training device for practicum.”
Counselor Education and Supervision, 1983, 22, 137-238.
Case Study Example
CONFIDENTIAL

Client: J.
Counselor: 
Date of First Session: 
Date of Last Session: 
Total Number of Sessions:

Identifying Data
Age: 17.5 years
Sex: Male
Race: Caucasian
Marital Status: Single
School classification: High School Senior
Living situation: At home with mother and younger sister
Manner of dress: Casually well-groomed
Physical condition: Normal height and weight

Presenting Problem
Client presented describing himself as unhappy with life, feeling particularly alone and lonely.

Relevant History
Client’s father reportedly died four years ago, and client reported acutely missing his father during the past few months. Client reportedly has been an honor student during high school. Client described his home situation as emotionally toxic, including his mother, whom he reported to be alternately inattentive to and verbally abusive of him, and a sister four years his junior to whom he reportedly did not relate particularly closely. Client reported having a brother three years his senior who no longer lives with the family of origin. Client reported having very few casual friends and only one close friend whose family he perceived as “accepting him as one of their own.” Client reported two suicide attempts prior to beginning counseling; in each one he reportedly made a superficial lateral cut on one wrist, followed by rapid and uncomplicated healing. No one else was aware of his attempts. At the time of presenting for counseling, he was quite firm that he did not intend any further suicide attempts, a position he maintained throughout counseling.

Interpersonal Style
Counselor experience with the client and client report indicated that client related to people either with great emotional intensity, intimacy, and loyalty or with significant emotional distance. Client appears to remain withdrawn unless, and sometimes even if, strong overtures were made to establish a closer relationship. Client reports and counselor observations indicated that a strong therapeutic relationship formed beginning with the first session and lasting throughout the course of counseling.

Environmental Factors
Stressors included client’s relative isolation in school; absence of his reportedly loving father; presence of mother whom he perceived a neglectful and abusive; a “tight” financial situation typical of a sing-parent, single-income household; and one reportedly adversarial teacher.
Support included, materially, a minimally satisfactory level of living accommodations, and, socially/emotionally, a best friend and her family as well as some supportive teachers.

Personality Dynamics
Cognitive factors: Based on client’s report of scholastic achievement, his use of language and vocabulary, and his facility with abstract concepts, client appears to be above average in intelligence. However, apparent depression and lack of familiarity with the client role and how to address psychological issues sometimes interfered with his ability to quickly grasp some ideas and procedures during counseling sessions.
Emotional factors: Client appeared emotionally subdued. When counselor led client to more deeply explore and/or experience specific emotions, client would initially adopt an emotionally distancing strategy such as sing-song or matter-of-fact tone of voice. After staying with deeper levels of exploration/experience, client would typically experience deep emotional experience, expression, and relief.

Behavior factors: When client was not attending school, he reportedly isolated himself at home in his room much of the time. This isolation was reportedly interrupted only by visits with his best friend, usually at her home. Client reported no difficulty with eating, sleeping, or sexual response.

Counselor's Conceptualization of the Problem

From a cognitive counseling perspective, this client exemplified the classic depressive triad (Beck, 1976): negatively perceiving the world (The world is a place of abandonment), himself (I am unable to achieve or maintain satisfying, lasting closeness with any but a very few people), and the future (The situation will never change; the future looks hopeless). These self-defeating schematic beliefs were reflected in the client’s self-defeating automatic thoughts about specific situations. For example, when his mother reportedly compared him to his siblings, he thought, “She should, but never has and never will, accept me for who I am” (should statement, fortune-telling). When his best friend’s father would reach out to him to participate together in activities, the client thought, “If I let myself enjoy this contact, I’ll be betraying my father; I shouldn’t let myself enjoy it.” (mind-reading; should statement). True to cognitive theory (Burns, 1980, 1989), these cognitions (schemas and automatic thoughts) resulted in problematic emotions, including anger, guilt, depression, and hopelessness, and problematic behaviors, such as repeatedly seeking nurturance from unpromising sources and isolating himself physically and/or emotionally from promising sources of nurturance. Also typically, the problematic emotions and behaviors reinforced the beliefs, resulting in a downward spiraling cycle. This assessment was substantiated during the second session by a score of 27 (moderate depression) on the Burns Depression Checklist.

Treatment Plan

Counselor began counseling process by establishing collaborative relationship with client through the predominant use of basic counseling skills, including reflection on content, reflection on feeling, and open-ended questions. Over the course of counseling, counselor assisted client in identifying, examining, and reformulating distorted cognitions in order to achieve emotional relief and lay the foundation for development of new behaviors. Specifically, this involved between one and three cycles through the “cognitive routine” (Holden, 1993) during each session, followed sometimes by behavior rehearsal. Client also learned how to lead himself through the cognitive routine when he experienced a problematic emotion or action. These strategies resulted in client becoming, first, more able to accept and seek companionship and emotional support from both existing and new sources, and second, more able to self-support when support from others was not immediately available. As early as the third session, client reported feeling hope (antithetical to depression and suicide attempts; Beck, 1976). By termination, client both reportedly and appeared to be substantially relieved of the problematic emotions with which he had presented as well as associate problematic behaviors. This assessment was based on his reportedly increased involvement in extracurricular activities in school with a wider circle of friends, along with greater ability to be solitary without experiencing profound loneliness. These gains were substantiated by Burns Depression Checklist score of 4 and 3, respectively, during the last two counseling sessions. Client indicated willingness to accept counselor’s recommendation that he continue in counseling when school resumed in the spring, to stabilize and build upon his therapeutic gains.
Midwestern State University  
Report of Counseling Session

Counselor: ____________________________  Date: ______________
Client: _______________________________  Session Number: ______

S:

O:

A:

P:
Student Practicum Forms
CLMH School Counseling
Practicum Candidate Information and Site Supervisor Qualifications Form

## Placement Information

<table>
<thead>
<tr>
<th>Candidate’s Name:</th>
<th>Today’s Date:</th>
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<th>School/Site Placement Name:</th>
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<table>
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<table>
<thead>
<tr>
<th>University (Field) Supervisor:</th>
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### Site Supervisor/Mentor Credential Requirements:
- Certification as a School Counselor
- Minimum of 3 Years' Experience as a School Counselor
- Copy of Certification and OFFICIAL Service Record must be submitted prior to start of placement.

### Instructions:
Please complete the following information and submit the required documentation to wendy.helmcamp@msutexas.edu as delineated in the above Site Supervisor/Mentor Credential Requirements.*

## Site Supervisor/Mentor Information

<table>
<thead>
<tr>
<th>Site Supervisor/Mentor Name:</th>
<th>(PLEASE ENTER FULL NAME AS IT APPEARS ON CERTIFICATE/LICENSE.)</th>
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<tbody>
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<table>
<thead>
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<th>Site Supervisor/Mentor Email Address:</th>
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<table>
<thead>
<tr>
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<tr>
<th>Site Supervisor/Mentor’s Direct Supervisor Email:</th>
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<tbody>
<tr>
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<td>Certification Area Same as Candidate:</td>
</tr>
<tr>
<td></td>
<td>Official Service Record Attached:</td>
</tr>
<tr>
<td></td>
<td>Min 3 Years’ Exp as School Counselor:</td>
</tr>
</tbody>
</table>

## Site Supervisor/Mentor Electronic Signature

Note that all supervisors must adhere to the Educators’ Code of Ethics as established in 19 TAC §247.2. Your signature below acknowledges your agreement with this requirement. By selecting the "I Accept" button, you are signing this Agreement electronically. You agree your electronic signature is the legal equivalent of your manual/handwritten signature on this form.

☐ I Accept  
Type in Your Electronic Signature: Click or tap here to enter text.
Candidate’s Name: ____________________________________________

School/Site Placement Name: _______________________________________

University (Field) Supervisor Name: ____________________________________

Site Supervisor/Mentor Name: _________________________________________

Beginning Date of Practicum/Internship: ____________________________ Course No: ____________________________

Observation Number: ☐ 1st ☐ 2nd ☐ 3rd Semester/Year: (i.e. Fall 2019) ____________________________

PRE Observation

Date: ____________________________ Start Time: ____________________________ End Time: ____________________________

Comments:

Observation (MINIMUM 45 MINUTES)

Date: ____________________________ Start Time: ____________________________ End Time: ____________________________

☐ 2. Diversity and Cultural Competence ☐ 7. Program Management
☐ 4. Responsive Services ☐ 9. Professional Practice
☐ 5. Individual Planning ☐ 10. Analysis and Response

Narrative:

POST Observation

Date: ____________________________ Start Time: ____________________________ End Time: ____________________________

Post Observation Conference

Comments:

**Candidate’s Signature:________________________________________

**University Supervisor’s Signature:________________________________________

**Site Supervisor/Mentor Signature:________________________________________

**Signatures may NOT be typed.**
Date__________  Name __________________  Observation  1  2  3 (circle)

Complete the School Counseling Practicum Observation Reflection shortly after your observation.

GENERAL REFLECTION
Overall, how effective was the counseling skill(s) (please identify) you were observed demonstrating? What is the basis for your judgment?

FUTURE PLANNING
In the future, is there anything you believe you could do differently to improve your effectiveness?

COLLABORATION
Did you collaborate with others at your school in the preparation, implementation, and/or assessment of the counseling skill(s) demonstrating? If so, how?
SCHOOL COUNSELOR JOB DESCRIPTION AND EVALUATION FORM

This counselor evaluation form is for use within the MSU Texas School Counseling Program to evaluate the school counseling candidate during practicum and internship. This TEA Job Description and Counselor Evaluation were developed in cooperation with the Teacher Education Committee and Program Faculty and is the recommended evaluation form as directed by TEC §21.356.

Texas Educator Certification Program
School Counselor
Examination Framework (Jan 2020)

DOMAIN I: KNOWLEDGE OF LEARNERS

Competency 001 (Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.

Competency 002 (Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Competency 003 (Guidance): Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.

Competency 004 (Responsive Services): Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

Competency 005 (Individual Planning): Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

Competency 006 (Systems Support): Understand procedures, processes, and strategies for providing systems support.

Competency 007 (Program Management): Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

Competency 008 (Communication, Consultation, and Collaboration): Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

Competency 009 (Professional Practice): Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 010 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.
DIRECTIONS FOR COMPLETING THE PERFORMANCE EVALUATION FORM:

I. Complete the background information on the first page of the Performance Evaluation Form.

II. Evaluate relevant domains: The individual is to be evaluated in light of his/her responsibilities available in both the practicum and internship settings. Utilizing the School Counseling Practicum/Internship Observation Form each candidate shall be observed three times as part of a formal assessment during the 160-hour practicum experience and within the 600-hour internship experience so that data may be recorded with the Texas Education Agency. After all three formal observations are complete, the evaluator in consultation with the site supervisor shall complete the School Counseling Evaluation Form utilizing the framework below. Each competency is assessed.

III. Sign the Summary Sheet of the Performance Evaluation Form: Signatures of the evaluator and the counselor are required at the end of the Performance Evaluation Form to acknowledge that the evaluation has been discussed with and presented to the counselor. The counselor’s signature does not necessarily indicate agreement with the evaluator’s ratings.
**DOMAIN I: KNOWLEDGE OF LEARNERS**

<table>
<thead>
<tr>
<th>SC Competency</th>
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<th>Needs Improvement</th>
<th>Unacceptable</th>
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<tr>
<td>001 (Human Development and Learning):</td>
<td>The candidate demonstrates an understanding of theories and processes of human development AND learning as well, as factors that influence development and learning including knowledge ofajanvayenb. developmental progressions of children and adolescents, b. developmental variation, c. learning theories AND application of knowledge for d. variables that influence student development, e. needs of students within special populations, f. developmentally appropriate strategies, g. capacity to plan developmentally appropriate activities.</td>
<td>The candidate demonstrates an understanding of theories and processes of human development OR learning and factors that influence development and learning including knowledge of a. developmental progressions of children and adolescents, b. developmental variation, c. learning theories AND application of knowledge for d. variables that influence student development, e. needs of students within special populations, f. developmentally appropriate strategies, g. capacity to plan developmentally appropriate activities.</td>
<td>The candidate demonstrates knowledge of theories OR processes of human development OR learning and factors that influence development and learning including knowledge of a. developmental progressions of children and adolescents, b. developmental variation, c. learning theories. However, the candidate is not able to apply knowledge of a. developmental progressions of children and adolescents, b. developmental variation, c. learning theories.</td>
<td>The candidate does not demonstrate an understanding of theories and processes of human development NOR learning AND factors that influence development and learning including the knowledge of a. developmental progressions of children and adolescents, b. developmental variation, c. learning theories.</td>
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</table>

| SC Competency 002 (Diversity and Cultural Competence): | The candidate demonstrates an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. The understanding includes knowledge of a. ways in which diversity characteristics may affect manifestation of strengths. | The candidate demonstrates an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. The understanding includes knowledge of a. ways in which diversity characteristics may affect manifestation of strengths. | The candidate demonstrates an understanding of diversity issues OR cultural competencies related to school counseling. The understanding includes knowledge of a. ways in which diversity characteristics may affect manifestation of strengths. | The candidate does not demonstrate an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students including the knowledge of a. ways in which diversity characteristics may affect manifestation of strengths. | 4 | 3 | 2 | 1 | 1 | 1 |
### SC Practicum and Internship Criteria

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<tr>
<th>Accomplished</th>
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<th>Needs Improvement</th>
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</table>

**counseling and environments that promote respect and affirmation for all students.**

**TEC 239.15.IV CACREP-SC.3.k.l**

- a. ways in which diversity characteristics may affect manifestation of strengths and difficulties
- b. ways to encourage inclusive learning
- c. strategies for teaching about bias
- d. cultural competencies
- e. restorative practices
- f. changing societal trends
- g. strategies for promoting understanding
- h. helping all students feel welcome

**Rating**

- a. ways in which diversity characteristics may affect manifestation of strengths and difficulties
- b. ways to encourage inclusive learning
- c. strategies for teaching about bias
- d. cultural competencies
- e. restorative practices
- f. changing societal trends

### DOMAIN I: Area for Substantive Feedback

**Comments:**

**Strengths:**

**Areas for Improvement:**

### DOMAIN II: THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

**SC Competency 003 (Guidance):**

Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in the Texas Model for Comprehensive School Counseling Programs including knowledge of

- a. procedures for engaging in ongoing review of student knowledge and skill
- b. curriculum design and pedagogy
- c. scope and sequence

The candidate demonstrates an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in the Texas Model for Comprehensive School Counseling Programs.

**Needs Improvement**

The candidate demonstrates an understanding of instructional practices for students' educational, career, personal, or social growth and development but is not necessarily aligned with the Texas Model for Comprehensive School Counseling Programs.

**Unacceptable**

The candidate does not demonstrate an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development.

The candidate does not demonstrate an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development.
<table>
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<tr>
<th>SC Practicum and Internship Criteria</th>
<th>Accomplished</th>
<th>Expected</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
<th>Rating</th>
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<tbody>
<tr>
<td><strong>TEC 239.15.I</strong> CACREP-SC.3.c.f</td>
<td>AND ability to</td>
<td>d. analyzing various types of data</td>
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<td>d. analyze various types of data</td>
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<td>e. apply pedagogy</td>
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<td>f. promote social skills</td>
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<tr>
<td><strong>SC Competency 004 (Responsive Services):</strong> Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students’ continued educational, career, personal, and social development.</td>
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<tr>
<td><strong>TEC 239.15.II</strong> CACREP-SC.2.b.d.g.k CACREP-SC.3.f.h.i</td>
<td>The candidate demonstrates an understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students’ continued educational, career, personal, and social development including knowledge of: a. levels of responsive services</td>
<td>The candidate demonstrates knowledge of techniques for supports OR interventions to address the needs, concerns, and challenges affecting students’ including knowledge of: a. levels of responsive services</td>
<td>The candidate demonstrates knowledge of techniques for supports to address the needs, concerns, and challenges affecting students’ including knowledge of: a. levels of responsive services</td>
<td>The candidate does not demonstrate an understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students’ continued educational, career, personal, and social development.</td>
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<td>b. how to implement preventive services</td>
<td>b. how to implement preventive services</td>
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<td>c. how to implement multi-tiered systems of support</td>
<td>c. how to implement multi-tiered systems of support</td>
<td>c. how to implement multi-tiered systems of support</td>
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<td>d. how to utilize individual and group counseling theories</td>
<td>d. how to utilize individual and group counseling theories</td>
<td>d. how to utilize individual and group counseling theories</td>
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<td>e. consultative theories</td>
<td>e. consultative theories</td>
<td>e. consultative theories</td>
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<td></td>
<td>f. strategies for helping students clarify problems</td>
<td>f. strategies for helping students clarify problems</td>
<td>f. strategies for helping students clarify problems</td>
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<td>g. consultative skills for parents/guardians</td>
<td>g. consultative skills for parents/guardians</td>
<td>g. consultative skills for parents/guardians</td>
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<td>h. decision making techniques</td>
<td>h. decision making techniques</td>
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<td>i. signs and symptoms of mental health trauma</td>
<td>i. signs and symptoms of mental health trauma</td>
<td>i. signs and symptoms of mental health trauma</td>
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<tr>
<td><strong>SC Competency 005 (Individual Planning):</strong> Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.</td>
<td>The candidate demonstrates an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development including knowledge of: a. individual education planning</td>
<td>The candidate demonstrates an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, or social development.</td>
<td>The candidate demonstrates an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, or social development.</td>
<td>The candidate does not demonstrate an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.</td>
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<tr>
<td><strong>TEC 239.15.III</strong> CACREP-SC.2.c CACREP-SC.3.d.e.i.j.k</td>
<td>AND ability to apply</td>
<td>d. short- and long-term goal acquisition for students</td>
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<td></td>
<td>d. short- and long-term goal acquisition for students</td>
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<td></td>
<td>e. strategies for helping students align abilities to postsecondary education</td>
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<tr>
<td>SC Competency 006 (Systems Support):</td>
<td>The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of</td>
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</tbody>
</table>
| **SC Practicum and Internship Criteria** | - a. system support of a comprehensive school counseling program  
- b. school counselor's role in decision making teams  
- c. strategies for facilitating teamwork  
AND the ability to apply knowledge of  
- d. procedures for implementing school-wide programs for student needs  
- e. procedures for implementing professional growth to school personnel |
| **Accomplished** | 4 | **Expected** | 3 | **Needs Improvement** | 2 | **Unacceptable** | 1 |
| f. strategies for guiding students toward graduation  
g. theories for helping students meet College, Career and Military Readiness | e. strategies for helping students align abilities to postsecondary education  
f. strategies for guiding students toward graduation  
g. theories for helping students meet College, Career and Military Readiness | The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of  
a. system support of a comprehensive school counseling program  
b. school counselor's role in decision making teams  
c. strategies for facilitating teamwork  
However, the candidate does not demonstrate ability to apply knowledge of  
d. procedures for implementing school-wide programs for student needs  
e. procedures for implementing professional growth to school personnel |

**The candidate demonstrates an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program including knowledge of**  
a. mission statement development  
b. assumption of a comprehensive school counseling program  
c. organization of assumption of a comprehensive school counseling program  
d. appropriate instruments for collecting data

**The candidate demonstrates knowledge of the components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.**
### SC Practicum and Internship Criteria

<table>
<thead>
<tr>
<th>Accomplished</th>
<th>Expected</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
<th>Rating</th>
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<tbody>
<tr>
<td>e. planning and managing tasks related to a comprehensive school counseling program AND the ability to apply knowledge of</td>
<td>e. planning and managing tasks related to a comprehensive school counseling program</td>
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<td>f. prioritizing goals related to a comprehensive school counseling program</td>
<td>f. prioritizing goals related to a comprehensive school counseling program</td>
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<td>g. communication strategies for a comprehensive school counseling program</td>
<td>g. communication strategies for a comprehensive school counseling program</td>
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<tr>
<td>h. processes for data collection and analysis</td>
<td>h. processes for data collection and analysis</td>
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### DOMAIN II: Area for Substantive Feedback

**Comments:**

**Strengths:**

**Areas for Improvement:**

### DOMAIN III: THE PROFESSIONAL SCHOOL COUNSELOR

<table>
<thead>
<tr>
<th>Accomplished</th>
<th>Expected</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
<th>Rating</th>
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<tbody>
<tr>
<td>The candidate demonstrates an understanding of the practices and strategies for effective communication, consultation, and collaboration within the school and community including knowledge of</td>
<td>The candidate demonstrates an understanding of the practices and strategies for effective communication, consultation, and collaboration within the school and community including knowledge of</td>
<td>The candidate demonstrates knowledge of the practices and strategies of communication, consultation, and collaboration within the school and community.</td>
<td>The candidate does not demonstrate an understanding of the practices and strategies for effective communication, consultation, and collaboration within the school and community.</td>
<td></td>
</tr>
<tr>
<td>a. procedures for effective communication in the educational environment</td>
<td>a. procedures for effective communication in the educational environment</td>
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<tr>
<td>b. components of culturally responsive consolation</td>
<td>b. components of culturally responsive consolation</td>
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<tr>
<td>c. coordinating school/community resources</td>
<td>c. coordinating school/community resources</td>
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<td>AND the ability to apply knowledge of</td>
<td>AND the ability to apply knowledge of</td>
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<td>d. stakeholder collaboration</td>
<td>d. stakeholder collaboration</td>
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<tr>
<td>e. communicating with stakeholders</td>
<td>e. communicating with stakeholders</td>
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</table>

**SC Competency 008 (Communication, Consultation, and Collaboration):** Understand practices and strategies for effective communication, consultation, and collaboration within the school and community. 

**TEC 239.15 V**

**CACREP-SC.3.l**

**CAEP A.1.1.4**
### SC Practicum and Internship Criteria

<table>
<thead>
<tr>
<th>Accomplished 4</th>
<th>Expected 3</th>
<th>Needs Improvement 2</th>
<th>Unacceptable 1</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>f. facilitating parent/guardian involvement</td>
<td>e. communicating with stakeholders</td>
<td>f. facilitating parent/guardian involvement</td>
<td>g. communicating assessment information to others</td>
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<td>g. communicating assessment information to others</td>
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</table>

### SC Competency 009 (Professional Practice): Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

**TEC 239.15.VI**

**CACREP-SC.1.a**

**CACREP-SC.2.a.m.n**

**CACREP-SC.3.o**

**CAEP A.1.1.6**

The candidate demonstrates an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling including knowledge of:

- a. the history of comprehensive school counseling programs
- b. professional responsibility for school counselors
- c. formal and informal assessments
- d. professional growth
- e. self-assessment
- f. federal, state, and local laws
- g. leadership and advocacy strategies for school culture
- h. knowledge of school counselor ethics

AND the ability to apply knowledge of:

- a. the history of comprehensive school counseling programs
- b. professional responsibility for school counselors
- c. formal and informal assessments
- d. professional growth
- e. self-assessment
- f. federal, state, and local laws
- g. leadership and advocacy strategies for school culture
- h. knowledge of school counselor ethics

However, the candidate does not have the ability to apply knowledge of:

- g. leadership and advocacy strategies for school culture
- h. knowledge of school counselor ethics

### DOMAIN III: Area for Substantive Feedback

**Comments:**

**Strengths:**

**Areas for Improvement:**
**SC Practicum and Internship Criteria**

<table>
<thead>
<tr>
<th>SC Competency 010 (Analysis and Response):</th>
<th>Accomplished 4</th>
<th>Expected 3</th>
<th>Needs Improvement 2</th>
<th>Unacceptable 1</th>
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<tbody>
<tr>
<td>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student’s strengths and needs and design an effective intervention including the knowledge to</td>
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<td>a. analyze student data</td>
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<tr>
<td>b. integrate knowledge of effective counseling approaches based on data</td>
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<tr>
<td>c. utilize collaboration to explain methods for involving others in interventions</td>
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<tr>
<td>d. select methods for evaluating effectiveness of an intervention</td>
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<tr>
<td>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student’s strengths and needs but the design of the intervention does not include all of the following knowledge to</td>
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<tr>
<td>a. analyze student data</td>
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<td>b. integrate knowledge of effective counseling approaches based on data</td>
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<td>c. utilize collaboration to explain methods for involving others in interventions</td>
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<tr>
<td>d. select methods for evaluating effectiveness of an intervention</td>
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<td>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student’s strengths and needs but is not able to design an effective intervention.</td>
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<td>The candidate does not demonstrate the ability to analyze and interpret qualitative and quantitative data to identify a given student’s strengths and needs to design an effective intervention.</td>
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**DOMAIN IV: Area for Substantive Feedback**

Comments:

Strengths:

Areas for Improvement:
General Information & Definitions

Accreditation: A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of quality performance and integrity based on review against a specific set of published criteria or standards. In the United States, accreditation represents a unique process of voluntary, nongovernmental review of educational institutions and professional preparation programs that has been historically described as a self-regulating peer review process.

Advocacy: Action taken on behalf of clients and/or the counseling profession to support appropriate policies and standards for the counseling profession and promote individual human worth, dignity, and potential and to oppose or work to change policies and procedures, systemic barriers, long-standing traditions, or preconceived notions that stifle human development.

Assessment: The gathering and analysis of data used in evaluations and decision making.

Assistantships: Each year a limited number of assistantships are awarded to master’s students. These assistantships provide a stipend plus remission of tuition. Further information can be obtained in the Department of Counseling Administrative Assistant.

Clinical Courses/Instruction: All supervised course work within which the student has the opportunity to engage in a broad range of clinical activities similar to those performed by a professional counselor. This includes all Practica and Internships completed within a student’s program.

The Clinic for Individual and Family Counseling: The Clinic is College of Education Center serving as a training and community mental health facility that serves some of the clinical practice requirements of master’s and doctoral-level students. The Clinic functions as a mental health provider for the Greater

Counseling-Related Field: Faculty and supervisor are reviewed for qualifications based on terminal degree, postdoctoral study, professional affiliations, licensure and/or certification (e.g., PC, NBCC), presentations, publications, and/or research. The program will document faculty whose professional qualifications and identity is with professional counseling and counselor education.

Common Core Coursework: Eight areas of curricular experiences required by CACREP to prepare all counselors. The eight areas include: (1) Professional Identity and Ethics, (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 common core areas represent knowledge areas that are fundamental to the counseling profession.

Consultation: Voluntary, nonsupervisory relationship between professionals and other pertinent persons for the purpose of aiding the consultee(s).

Core (Primary) Program Faculty Member: A full-time program faculty member whose appointment is to the Clinical Mental Health Counseling Program and who advises program students and makes program related decisions.

Credentialing: Formal recognition of professional competence designated by certification, licensure, or registry. Program or institutional accreditation is a kind of credentialing.

Curricular Experiences: Planned, structured, and formal teaching activities intended to enable students to learn and apply specific information, principles, values, and skills that are the intended consequences of the formal education offered by an academic unit. In general, the term is used in these standards to mean either an academic course or a readily identifiable portion of an academic course.

Direct Service: Interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by Practicum or Internship students working with clients.
Diversity: Distinctiveness and uniqueness among and between human beings.
Due Process Policy: Written procedures by the institution to protect an individual’s rights as a student.

Entry-Level: The preparation requirements considered necessary to enter professional practice after completing a program of study; the first level at which one can be considered a professional counselor.

Evaluation: The act of making informed decisions based on the use and analysis of pertinent data.

Fitness: Suitability for being a professional counselor. Fitness implies psychological health, including the following variables: self-awareness, self-acceptance, self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation, and emotional stability.

Guideline: An explanatory statement that either amplifies a standard or provides an example of how the requirement may be interpreted. The intent is to allow for flexibility and yet remain within the framework of the standard with which it is associated.

Internship: A distinctly defined, post-Practicum, supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student’s program and initial postgraduate professional placement.

Licensure: The process by which a state agency or government grants permission to an individual to engage in a given profession and to use the designated title of that profession after the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare are reasonably well protected. Students who graduate from the Clinical Mental Health Counseling Program are eligible for the Professional Counselor (PC) license after passing the Professional Counselor Licensure Examination.

Multicultural Experiences: Term denoting the diversity of racial, ethnic, and cultural heritage, including issues of socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, profession or career, and physical and mental abilities present in a nation’s population. The product of interactions among culturally distinct individuals that result in attitudinal and behavioral changes.

New Student Orientation: During the Fall and Spring semesters a new student orientation is held to acquaint new students with the faculty and the Clinical Mental Health Counseling Program. The new student orientation provides an opportunity for student’s to plan their program coursework.

Practicum: A distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to Internship.

Professional Counselor: A counselor who has received a master’s degree or higher from an entry-level program in counseling matching the standards outlined by CACREP and State licensure laws. A professional counselor remains active in the counseling professional by participating in professional development and seeking appropriate licensure and certification.

Professional Liability Insurance: Insurance coverage is necessary for both the client and counselor trainee’s protection. Students must verify appropriate insurance coverage before being permitted to enroll in Practicum or Internship. Currently, one of the best ways for students to get such insurance is to join ACA as a student member and obtain liability insurance through ACA.

Student Retention Policy: The policy by which the program faculty evaluate each student for academic, professional, and personal fitness to continue in a counseling program. In addition, the policy outlines procedures to be followed if a student does not meet program criteria.

Supervision: A tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in Practicum and Internship and facilitates the learning and skill development experiences associated with Practicum and Internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.
## Practicum Approved Sites

All of the following are located in Wichita Falls:

<table>
<thead>
<tr>
<th>Location</th>
<th>Contact</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td><strong>Helen Farabee Mental Health</strong></td>
<td>Patty Lawrence</td>
<td>397-3363</td>
</tr>
<tr>
<td>1000 Brook Avenue</td>
<td></td>
<td></td>
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<tr>
<td><strong>Rose Street Mental Health</strong></td>
<td>Shannon Fletcher</td>
<td></td>
</tr>
<tr>
<td>Note Contacts Below:</td>
<td>Amy Lamb</td>
<td>723-4488</td>
</tr>
<tr>
<td>1800 Rose Street</td>
<td></td>
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</tr>
<tr>
<td><strong>Taft Counseling Center</strong></td>
<td>Shannon Fletcher</td>
<td>691-1899</td>
</tr>
<tr>
<td>4722 Taft Blvd, Suite 2</td>
<td></td>
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</tr>
<tr>
<td><strong>First Step Inc.</strong></td>
<td>Volunteer Coordinator</td>
<td>723-7799</td>
</tr>
<tr>
<td>624 Indiana</td>
<td></td>
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<tr>
<td><strong>Red River Hospital</strong></td>
<td>Dr. Kelly Meyering</td>
<td>322-3171</td>
</tr>
<tr>
<td>1505 8th Street</td>
<td></td>
<td></td>
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<tr>
<td><strong>Midwestern State University Counseling Center</strong></td>
<td>Dr. Pam Midgett, Director</td>
<td>397-4182</td>
</tr>
<tr>
<td>Clark Student Center, Rm 108</td>
<td></td>
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<tr>
<td><strong>Scotland Park Elementary</strong></td>
<td>Dotsie Mergerson, Principal</td>
<td>235-1180</td>
</tr>
<tr>
<td>1415 N. 5th Street</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Crockett Elementary</strong></td>
<td>Dell Baker</td>
<td>720-3157</td>
</tr>
<tr>
<td>3015 Avenue I</td>
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<tr>
<td><strong>Fain Elementary</strong></td>
<td>Dell Baker</td>
<td>720-3157</td>
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<tr>
<td>1562 Norman</td>
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<tr>
<td><strong>Red River Recovery</strong></td>
<td>Jeremy Yates</td>
<td>761-3034</td>
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<tr>
<td>2501 Taylor</td>
<td></td>
<td></td>
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<tr>
<td><strong>City View Elementary</strong></td>
<td>Kenda Finn</td>
<td>855-7943</td>
</tr>
<tr>
<td>1023 City View Drive</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kate Burgess Elementary</strong></td>
<td>Susan Berend</td>
<td>716-2850</td>
</tr>
<tr>
<td>3106 Maurine St.</td>
<td></td>
<td></td>
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<tr>
<td><strong>SJ Cardwell Counseling Consulting, PLLC</strong></td>
<td>Susan Cardwell</td>
<td>691-1267</td>
</tr>
<tr>
<td>2304 Midwestern Pkwy., Ste. 103A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wichita Falls, TX 76308</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Crisis Unit</strong></td>
<td>766-3877</td>
<td></td>
</tr>
<tr>
<td>501 Broad (next door to Helen Farabee)</td>
<td>Stephanie McManus</td>
<td></td>
</tr>
<tr>
<td>On site: Stephanie McManus</td>
<td>Practicum Supervisor: Susan Cardwell</td>
<td></td>
</tr>
<tr>
<td><strong>Juvenile Detention Center</strong></td>
<td>766-8243</td>
<td></td>
</tr>
<tr>
<td>510 Lamar</td>
<td>Les Hungerford</td>
<td></td>
</tr>
<tr>
<td>Wichita Falls</td>
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</tr>
</tbody>
</table>
Serenity House
3100 Seymour Highway
Wichita Falls, TX 76301
Contact: Tom Harwell

Patsy’s House
1411 10th St.
Wichita Falls, TX
Contact: Brooks Harvey

Note: this site will be available for Fall, 2012

Practicum sites in agencies other than those listed above or in communities outside Wichita Falls are an option for some students and are subject to inspection and approval of the Graduate Counseling Faculty.
Tk20 Instructions

Submitting a Practicum Time Log

1. Log in to your TK20/Watermark Account.
2. Click “Home.”
3. Click “Time Logs.”
4. Click "Create New Activity."

5. Choose your program’s practicum time from the Time Log:* drop-down menu.

6. Choose the appropriate activity from the Activity:* drop-down menu.

7. Put your site supervisor’s school email address in the “Reviewer Email” field.
   
   *Double-check to make sure the email address is correct!

8. Fill in the date and time range for the current time log entry.
9. Click the Questions Tab and fill in the placement details information.
10. Click "Create" and you will be returned to the Time Log screen.

11. Check the box next to the entry date you wish to submit.
12. Click "Submit for Approval."

13. Verify information and click “Submit.”

Status will be listed as “Pending Approval” until approved by the site supervisor. Once the site supervisor responds, status will be changed to “Approved” or “Denied” based on his/her decision.
Editing or Deleting Time Log Submissions

To Edit a Time Log Submission

1. Click on Time Logs
2. Under the Entries tab, click on the date link for the entry you want to edit.

3. Change information as needed. Any field can be edited or changed.
4. Click “Update.”

5. Check the box next to the entry you want to resubmit.
6. Click "Submit for Approval."
7. Verify information and click “Submit.”

To Delete a Time Log Entry

1. Click on Time Logs.
2. Under the Entries tab, check the box next to the entry date you wish to delete.
3. Click the trash can icon.
4. Click “OK” in the pop-up message to confirm deletion.
Creating Entries and Submitting a University Supervisor Contact Log

Create Time Log Entries for Each Day you have Contacts with Students or School Staff
1. Log in to your TK20/Watermark Account.
2. Click Home
3. Click Time Logs
4. Click Create New Activity

5. Make sure the log is listed as University and Site Supervisor Contact Log or choose that from the Time Log drop-down menu if applicable.

6. Choose the appropriate activity being submitted for the current contact log entry from the Activity:* drop-down menu.

7. Enter the reviewer’s university email address in the Reviewer Email field: Your reviewer is the Accreditation Specialist (judy.dix@msutexas.edu). Double-check to make sure the email address is correct!
8. Enter the date, start and end times, and a short description of the activity.
Note: if there are concerns about a clinical teacher, intern, or practicum student’s performance please provide detailed information in the description field for those entries.

9. Click on the **Questions** tab and fill out those fields as well.

10. Once all information is filled in, click **Create** and you will be returned to the Time Log screen.

Your time log entry has now been created and saved. You have to follow additional steps to submit your entries for approval. **Note the status is listed as Not Submitted and the entry has not yet been submitted for approval.**

Submit Time Log Entries Every One to Two Weeks

1. Check the box(es) next to the entry date(s) you wish to submit.

2. Click **Submit for Approval**

3. Verify the entry information and click **Submit**
Status will change to “Pending Approval” until approved by the coordinator or chair. Once the reviewer responds, status will be changed to “Approved” or “Denied” based on his/her decision.
Editing or Deleting Time Log Submissions

To Edit a Time Log Submission – Only for Entries NOT YET APPROVED.

1. Click on Time Logs
2. Under the Entries tab, click on the date link for the entry you want to edit.

3. Change information as needed. Any field can be edited or changed.
4. Click “Update.”

5. Check the box next to the entry you want to resubmit.
6. Click "Submit for Approval."
7. Verify information and click “Submit.”

To Delete a Time Log Entry – Only for Entries **NOT YET APPROVED**

1. Click on Time Logs.
2. Under the Entries tab, check the box next to the entry date you wish to delete.
3. Click the trash can icon.
4. Click “OK” in the pop-up message to confirm deletion.
Time Log Reports for Faculty

1. Log in to TK20/Watermark and click **Reports** on the main menu.

2. **Type** **time log** in the search field.

3. Click **Enter** to search.

4. Click on the **Time Log 002** report link.

5. **For the Form Active Status, select** **Active**

6. For the Time Log Form and Time Log Instance fields choose **Field Experience Placement Details** - **Active** from the time template drop-down menus.

7. **For the Time Log Template, choose the applicable template used by your program.**

8. **Select the range of dates for the current term.**

9. **Form Completed by, Time Log Entry Status, and Programs should be set to ALL. Campus and State default to all.**
10. Click **GENERATE** to run the report.

![Image of the GENERATE button being clicked]

11. Once the screen comes up, click **DATA DISPLAY**.

![Image of the DATA DISPLAY button being clicked]

12. Once you see the data, click on the **Export Icon** and choose **Export to Computer**.

![Image of the Export Icon being clicked]

Make sure the buttons are on **Excel** and **Export all rows**

13. Click **EXPORT**

![Image of the Export dialog box]

The report will download on your computer (probably with a file name that starts with “export”) and you can save it, rename it, and sort it according to student last name. **Note: There is no way at this time to run it for only one class, so you will need to sort the list by student name, faculty name, or MSU course number to look up your students.**

Midwestern State University 2020